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INDEX

TO THE CONTENTS OF VOLUME II.

THE

Ohio Journal of Education.

COLUMBUS, JANUARY, 1853.

Introductory.

WE ENTER upon our second volume under circumstances materially different from those which attended the commencement of the first. Our experiment has met with success fully equal to the expectations of the most sanguine, and sufficient to encourage all who sympathize with our objects to renewed and unremitting efforts for their advancement.

Important as has been the year which has closed, the coming year is, if possible, fraught with still greater responsibilities. Expectations have been raised in regard to the Journal, and the plans and labors of our Association, which it will be no holiday task to meet. In no other country, in no State of our Union, has a body of Teachers attempted what has been undertaken here. Teachers have generally been content to follow the lead of Boards of Education, to go forward in the work of improving themselves and elevating their schools as fast and as far as the requisitions of law or the demands of public sentiment required. In the absence of correct views of the importance of providing the means of educating all the youth of the State, and of efficient legislation for the promotion of this object, our Association has undertaken to disseminate as widely as possible, by the aid of the press and the living speaker, such information as will lead to the formation of correct opinions on this whole subject, impress upon the minds of all an abiding conviction of the magnitude of the interest involved, and as soon as possible secure from the Legislature a School System, which, in the

comprehensiveness of its policy, the liberality of its provisions, and the efficiency of its administration, shall be worthy of the State and the age in which we live.

To promote this great object, to aid teachers in the work of self-improvement, to prepare them for the proper performance of all their arduous duties, and to secure for them the active coöperation and sympathy of their patrons and the community, will continue to be the paramount objects of the Journal. Its Editors, who represent nearly every class of schools, believe that the improvement of teachers, the elevation of schools of every grade, and the well-being and prosperity of the State, are inseparably connected; and it will be their constant aim to have in every number articles which will interest and profit those engaged in all the different departments of instruction, and thus to promote the harmony of feeling and union of effort which now exists between those employed in the education of our youth.

Importance of Visiting Schools.

The complaint is made from nearly every part of the State, that the District Schools accomplish but little, that the money expended upon them is little better than thrown away, that during the long vacation the scholars forget so much, that, when they commence again under a new Teacher, it requires nearly half the term for them "to become acquainted with his ways," and to advance as far in their studies as they were at the close of the previous session. Much of this is doubtless true, and will continue to be, so long as small districts, short school terms, and cheap Teachers, frequently changed, are continued. Hence the vigorous efforts which the intelligent friends of Education are making to unite school districts, secure a proper classification of scholars, sustain the schools from eight to ten months in the year, and secure the employment of competent Teachers in every department of the schools.

But it will be some time before even a majority of the districts will be benefited by these desirable changes: meanwhile, everything which is possible should be done for for the improvement of these schools on which so large a part of our youth must depend for instruction. One

of the readiest and most effectual ways to increase the interest and the efficiency of these schools, is for parents, school officers and all good citizens, to *visit them, to show by their presence in the school room,* that they feel that the scholars are engaged in an important work. Let this be attended to, let the same amount of time be given to a country school which is usually devoted to each department by the Superintendent and the Board of a good Union School, and Teachers and scholars would be encouraged, and the profitableness of the schools greatly increased.

There can be no doubt that among the principal reasons why these schools accomplish so little, are the low estimate placed by the community upon the labors of the Teachers, the lack of sympathy with them and their pupils, and the entire want of a proper appreciation of the important work in which they are engaged. This may be true in regard to schools of nearly every grade, but it is more emphatically so of those engaged in the work of elementary instruction. With those just emerging from college, or studying a profession, and soon to enter upon the duties of active life all can sympathize. The anniversaries of such institutions are objects of interest to all classes of the community. But who heeds the opening or the close of the district school? who attends the commencement of the *people's college?* In the labors of the Professor in the college or professional school, all are ready to manifest an interest; for him there seems no lack of smypathy; but who sympathizes with the elementary Teacher? Who regards the patience he must exercise who has to instruct and govern fifty or sixty pupils in every stage of advancement? Who appreciates the labor and toil of him who forms the habits of our children and instils into their minds the principles and impresses upon them those lineaments which the Professor, (if haply they are ever entrusted to his care,) can only modify and polish, but can never eradicate or efface? Ought these things so to be? Ought the Teacher in the common, or even the infant school, to share no place in the sympathy or the respect of his patrons and the community?

True, his pupils are not to go forth with parchment and seal to testify their advancement; true, they are not immediately to enter upon the duties of public life. But they have *minds*, minds which are now pliant and impressible, and which are now receiving that bias which will give them the inclination they will retain through life, and the impressions which time will not efface, nay, which eternity, so far from obliterating, will only render more indelible. His pupils, too, are soon, very soon, to enter upon the active duties of life; they will soon demand a share of public attention; they may yet adorn society, add renown to

their country and honor to humanity; or they may prove pests in society, a curse to their country and a disgrace to humanity, and their names appear high only on the calendar of crime. What a field then has the teacher of sixty or one hundred children and youth! If his duties are well and wisely performed, if those children are properly trained by him, what may not they accomplish for their generation, their country and the world! Less than this number gave to the world the Declaration of Independence, and enacted the first scene in the great drama, of which the enfranchisement, the civilization, and christianization of the whole human family shall be the *winding up*. Aye, and how many of that immortal band enjoyed only the advantages of a common school education, received only the instruction of the faithful and indefatigable, though perchance *untitled* Teacher, who in the rude cabin, it may be, with intense interest and a parental anxiety, watched their budding powers, and with patient and persevering toil molded and fashioned the elements of those characters which we now delight to honor, and which future generations shall admire and venerate.

Do any question the correctness of this representation? Do any doubt that the common schools have furnished those who have adorned our country and blessed the world? Where did Franklin and Sherman, West and Rittenhouse, Fulton and Bowditch, acquire their school education? And what University honored the "Pater Patriæ" with its seal, or by "letters present," recommended him to the confidence, affection and reverence of his countrymen, or was in any way directly instrumental in preparing him to stand forth the brightest name on the world's recorded history?

We have no wish to underrate the importance of a thorough collegiate or professional education, or to undervalue the higher institutions of learning, but we would, if possible, correct the feeling, so common, which overlooks entirely the laborer in the most important stage of mental culture, and bestows all its attention and sympathy upon those engaged in the later stages of development; and we bespeak for the common schools a much greater interest in the sympathies of all classes of the community: we insist that they have a claim to this, first, because they have done much for the instruction of the present, acting generation; and second, they are capable, if rightly conducted and properly appreciated, of doing far more for the rising generation than they have ever accomplished for any two or three which have preceded them.

A. D. L.

PROFESSIONAL.

Personal Peculiarities of Teachers.

The great favor with which our system of Union Schools is regarded, and its very general adoption in our cities and towns, give additional interest and importance to inquiries respecting the duties of teachers. The instructor in one of a system of graded schools, who would accomplish for his pupils all that his relation to them requires, must embrace in his examination some circumstances, which the teacher of an independent school need not take into the account. Besides his relation to his pupils and their parents, there is the relation which he sustains to the other teachers with whom he is associated. This imposes on him the duty of so performing his own labor as not to obstruct in any way his associates in the discharge of theirs. It requires him to remember continually, that he is one of a company of instructors, each having a specific work to do; and that the highest result can be attained only by the faithful performance of his own particular duty by each individual teacher.

Allusion was made to some of these points in a former article. The present inquiry relates to the *peculiarities of teachers*. No man desires to be an imitator. Each wishes to possess, and to show that he possesses, a character for himself. He would develop himself, rather than assume the airs or manners or ways of another. The feeling that prompts to this is right, but it needs to be indulged with caution. There are some professions which admit of decided peculiarities, perhaps eccentricities, in their members; that is, the existence of such peculiarities does not greatly militate against the usefulness of the one manifesting them. But the teacher should be free from striking peculiarities. There should be perfect symmetry in his character. His mental faculties should all alike have native strength, and all alike have that development which is the result of the highest culture. He is to be the model, the living model, ever before his pupils. Setting aside, for the moment, his relation to his fellow teachers, and considering him with reference to his influence on his own pupils, how shall he deport himself before these young minds? Conceive him to be a man of strong talent, a genius even, will he benefit them most by exhibitions of extraordinary power in all that he does? By performing wonderful feats which they can never hope to rival, if they can even imitate? Or by doing every thing as he would have them do it, and as they *can* do it, if they make

proper efforts. It may be more gratifying to a teacher's vanity to have his pupils filled with admiration and wonder at his performances, than to have them so engrossed with their work as to think but little and say but little of him. The perfection of government consists in causing all things to move on so quietly that the pupils think not of discipline, and never put to themselves the question whether or not their teacher is an unskillful disciplinarian. And so the perfection of instruction consists in so aiding the pupil to overcome for himself the difficulties which he meets, in throwing light upon his path at just the moment it is needed, in such a quiet way, with so little of parade or effort, that the pupil is sensible only of the progress he is making, and is quite unconscious of the real aid he has received from his teacher.

Will it follow, as a corollary from this, that the most popular teacher —the one whom scholars are always lauding—is not the one who is doing most for their improvement? If it be so, I will leave it to others to state. Perhaps other professions may manifest something of the same nature, and require something of the same self-sacrificing spirit in those who would accomplish the highest ends.

A good Union School should have a character and reputation of its own, not dependent upon a particular teacher. In this respect it should resemble a college, or one of those long-established New England academies. It is not to be inferred, that each teacher in such a school should not labor diligently and faithfully to make his particular department as excellent as possible. This he must do, as a matter of course. But he ought not to strive to make it reflect his *personal peculiarities*. He ought not to endeavor to stamp his own image upon it, so that it could be recognized, at once, as his, by one acquainted with him. He ought not to desire that his pupils should carry with them to other schools of higher grade, certain distinguishing marks indicative of their training. Marks of *excellence* they should carry, showing that they had been well taught, thoroughly trained; but not *mannerisms*, not those traits of their instructor in which he might differ from the great body of good teachers.

Most of those occupying a high rank as instructors, and, I may say, very many occupying a low rank, have decided preferences in the matter of branches of study. Now unless they possess minds of remarkable balance and judgment, they will give undue prominence to their favorite studies, if the arrangement is left wholly or mainly to them. So too of modes of instruction and discipline. The question is, what, on the whole, is best for the pupils. A teacher may do better in a

particular mode which he regards as his own, than in the mode common to the great body of good instructors. But when he leaves that school, or his pupils are transferred to other teachers, will there not be much time lost by the pupils in becoming accustomed to modes entirely unlike those with which they have been familiar? As by the very nature of a graded system, pupils must receive their instruction from a variety of teachers, it seems a duty incumbent on all who attempt to give instruction, to conform as nearly as possible, to modes deemed the best by those whose opinions are entitled to the highest authority. In this case, a pupil might pass from one instructor to another, each too being of the highest rank, without noticing the difference. At present, there doubtless are schools, well conducted, and taught by those who are eminent in their profession, which are so entirely unlike each other, that a pupil trained in one, would feel, in passing to the other, like one going into a foreign land; the familiar sounds of his native tongue have given place to the unintelligible jargon of a new language.

We are all too much disposed to despise and forsake the beaten path, and strike out a new track for ourselves. But unless the new path is clearly and decidedly superior to the old one, it is better, in matters pertaining to the teacher's work, not to take it, but to remain with our brethren. And especially is it best, when our ways chance to differ from those of others, not to instil prejudice into the minds of our pupils in favor of ours and against those pursued by others. It is gratifying to a teacher's pride to feel that no one can follow him, save at great disadvantage; that no one else can do with his pupils what he can do. But gratifying as it may be, it is a feeling which no teacher of the highest excellence will indulge. It will be his aim, on the contrary, so to train his school, that any good teacher can succeed him; that any good teacher can do with that school whatever may be necessary or desirable.

MARIETTA COLLEGE. I. W. A.

Improved Methods of Discipline and Instruction.

No. IV.

PRIMARY INSTRUCTION.

WHO does not love the little child? Who, of all the beings that we meet in this world, seem so nearly allied to the innocence and purity of heaven as little children? "Freshest from the hand of God," they give new energy to our faith and hope in a "better land." The little

form of exquisite proportions and beauty, the eye of spiritual brightness, the smile of perfect innocence, the joyous exultation in the purest delights of rational existence, and the deep, earnest, confiding affection which we meet in the young, all remind us of a degree of purity and felicity to which our present world is almost a stranger. *Who, indeed, does not love the little child?* Who does not delight to witness and watch over their earliest development, and fill their happy hearts to overflowing with such enjoyments as will leave neither sting nor stain upon the spotless purity of their spirits? How delightful, then, how truly refined and exalted the employment of applying and exalting the agencies which are to give vigor and expansion to their throbbing impulses, to their generous sympathies, to their simple, confiding faith in the true and the right, and to their sweet affections. If it be pleasant to clasp the gentle infantile hand, to aid the faltering or weary step, or avert the threatened danger, how much more enchanting to guide the gentle spirit, to teach it "wisdom's pleasant way," and to fortify it against those future hours of trial, temptation and disappointment which maturer years will surely bring!

But how many now truly love this pure and refined employment? How many truly honor this high calling by cheerfully, joyfully devoting the best talents and the best energies which God has given them to the culture and guardianship of the infantile mind and youthful heart? What systems of public or private instruction properly contemplate the importance of this department of education, and adequately provide the agencies for carrying it forward towards perfection?

It seems almost incredible, that after so many years of experience the duties of a primary teacher should be so slightly estimated, and that the mechanical routine of teaching a child the alphabet, reading and spelling, should so long have constituted almost the entire course of instruction in our primary schools. In these opinions and practices we hope neither teachers nor patrons will long continue. We fondly trust that a future generation, if not the present, will read with amazement that in our enlightened methods for educating the human soul, the little child was for many tedious years treated as if he had but *one faculty* worth developing, and that that one could be most certainly brought to the highest state of perfection by frequent and liberal potions of reading and spelling—as if all its gloriously dawning sympathies and affections were not worth a thought or care—as if all the skill required to place in the bosom of a child the richest sources of perennial and

ecstatic enjoyment, consisted in holding all of his budding capacities *in check*, except the capacity to read and to spell.

Teachers, ladies, to whom is intrusted the delicate and responsible duty of training the young, are you satisfied to spend your time and the early years of your pupils in such teaching as this? Do you think this the wisest course that human wisdom or experience can provide? Are you willing to *think more*, and to labor more, to devise something better? More still; are you willing to examine and put in practice, if found valuable, some well intended suggestions respecting a better course of instruction for little children? We shall presume that the true teacher gladly hails a gleam of light from any and every source that may prove useful in the work of education.

Shall we say, then, to you, ladies, in the very first sentence of our advice, that if you think there is a higher calling in this world than that of teaching little children, you ought, at once, to *resign your office?* If you suppose that you are to commence labors as a teacher in a primary school, and continue there as a sort of apprentice until you can find a *higher position*, better resign your office. If you do not love children almost as you love your own existence, if you can not promptly sympathize in all their little griefs, bear with all their little wayward tendencies, and share with them all their innocent delights, better leave the duty of instructing them entirely to others.

But if you *must* teach school for the sake of the independent support it gives you, and yet do not love children, please never to undertake with such children as depend almost entirely upon the exercise of their affections for the best happiness they are to enjoy in their early years. Seek out such pupils as can live without sympathy, and especially without *your* sympathy, if such you can find. Do not do violence to the fairest portion of God's works by presuming to teach little children. Their gentle sensibilities can never endure your rude and ruthless touch. Like delicate harp strings, they complain at a breath. Move them then to sweet harmony, or *disturb them not at all.*

Oh, but you *love* little children — love to interest them, and love, above all things else, to fill their minds and hearts with the purest delights, and the rich lessons of wisdom and virtue. Well, then, the steps to the *highest success* will be pleasant steps. Activity and effort will always be required, but the transition from a dull routine to spirit-stirring scenes will be an easy one. You will commence by carefully watching all the habits and tendencies of those under your care, and by learning how you can interest and influence them. Learn to control

them without the least apparent open exercise of authority. They may be led, as it were, by a single hair. Tax your skill to the utmost to secure this single object. You will then be properly prepared for the details of an entirely new arrangement of primary school rooms, and the radical changes in the course of primary instruction which we propose to present in a future number of the Journal. M. F. C.

SANDUSKY, December, 1852.

Mental Arithmetic.

THERE is, we think, an immense annual loss of discipline, power and profit to the Common School instruction of the country, in neglecting to give proper attention to the study of mental arithmetic. If the question were proposed to any teacher in the State of Ohio, whether mental arithmetic ought or ought not to be studied by *every child*, probably seven-eighths or nine-tenths would reply in the affirmative. And yet, if the question were asked to each teacher, is your entire school, or one-half, or one-fourth, or even a *single class*, attending to this as a *regular study*, perhaps not *one-third* could reply as before. Now this is sadly unfortunate; unfortunate, first, for the pupils and schools themselves, and unfortunate for the general progress of our Common School interests.

It is known to all, that there is a great diversity of taste and talent for mathematical studies among the pupils of every school. Now, we think that the diversity of *taste* may, at least, be very greatly diminished by requiring from *every pupil* an early, careful, *continued* attention to the elements of numbers, as presented in our text books in mental arithmetic. Let every child thoroughly commit the multiplication table at the age of seven or eight years. Let all children of the primary and secondary schools carefully attend to every principle and every example in such elementary books as Ray's first and second parts. As they advance in years and other attainments, do not permit them to lay aside the subject, but follow on with Colburn's or Stoddard's, or *both* of them. It may be remembered that a committee on text books, in one of our eastern states, once pronounced Colburn's mental arithmetic a *perfect text book*. After two years' acquaintance, however, with Stoddard's, and several with Colburn's, we do not think Colburn's superior, if equal, to Stoddard's. But every pupil of every Common School in the State of Ohio, ought thoroughly to master at least one of these books. Let no teacher of a district school excuse himself or her-

self, by saying that the pupils *do not wish to study* mental arithmetic. Every teacher, of proper influence and spirit, can have almost any reasonable preference gratified in this respect. If English grammar happens to be his favorite topic, a class in grammar he will be certain to have. If geography, or history, or phonography are put forward *as leaders*, there will always be plenty of pupils to follow.

Every considerate teacher understands that an intimate acquaintance with the elements of numbers, is not the only advantage gained in the study of mental arithmetic. That enviable power of clear, easy, beautiful *analysis*, so valuable for all sciences and for all purposes, is constantly and *certainly* cultivated, as it can be by no other science at present taught in our schools. That easy and constant control of the impulses, which is so difficult for the young to learn, and yet so important that they *should* learn, is most securely acquired by habitual concentration of their attention upon subjects requiring a close, a rigid analysis.

Shall we speak too strongly, then, fellow teachers, if we say that *no school*, colleges only excepted, deserves to be called *good*, where mental arithmetic is entirely or partially neglected? Let it be remembered that it is not enough that the *teacher approves* of this study in his school. The pupils must really do the work, must daily practice the analysis of examples, beside any oral exercises that may be given to the school at large.

But we stated that the neglect of this important study was unfortunate for the general progress of the Common School interests of the State. The people of Ohio are beginning to understand with what earnestness and importunity teachers are pleading for more and better facilities for giving interest and success to the Common School instruction of the country. In all this it is presumed that we are making the very best possible use of such means as we already have. It is presumed that we have exhausted all of our resources, all of our tact and energies, to supply mental and moral aliment for our pupils. With how much earnestness and good faith can a teacher ask his patrons for an interesting school library, for beautiful and costly apparatus, or for a school building and yards, neatly and tastefully fitted up, while he is daily neglecting to use the best possible agencies already in his power, to give intellectual strength and vigor to his pupils? While we are asking for *better* facilities, let us, friends, make the best possible use *of such as we have.* M. F. C.

SANDUSKY, December, 1852.

For the Ohio Journal of Education.

Mineralogy and Geology in Schools.

Mr. Editor:—I know not how I can introduce my subject better than by quoting a few lines from a notice of the late Prof. Norton of Yale College, in the last "New Englander." "We were much interested," says the writer, "in an account of his first scientific study which we received from Theodore Dwight, Esq., of New York, who had the direction of his studies the first winter he was sent from home to school. Mr. Dwight says: 'In my first interview with John, I found he had a decided aversion to every branch of study, especially Latin and Greek. I sought for some pursuit in which he might feel some interest, but went through the whole range of sciences and literature without success, when at last I mentioned Mineralogy. There I found him alive and willing to answer questions, and I soon learned that for two years or more, he had appropriated his money to the purchase of minerals and had a large collection. I inquired anxiously how he had arranged them; and he replied that he had made three attempts to arrange them, according to their colors and names, and had found that they *could not be classified* by anybody. I assured him of the contrary, and told him that the proper principle was, that of their composition. He immediately inquired how any person could know what stones were made of. I explained in a simple manner, analysis and synthesis, and promised him that he should begin the next day to decompose minerals and (what pleased him more, although he did not half believe it possible) compound and form some himself.' "Henceforth," adds the writer in the New Englander, "there was no want of interest in his studies; and *from the hour of this conversation, he became one of the most hard working scholars of his time.*"

Mr. Dwight was evidently the teacher the lad Norton needed, and with the above narrated conversation commenced his real education. Here was the first *educating* or drawing out and unfolding of his young mind. His previous studies of Grammar and Arithmetic, and Latin and Greek had all been to no purpose, because the vibrating chord of his intellect had not been touched. This once touched and there were sympathetic vibrations through his whole soul. From his Mineralogy he passed on from one science to another, and from the acquisition of one language to another, until his attainments were most enviable, and at the early age of 24 years he was chosen a Professor in Yale College. He

was without doubt more thoroughly acquainted with the sience of Agriculture than any other man in America and although, his life has been very brief, his influence was beginning to be widely felt throughout the land. But the bud, from which all this unfolding of mental beauty and power came, was a word from an apt teacher on the subject of Mineralogy. Mineralogy was the key note around which all the harmonies of his soul arrayed themselves.

Is it not evident from this, Mr. Editor, that he is the best teacher who best knows how to discover the key note in the minds of his scholars? There are two views of education: one is, that it can be gained only by a general and contemporaneous development of all the faculties of the mind, and that by a general culture the special aptitude of the individual is discovered; the other is, that this special aptitude may be more early discovered, and by a full and generous development of this, in all its connections, immediate and remote, the whole mind is both disciplined and richly furnished. Each method may have its advantages in special cases; but I am very sure that the first—which is the common method of instruction for the great mass of the children of the country—fails to a very sad extent. And the reason is, that the great majority of our common school teachers are not competent to furnish a general culture sufficiently full to include the particular and special wants of all classes of minds. Thousands would have failed to include in their teaching that which was the very key to the education of the mind of young Norton. In very few of our common schools is Mineralogy taught at all. Hence, whichever of the two views of education we may adopt, we find that each requires in the teacher, no inconsiderable degree of knowledge. His circle of attainments must be a wide one. Grammar and Geography and Arithmetic are most important in themselves, but they are only a fraction of the subjects that should be introduced into the school room. There are thousands of young minds which can not be roused into lasting wakefulness by these. There must be other and more attractive vistas of thought opened before the child, and although the teacher may not be able to lead him far in any one of them, yet he must be able to show him the pleasant entrance.

Perhaps no branches of study are better calculated to excite interest and awaken youthful enthusiasm, than those connected with natural science. Mineralogy, if illustrated by only a very small cabinet, would prove to some minds in every school an exciting study. The scales would fall from many an eye, and the hours of morning and the days of vacation would be spent by happy scholars in examining the nearest

ledges of rocks, or prying into the quarry, or wandering along the river bank to find the worn pebbles which the stream had brought them from afar. In addition to Mineralogy, let them study Geology, (and Prof. St. John's Elements is just the text book they want, so comprehensive and so interesting in details,) and they will feel that they are in a new world—that the very earth beneath their feet has lessons for them which they will delight to study. Now, the pebbles in the river, which Mineralogy had taught them were something more than mere stones, will have even a richer interest, and will tell strange stories of their formation in their far distant homes. The quarry will be revisited to find some fossil fish or plant, revealing to the wondering mind of the pupil ancient forms of life.

Is not here the beginning of mental education? May not the mind thus be stirred into a life-long wakefulness? Here was the dawn of thought in the minds of such men as Prof. Norton and Hugh Miller, and it may prove the same to thousands of other minds.

I will not speak of the practical nature of these studies—it would take many pages of your valuable Journal—I only wish to speak of their importance as early studies for the young. They excite thought and mental activity, and when this beginning is made, the rest of the education of the child is not difficult. Ought not these studies to be introduced generally into our common schools? By a little diligent study on the part of our teachers, a sufficient knowledge of these branches can be obtained. Certainly, he who is unwilling to exert himself to acquire this knowledge, is unworthy to be a teacher, and unfit to have entrusted to his care children, who, in other hands, might make Nortons and Millers, but in his must make stupid and useless men.

MARIETTA COLLEGE, Dec. 6, 1852. E. B. ANDREWS.

The Work of the Teacher.

FELLOW TEACHERS: Permit me to say, our work is one of no trifling nature. More than one thousand immortal souls are committed to our care. The work is great. The responsibility is great. It is for us, in a great measure, to discipline their spiritual nature; to mold their hearts; to form their minds; to teach them to think and reason, to choose and purpose. In fine, it is for us to develop their minds, and fit and prepare them for the world. And if we would, when we take

our departure from the profession or from life, leave as the work of our lives, cultivated and adorned minds, *we must work.* If we would make a generation worthy of us; if we would have a monument of ourselves for others to look at and admire, *we must work.* And I know of no memorial of ourselves which we can leave behind us, so precious and beautiful, as cultivated, adorned and practical mind.

On a commanding eminence overlooking the entrance to Charles River, stands a beautiful monument, more than two hundred feet high, to perpetuate the revolutionary deeds and glory of those who were engaged in a physical struggle that once transpired upon that far-famed height. Deep are its foundations, polished the solid masses of granite which enter into its structure, lofty the pile, enough to make one reel, as we stand by its side and cast the eye upwards to its apex. It is a noble monument! We too are at work, preparing a monument. It is one being built, not from earthly material, but from the living crystal. Every stone entering into its structure is more susceptible of polish than the most brilliant diamond. Every one of the beautiful gems is wanted, each to fill its place. It is a structure which will endure "when this earth and all that it inherits shall, like the baseless fabric of a vision, have passed away." The chiselings and inscriptions made in the stones, will be visible not only in all time, but in eternity. It is a monument being erected from the immortal minds now under our charge. For such a cause let us work!—*Address of Mr.* S. S. COTTON *to the Teachers in the Public Schools of Sandusky City.*

Early Culture of the Imagination.

[THAT the imagination of children may be cultivated at a very early age, and that it is important to have it rightly directed and stored with proper images, is conclusively shown by the following sketch.—EDS.]

"I remember an amusing scene which occurred while we were at a county school, with a little boy of seven or eight, the son of a clergyman in the place, at whose house we sometimes stayed. He was a curious little fellow, as grave and serious as an old man, but quite possessed by the usual love of his age, for fairy-books, and especially tales of giants. *Giants* to him were the great features of these; you would have thought there was nothing else real in the world, and that every thing besides existed for their sake, to set them off as it were: a giant,

in his idea, being the perfection of all that was human. From the parlor of the manse we could hear him in his own bedroom, as he sat reading "Jack the Giant Killer" aloud, in a clear, sonorous voice, with the solemnity of a chapter in the Bible: — "And Jack went on, and came to a house where the giant he had heard of was sitting at the door, eating his supper," and so on. On Sunday, by way of a change, he read "The Pilgrim's Progress," where Giant Despair and Doubting Castle were the prime passages. The scenes of the prisoner in his dungeon, and of the giant's conversation in bed with his wife, were dwelt upon with indescribable zest; the monster being all the while evidently regarded with favor, as a kind of injured hero, rather than otherwise.

"When the little boy first came to school, he was put in the youngest form, but he did not seem at all troubled or bewildered, by the new scene of confusion, but sat pondering over his book in his accustomed grave manner, looking about him now and then, as if he saw nothing extraordinary. His intelligence soon made him a favorite with the master, who was a good natured man after all, and seemed amused by the cool familiarity with which he addressed him. One day, soon after little Brown's admission, his class was called up to read their lesson, and he appeared at the head of it. A boy who was reading came to the word *chagrin*, and was stopped to tell the meaning. "You?" "You?" "You?" said the school-master, to one after another. "You, Græme Brown, what is the meaning of *chagrin?*" Græme looked down for a moment, and then up at the ceiling. "Give an example," said the master. Græme Brown opened out immediately, as if quite at home, and in a solemn, measured sort of tone; — "If one giant saw a man in a garden, and caught hold of him, and was going to eat him; and if another giant was looking over the wall, and came and took the man away, then the first giant would feel chagrin." All the other boys laughed at the illustration. "Quite right," said the master; "but what in the world, boy, made you think of giants?"

The boy stared up in his face with far greater astonishment. "Mr. Gow!" exclaimed he as solemnly as before, in a sort of reproving tone, "did you never read Jack the Giant Killer?"

"No," said Mr. Gow, almost taken aback, and as Græme thought, naturally ashamed at having to confess his ignorance.

"Well, Mr. Gow," continued he, "I've lent it to a boy, but I'll lend it to you as soon as he's done."—*Chambers' Journal.*

Letters to a Young Teacher.

No. VI.

DEAR FRIEND:—I know not whether I ought to apologize for troubling you with any thing further, or for the irregularity of my correspondence. I proposed, however, to say something more relative to teaching the elements of reading, the subject treated in my last letter, and, presuming upon your forbearance, I shall do so.

Well, then, taking the subject where I left it, I will suppose that you have taught your pupils the names of seventy-five or a hundred words, and that they have learned to read with ease and facility several pages of sentences constructed from them. I might safely conjecture that up to this time they had manifested a lively interest in their reading lessons—that you had not had occasion to pinch their ears for looking off their books—an operation that I have seen performed by teachers for this offense—or to compel them to stand on the floor, *studying forgotten letters*, a punishment that I have seen inflicted upon children for not recollecting the names of certain letters which had often been told them.

Little children of four or five years of age ought never to be compelled to learn. School exercises to them should be every way equal to *play*, or all contrivance for teaching them is wrong.

I was about to remark that it would be well now to commence upon the elements of these words—to teach the names of the letters to such as did not already know them, and the sounds which these letters represent.

In giving your pupils an idea of the sounds of letters, I think the best plan is to select short, simple words or syllables, having no silent letters, and require your class to spell them *phonetically*, that is, by pronouncing the elementary sounds in the words instead of the names of the letters. To illustrate, we will take the word *cat*. Write this word upon the board, and pointing to *c*, give its appropriate sound in this place as distinctly and audibly as possible, bidding your pupils to repeat it after you in concert; then point to *a*, and give a quick, forcible utterance to its short sound, followed by your class as before; and, in the same manner, pass to *t*, and give the sound of this letter. Again give all the elementary sounds in succession, as you would the names of the letters in spelling, requesting your pupils to follow you in imitation. In the same way drill upon other words. It would be well

for your entire school to join in such exercises, for you will find that your older scholars have no correct idea of the "sounds of the letters" which they have been taught to "say" from the fore part of the spelling-book, unless they have been more fortunate in their teachers than most scholars.

Orthographic reading and spelling I would no longer defer, though I would drill very little at first upon oral exercises. Instead of this, I would furnish my pupils with letters, and set them to constructing words. For this purpose I would purchase several alphabetic sheets, cut them up, and paste the letters upon square pieces of pasteboard—I should prefer cubical blocks—to be used by the class as a printer uses his type. I should then write upon the board a few of the words which I had taught them, and having arranged my class about the table, or assigned them some other convenient place, I would put the *type* before them, and bid them hunt for the letters of the copy, and arrange them according to it. This would afford little learners a very pleasing exercise. In the same manner I would have them spell every word they had learned. In a little time they would become competent to arrange words into sentences, and even strike off boldly into sentence making, independent of copies. Some would soon be inclined to use their pencils in imitating the letters. Let them do it. It will furnish them with *active* business, and this children must have and will have, unless you tie them hand and foot to their seats. Indeed, one great object secured by employing such machinery as I have described is the opportunity it affords children of acting out *nature*, though it is commonly thought that such *uneasy* creatures should be made to sit still. Some teachers flatter themselves that they have accomplished a great work, when by dint of scolding and whipping they have succeeded in *teaching* their little scholars to sit up erect, and hold themselves as statues for two or three half hours, perhaps, together.

In spite of names of letters or sounds, there is a large class of words, such as *though*, *enough*, *thought*, *phthysic*, etc., that are learned without the aid of either. They are entirely anomalous both as regards orthography and orthoëpy, and must be learned as so many arbitrary facts of oral usage. There are some words, however, sufficiently analogous in their parts to enable the learner who has made some progress in the elements to derive their pronunciation from the resemblance which the syllables or parts bear in form and sound to those already known. These he will be able to pronounce without first hearing them, save perhaps in placing the accent correctly. You perceive that if our

language was written with a distinct character for each sound, a thousand difficulties in the way of reading and spelling it would be removed, and teachers would have some reason and philosophy to guide them in teaching it. Thine, truly, A. F.

For the Ohio Journal of Education.

Thoughts on School Regulations.

After upwards of twelve years' experience as a teacher, in both public and select schools, I would offer a few suggestions in regard to this most important subject.

Upon first entering a school, impress it upon every mind, from the urchin of four to the eldest, that each one is responsible, in a great measure, for the happiness of the school. Next, teach them self-government; that it is not your desire to lord it over them. The milder the means the better, provided obedience be secured and regularity maintained. Let the first omission of duty, or act of transgression, be firmly, kindly, yet positively dealt with.

For reading classes, offer rewards to those that have been at the head the greatest number of times during the term; let each one forfeit his place, by miscalling a word, failure in punctuation, or assuming an improper position in the class. Let rules be established for all the recitations; and they will improve rapidly and learn correctly. In so doing, they will learn to discipline their bodies as well as their minds, and yet feel perfectly easy and happy. A word of encouragement will generally effect thrice the good, in committing a lesson or overcoming the thousand defects of childhood ways, that a stern one will. Much devolves upon teachers in making their scholars happy and cheerful; and in order to accomplish this, their government *must be good.* I do not wish it inferred from the foregoing that I should, or do, dispense with the rod. "Spare the rod and spoil the child," was written in wisdom, and a practical demonstration of this proverb is what must be made, when all other means fail. E. Mitchell.

Deavertown, Pa.

SCIENTIFIC.

The Permeability of Metals to Mercury.

An interesting paper of fifteen pages, on this subject, was presented to the American Association for the Advancement of Science, at its last meeting, by Prof. E. N. Horsford, of Harvard. The Professor first refers to the discovery of the fact, by Prof. Daniel, that bars of lead, tin, zinc, gold and silver, when wholly or partially immersed in mercury, become penetrated by it; and also to the remarkable discovery of Prof. Henry, that a *solid bar* of lead, bent in the form of a syphon, will, if the shorter arm be dipped in mercury, cause that metal to flow through its entire length, as water does through a syphon *tube*. He then proceeds to detail his interesting experiments upon the same subject, the *results* of which I propose to give to the readers of the Journal in as brief a manner as possible.

1. A drawn bar of lead, when saturated with mercury, was found to have increased its specific gravity from 11.414, to 11.421, and a cast bar from 11.405, to 11.464.

2. A drawn bar and two cast bars, *a* and *b*, were put in a vertical position, in a dish of mercury. In six hours the mercury rose in the first bar 0.062 mm., but its rise decreased in something like a geometrical ratio, so that in 260 days it only rose 143 mm. The same is true of the cast bars. In 269 days it rose in *a* 189 mm., and in *b* 250 mm.

3. Mercury being presented to the *top* of a vertical bar, its descent was astonishingly rapid, passing in two hours through 360 mm.; thus showing that gravity greatly facilitates the descent and retards the ascent of mercury through lead.

4. Mercury which has passed through lead was found to contain a solution of lead.

5. It was found that the lead thus held in solution is taken, not from the end or surface, but from the interior of the bar; thus increasing its porosity, and with this its power of transmitting mercury. A bar which allowed 5.4169 grammes to pass in the first ten days, in the tenth ten days allowed 40.0357 grammes to pass. Other experiments, however, seemed to indicate that this difference was not all due to increased porosity.

6. The quantity of mercury which will pass through a syphon shaped bar in a given time, depends more upon the extent of the absorbing surface than upon the size of the bar; and more upon the length of the

bar, after that reaches 150 or 200 mm., than upon the vertical height.

7. A saturated bar of lead was found to contain 3.63 per cent. of lead, and the amalgam which flowed through the bar, contained of lead 2.52 per cent., and of mercury 97.48 per cent.

8. The saturated bar was found to experience great changes, when kept long in contact with the mercury.

a. It is at first brittle, but regains its tenacity on sufficient exposure to the air.

b. A bar standing erect in mercury, at the end of 194 days began to enlarge and crack open just below the top; it then commenced crystallizing.

c. Those vertical bars which remained standing in the mercury for a much longer period cracked open throughout their entire length.

Experiments similar to those of the results of which the above is a very brief abstract, were tried on tin, gold, silver, zinc and cadmium. Those who wish to examine this highly interesting subject are referred to the proceedings of the American Association for the Advancement of Science, page 48, *et seq.* S. N. S.

GRANVILLE FEMALE SEMINARY.

Heat as a Mechanical Agent.

THE December number of the Journal contained an interesting article on Air as a Mechanical agent. As few of the text books in natural philosophy commonly used, present any general view of the mechanical effects of Heat, we have thought that an article on this subject would be valued by those Teachers who are accustomed to supply by oral instruction or otherwise, the deficiencies of the books they are using.

The term Thermotics has been applied to the subject of Heat as treated in Chemistry, and Pyronomics to the same when treated with respect to its mechanical agencies, as in natural philosophy.

In the latter view, the subject may be presented according to the following outline: first, definition and the theories in regard to the nature of heat; second, kinds of heat; third, the sources; fourth, the effects; and fifth, the laws of heat.

I. Heat is an invisible and imponderable agent which pervades all matter. Two theories, *the material*, and the *undulatory*, have been

proposed to explain its nature: the first supposes it to be a subtle *form of matter* pervading all bodies; the second, that it is an *etherial medium* diffused through all space in which undulations, similar to those of the air producing sound, are caused by radiant bodies, and that these produce all the phenomena of heat.

II. Kinds. — Heat may be said to be of three kinds: *natural*, as that emanating from the sun; *artificial*, that produced by mechanical or chemical processes; and *vital*, including that generated in connection with animal and vegetable life.

III. Sources. — The *sun* is the great source of the heat by which the changes in the temperature of the air and other bodies around us are produced.

2. *Mechanical processes*, as friction, percussion, and the sudden compression or expansion of bodies.

3. *Chemical processes*, as combustion, and the union of various elements attended by a change of fluids to solids.

4. *Electricity*, discharges of frictional or galvanic electricity.

5. *Vital processes:* living vegetables and animals usually maintain a temperature much higher than that of the surrounding air.

IV. Effects. — 1. *Temperature*, with its variations in the air and other bodies, is one of the most obvious of its effects.

2. *Expansion*, by insinuating itself between their particles it increases the dimensions of bodies: by being heated from the freezing to the boiling point, iron is increased one two-hundred-and-fiftieth, water nearly one-twentieth, and air more than one-third of its bulk.

3. *Liquefaction*, the change of certain solids to the fluid form.

4. *Vaporization*, the change of solids or fluids into vapor.

5. *Ignition*, and the various changes of texture attending combustion.

V. Laws.—1. Heat tends to diffuse itself equally through all bodies.

2. It is transmitted in two ways, by *conduction* and *radiation*.

3. The *intensity* of radiated heat *decreases* as the square of the distance from the radiant body *increases*.

4. When its rays fall upon a body it may be disposed of in three ways, by *reflection*, *absorption* or *transmission:* some portion of it is usually disposed of in each of these ways.

5. Bright polished surfaces *reflect*, rough, dark bodies *absorb*, and most transparent bodies *transmit*, the greater part of the heat which falls upon them.

6. Bodies which *absorb* heat readily *radiate* it freely: those which *reflect* or *transmit* it readily, part with their heat mainly by *conduction*.

The foregoing outline can easily be filled up with such additional instruction as the Teacher may deem it desirable to add; and something like it will be found a very profitable introduction to the study of the mechanical properties of steam. A. D. L.

LITERARY.

The Cultivation of the Imagination.

In an article contained in the last volume, allusion was made to one of the methods which may be adopted for the culture of a refined Taste. For the purpose of cultivating the Imagination, of heightening our appreciation of the grand and the sublime, and increasing our susceptibility to these emotions, there is perhaps no method, of which all may avail themselves, better than the practice of reading the choicest productions of the greatest minds till our souls are filled with the grand ideas to which they have in their happiest moments given utterance.

For the purpose of aiding those who wish to improve their own minds or enable others so to do, we have thought it might be useful occasionally to publish such passages as all may not be likely to meet, and to refer to others which may be more easily found. The following, from the ninth Bridgewater Treatise, by Brof. Babbage, we regard as one of the grandest and most sublime passages in the English language. Those who would find similar ideas expanded and applied in a variety of ways, are referred to the chapter entitled "The Telegraphic System of the Universe," in the Religion of Geology, by President Hitchcock.

A. D. L.

RESULTS OF THE LAW OF ACTION AND RE-ACTION.

The pulsations of the air once set in motion by the human voice, cease not to exist with the sounds to which they gave rise. Strong and audible as they may be in the immediate neighborhood of the speaker, and at the immediate moment of their utterance, their quickly attenuated force soon becomes inaudible to human ears. The motions they have impressed on the particles of one portion of our atmosphere, are communicated to constantly increasing numbers of its particles. The waves of the air thus produced perambulate the surface of the earth and the ocean, and in less than twenty hours every atom of its atmosphere takes up the altered movement due to that infinitesimal portion of the primitive motion communicated to it through countless channels, and

which must continue to influence its path throughout its future existence.

But these aerial pulses, unseen by the keenest eye, unheard by the acutest ear, imperceptible by any human sense, are yet demonstrated to exist, by human reason, and if man possessed a larger command over mathematical analysis, his knowledge of these motions would be more extensive; but a being possessed of unbounded knowledge of that science could trace even the minutest consequence of that primary impulse. Such a being, however far exalted above our race, would still be immeasurably below even our conception of infinite intelligence. Thus considered, the air is one vast library, on whose pages are forever written all that man has ever said, or woman whispered. There, in their mutable but unerring characters, mixed with the earliest, as well as with the latest sighs of mortality, stand forever recorded, vows unredeemed, promises unfulfilled, perpetuating in the united movements of each particle, testimony of man's changeful will.

But if the air we breathe is the never failing historian of the *sentiments* we have uttered, the earth, air and ocean are the eternal witnesses of the *acts* we have done. The same principle of the equality of action and reaction applies to them.

No motion, impressed by natural causes or by human agency, is ever obliterated. The ripple on the ocean's surface caused by a gentle breeze, or the wave which marks the track of a ponderous vessel, are equally indelible. The momentary waves raised by the passing breeze, apparently born but to die on the spot which saw their birth, leave behind them an endless progeny which reviving with diminished energy in other seas, visiting a thousand shores, reflected from each and perhaps again partially concentrated, will pursue their ceaseless course till ocean be itself annihilated.

The track of every canoe, of every vessel which has disturbed the ocean, remains forever registered in the future movement of all succeeding particles which may occupy its place. The furrow which is left is indeed instantly filled up by the closing waters, but they draw after them other and larger portions of the surrounding element, and these once moved communicate motion to others in endless succession.

The solid substance of the globe itself, whether we regard the movement it receives from the tread of animals or the concussion arising from the fall of mountains rent by earthquakes, equally communicates and retains, through all its countless atoms, their proportionate shares of the motions so impressed.

Whilst the atmosphere we breathe is the ever living witness of the sentiments we have uttered, the waters and the more solid materials of the globe, bear equally enduring testimony to the *acts* we have committed.

If the Almighty stamped on the brow of the earliest murderer the indelible and visible mark of his guilt, he has established laws by which every succeeding criminal is not less irrevocably chained to the testimony of his crime; for every atom of his mortal frame, through whatever changes its several particles may migrate, will still retain, adhering to it through every combination, some movement derived from that very muscular effort by which the crime itself was perpetrated.

The soul of the African, whose fettered body surviving the living charnel house of his infected prison, was thrown into the sea to lighten the ship, that his master might escape the limited justice at length assigned by civilized man to crimes whose profit had long gilded their atrocity, will need, at the last great day of human account, no *living* witness of his earthly agony. When man and all his race shall have disappeared from the face of our planet, ask every particle of air still floating over the unpeopled earth, and it will record the cruel mandate of the tyrant. Interrogate every wave which breaks unimpeded on ten thousand desolate shores, and it will give evidence of the last gurgle which closed over the head of his dying victim; confront the murderer with every atom of his immolated slave, and in its still quivering movements he will read the prophet's denunciation of the prophet king—"*Thou art the man.*"

LEGISLATIVE.

The New School Bill has been under discussion in the Senate; and has passed through the Committee of the Whole and been referred back to the Standing Committee. The discussions have been marked with ability, spirit, and fairness. The indications are, that the features of the Bill relating to a State Superintendent, to the amount of School funds and to District Libraries, will be passed substantially as they were originally reported; that all school funds will be raised by a state, instead of a county tax; that the provision for County Superintendents will be struck out; and that the organization of the Township Boards of Education will be so modified as not wholly to do away with the present District system.

Editors' Portfolio.

With the commencement of a new volume some changes have been made in the corps of Editors. Early in the last year Mr. Barney requested to be excused from serving as an Editor, on account of his health and the pressure of other cares and labors; but the Executive committee, hoping that he would find it in his power to aid during the latter part of the year, ventured to retain his name; it is now withdrawn in compliance with his renewed request. As our former readers are already acquainted with the new members through their contributions to the last volume, it is confidently believed that they will receive from them as hearty a welcome as they do from those with whom they thus become associated.

As the authorship of the articles by the several Editors will thus be sufficiently indicated, the practice of appending their initials will be continued; but for the gratification of readers, it is proposed to give the names of other contributors, unless for special reasons we are requested to withhold them.

The present number is filled with articles corresponding in length and style with our ideas of the characteristics which should mark its contents. While one or two articles of greater length are admissible in each number, it is doubtless true that spirited articles of two, three or four pages, are more generally read and better liked than longer contributions, however labored. Such articles, we would also suggest, are much more likely to be copied into other papers and periodicals, and thus to have their influence and usefulness almost indefinitely extended. During the past year, nearly all of our shorter articles have been thus copied in from one to half a dozen or more papers, many of them reaching thousands of readers; while but few of greater length have been republished at all.

If it be desirable that the time should come when Editors of newspapers would no more think of issuing a paper which contained nothing on the subject of Education, than they would now of publishing one without any thing on Agriculture, the writers for Journals of Education must bring forth from their treasures of practical wisdom such contributions to our Educational literature, as will commend themselves to the attention, and awaken the interest of all the intelligent and influential in every community. We know of no way in which the minds of all classes can be reached, and a correct public sentiment upon this subject be produced, except through the medium of the Press at large; and we confidently believe that this work can be effected, to a very considerable extent at least, within the coming ten years, if it is made a distinct object of labor and effort.

Correspondence.

"The work goes bravely on here. We have now, I venture to say, in this county, as good a set of Teachers as any in the State. There has been a decided improvement since last year in qualifications. There is but little *begging* for certificates. Teachers depend more upon qualifications than sympathy."

I. M. A., Canton.

Mr. A. — In the last number of the Journal you appeal earnestly to Teachers to aid in its circulation. Beliving that it is a highly interesting and ably conducted Periodical, and that it is exerting a powerful and highly salutary influence in the cause of Education, I determined that this appeal should not pass

unheeded. I have procured twelve subscribers; inclosed are $14,00, two of which are to pay my own subscription for the first and second volumes. Who has done better since the publication of your last number?

P. K. East Palestine.

The first Teachers' Institute in this part of Pa., was attended in Blairsville during the first week in November. It was, to all who participated in or witnessed its exercises, a complete demonstration of the practicability and utility of these schools. Hon. T. H. BURROWES, Editor of the Pa. School Journal, acted as Principal. D. PARSONS of Wellsville, and Rev. S. NEWBERRY of Cleveland, O., rendered valuable services as Instructors. About 100 Teachers were in regular attendance. Lectures on interesting subjects were delivered to large and attentive audiences on every evening in the week. About 60 subscribers to the School Journal were obtained. The utmost harmony and good feeling prevailed among the Teachers. The Institute adjourned to meet in New Alexandria, the first Monday in Oct. 1853. J. M. M., Eldersridge, Pa.

The Rhode Island Normal School has commenced under very promising auspices, and numbers already about 70 students, mostly intelligent young ladies, who are applying themselves to their various exercises with great earnestness and efficiency. No department of education is now in so flourishing condition in this part of the Union, as the training of Teachers.

The number of applications for admission to the N. E. Normal Institute to be opened at Lancaster, Mass., in May next, is already more than 80; and the prospect is that our first term will open with at least 100 students.

The Massachusetts Institutes have never been so prosperous as this season. At Amherst 375 members attended, who, by the liberality of the Faculty of the College, enjoyed, in addition to the instruction of Professors Agassiz and Guyot, and other Instructors in the Institute, the benefits of the Lectures and Cabinets of the Professors. The average attendance was about 200 at each of the Institutes in Massachusetts.

Our New Hampshire Institutes have, in many instances, been more numerously attended than ever. The system of County Supervision, together with the law requiring towns to raise three per cent on their School-money for the support of Institutes, seems to have an excellent effect in stirring up a fresh zeal in these invaluable arts to the progress of improvement in education.

Rhode Island has had one excellent Institute this season; it is thought to have been the best as well as the most numerous of any held in the State for several years.

Maine and Vermont are the only N. E. States that have been backward in the good cause this year; and the adverse circumstances there are only of a temporary character. W. R., Providence, R. I.

Notices of Colleges, Schools, etc.

The Catalogue of Marietta College for 1852-3, shows 68 students in the four classes, including 12 in the Scientific Course. These latter pursue all the English and mathematical studies of the College Course, with French and German. There are 19 in the Freshman class. The Preparatory Department numbers 50. The Triennial gives the whole number of Alumni from 1838 to 1852, 137; an annual average of 9 and a fraction.

A large building for a Gymnasium has just been erected. The Literary Societies are spoken of as manifesting unusual activity and interest. They have two

very fine Halls, and Libraries of about 2000 volumes each. The College Library is now receiving a large addition from Europe. Many very rare and valuable scientific works will be found among those purchased by Pres. SMITH.

The second annual catalogue of Capital University presents the following summary: Students, in the grammar school 85; Freshmen 6; Sophomores 9; Irregular 5; Theological 11; total 115. The President, Rev. WM. M. REYNOLDS, D.D., and four Professors, constitute the Faculty. The fine edifice designed for the institution, is rapidly approaching completion.

The Second Annual Catalogue of Heidelberg College presents the following summary of the Students: Freshman class, 16; Preparatory, 15; Scientific course, Juniors, 10; Sophomores, 52; Freshmen, 31—93. Ladies course, Juniors, 6; Sophomores, 30; Freshman class, 14—50. Total in all departments, 174. This Institution, located at Tiffin City, was founded by the German Reformed Church. Rev. E. V. GERHART is President.

Western Reserve Eclectic Institute, located at Hiram, Portage county, Ohio. The second annual catalogue of this flourishing school contains the names of 410 students; 236 males, and 174 females. A good course of study, occupying three years, is prescribed. Mr. A. S. HAYDEN, the Principal, is aided by three male and three female Teachers.

PUBLIC SCHOOLS.—The Second Annual Report of the Board of Education of Walnut Hills, has been printed. We are glad to see that Prof. D. H. ALLEN, of Lane Seminary, is President of the Board, and one of the Examiners. Prof. G. E. DAY also belongs to the Board of Examiners. The Union System was adopted two years since. There are three teachers beside the Superintendent, Mr. E. S. DAVIES, a graduate of Marietta College. The citizens have taken hold of the matter in good earnest. They have this year levied a tax of four mills on the dollar for current expenses, and nearly seven mills for house and lot, and library; making about *eleven* mills school tax, in addition to the usual State and county taxes for school purposes!

There is no city in the United States that has a better right to be proud of her public schools than Cleveland. They are of the first class, and a person can, by attending them, obtain an excellent education. The buildings are large and commodious, which adds much to the health of the scholars, and as buildings, they are ornaments to our city. The teachers are chosen with the greatest care, and are universally admired and respected. The High School, under the supervision of Mr. FREESE, is much liked. The scholars are selected from the other schools, and reflect much credit upon themselves, as well as upon Mr. FREESE.

The examination of the Rockwell street School took place yesterday afternoon. We were present a short time, and were much pleased. The scholars seemed to be thoroughly drilled, and answered the questions asked them, with readiness. Mr. HUMISTON is much esteemed by his scholars, which is the surest sign of his excellent management.—*True Democrat, Nov.* 1852.

A series of Juvenile Concerts has been given in this city, during the last few weeks, by the pupils of Grammar School No. 1, under the charge of Mr. D. C. PEARSON; No. 2, under the charge of Mr. WM. MITCHELL; and No. 3, taught by Mr. GEO. C. SMITH. The singing and other exercises were highly creditable, and gave universal satisfaction. The avails were appropriated for the purpose of increasing the libraries of these departments of our Public Schools.

Selections.

THE ENGLISH LANGUAGE.—Our language is now spoken by seventy-five millions of people, and it is exceedingly copious. Webster's Dictionary, the standard work, contains more than 70,000 words. In our daily life business we use only about one-sixth part of them. There are only about 10,000 in daily use by those who write and speak our language. The Chinese language contains only about 330 words; but by modifying the sounds, a dozen different ideas are expressed by the same character. To appreciate the flexible character of the English language, we have but to read the works of Washington Irving and Carlyle; the language appears to be entirely different.—*Address of Prof. A. J. Upson.*

VALUE OF KNOWLEDGE.—In New York, the other day, an Irishman working at a forge, got a particle of hot iron into his eye. While writhing in pain, a boy stepped up to him and said, with great coolness, "will you give me half a dollar if I get that out of your eye?" "Heh," cried Pat, "I'll give ye anything—I'll give ye a dollar." Away the boy ran, and came back with a magnet, with which, in about a minute, he drew out the iron atom. Paddy winked his watery eyes, uttered an exclamation of relief and gratitude, and then gave the operator the half dollar. "Holy mother!" said the poor fellow's sister, who stood by, "them Yankee childer could do anything."

A SHORT ARGUMENT.—A gentleman was railing, a few days since, at a public table, against the law of Massachusetts, as depriving men of their natural rights to buy and sell and get gain; and turning to his neighbor, he asked him if he did not think it high-handed oppression. The gentleman replied:

"Sir, call it oppression, if you please. I will state one fact well known to myself. A tax bill was recently brought to me on my city property, of $800, for which I gave my check. I carefully looked into the subject, and found that $650 of it was for the support of drunkenness. Now what is this but oppression? But I suppose I have no rights. Rumsellers have all. They may tax me to support criminals and drunkards they make, $650, and I must be still." "Sir," said the gentleman, "Massachusetts is right. It is the best argument I ever heard. It has overthrown all my theory about free trade. I will say no more, but go the whole with you."

PURE AIR IN SCHOOLS.—At the Educational Convention in Newark, N. J., Dr. Griscom, of New York, urged upon school committeemen and Teachers, the importance of pure air for scholars. He remarked that it would astonish some when he said that respiration was the last act of digestion. This act oxydizes and decarbonizes the blood. The want of fresh and pure air is among the prime causes of mortality. It is a fact that half the race die before the age of 21. The school room and dormitory are changed into abodes of death. Fresh air is deliberately shut out, and foul air—the fell minister of death—kept in. When will due attention be paid to the subject of ventilation in constructing school rooms, public halls and dwelling houses?

NEW YORK CITY PUBLIC SCHOOLS.—The estimated amount of money required for school purposes by the New York Board of Education for the year ending December 30, 1853, is $569,036 08, or about $6,86 for each scholar—the total number of scholars at present being 50,660.

SQUARING THE CIRCLE.—Mr. T. Faber, of Cleveland, claims to have solved the great problem of "squaring the circle," which has racked so many brains since the days of Euclid. He says that the diameter is contained in the circumference exactly 3 and 781-5527 times, and challenges mathematicians to prove the contrary. Prof. DENNISON, in the Gambier Observer, disputes his position.

Editors' Table.

THE CITIZEN'S MANUAL OF GOVERNMENT AND LAW: comprising a familiar illustration of the principles of civil government; a practical view of the State governments, and of the government of the United States; a Digest of Common and Statutory Law, and of the Law of Nations; and a summary of Parliamentary Rules; with supplementary notes on the government of the State of Ohio, and the Constitution of the United States. By ANDREW W. YOUNG, Author of the "Science of Government." Cleveland: J. B. Cobb & Co., 1853.—This is a very neat duodecimo of 336 pages: its title-page gives quite a satisfactory description of its contents. It is intended for the use of schools, and will be found one of the most complete works of its kind. Containing the Constitution of the United States, the Declaration of Independence, and the present Constitution of Ohio, it is an excellent work for reference, and should be found in every family in the State.

HISTORY OF THE UNITED STATES OF AMERICA, designed for schools: extending from the discovery of America by Columbus till the present time; with numerous maps and engravings, together with a notice of American antiquities, and the Indian tribes: By EGBERT GUERNSEY, A. M. Tenth edition, pp. 466. New York: D. Burgess & Co. A clearly and graphically written history. One of the important objects of the Author is, to show the hand of God in our eventful history. The divisions of the subject adopted, the account of the Indian tribes, the history of the Revolution, and the biographical notices of the Presidents, are features worthy of notice. The Constitution of the United States is, as it should be, contained in the work.

PETER PARLEY'S COMMON SCHOOL HISTORY, illustrated by engravings: a new edition, revised, and brought down to the present time. Philadelphia: E. H. Butler & Co., 1853. We have known this history for years, and have regarded it as one of the very best compends of universal history. Children read it as eagerly as they would a story.

PRACTICAL MATHEMATICS, WITH DRAWING AND MENSURATION, applied to the Mechanic Arts. By CHARLES DAVIES, LL.D. New York: A. S. Barnes & Co. Cincinnati: H. W. Derby & Co. This Manual is already widely known; it is an excellent text-book, and invaluable to the mechanic as a work of reference.

ANNUAL REPORT OF THE NORMAL, MODEL AND COMMON SCHOOLS in Upper Canada, for the year 1851: with appendices. By Rev. E. RYERSON, D.D., chief Superintendent of Schools. Another valuable document of 224 pages, similar in character to the one noticed last month. The number of school sections is 3,340; children between 5 and 16 years, 258,609; number attending school, 170,254, being an increase of 18,363 over the preceding year; Teachers employed, males 2,551, females 726, total 3,277; the sum paid for Teachers' salaries, £102,050, more than $400,000; for school houses, apparatus, etc., £19,334, nearly $80,000; total expended for public schools, more than $480,000; grand total, including grammar schools and colleges, more than $625,000. The public schools were taught an average of ten months and twenty days. More than 6,000 public school examinations were attended; number of visits to these schools by superintendents and other school officers, magistrates, judges and members of Parliament, 32,608; the appendix contains the names and address of 230 Local Superintendents of Schools. We most heartily wish that every citizen of Ohio could read this Report; there might then be some hope that we should be stimulated to secure for our own State a School System of similar efficiency!

REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, to the General Assembly of Kentucky, for the year 1851; By R. J. BRECKENRIDGE, D.D., of Lexington, Superintendent.—A document of 144 octavo pages. The State contains 100 counties, all of which made reports; the number of school districts reported, is 3,975; children between 5 and 16 years, 190,456; amount of public money distributed, $114,273,60. The names of 200 county school commissioners are given: several of the counties have three commissioners. The Superintendent estimates the income of the School Fund for 1852, at $133,680.

RULES OF THE BOARD OF EDUCATION FOR THE GOVERNMENT OF THE CIRCLEVILLE UNION SCHOOL: with the regulations of the school examiners. A neat pamphlet of 16 pages, giving a very clear account of the organization of this promising school. We have before alluded to the erection of the school edifice, 69 by 96 feet on the ground, and three stories above the basement, at a cost of more than $20,000. We notice among other things, that a Janitor is employed, who has the entire charge of the furnaces by which the house is warmed, keeping the rooms clean, providing water, ringing the bell, etc. This is as it should be: it is the poorest kind of economy to compel Teachers or scholars to make fires and sweep the school rooms; though no better arrangement can be expected till the plan of erecting large buildings is adopted.

LETSON'S EDUCATIONAL TRACTS, in four numbers. A series of tracts containing general remarks on education, suggestions on school houses and furniture, plans of school government and discipline, hints on methods of teaching, etc. Published at the Democrat office, Canton, O. They have been somewhat extensively circulated in Stark, and adjoining counties. They can be obtained by addressing J. H. L. SCOTT, Marlboro, Stark county, O.

THE MASSACHUSETTS TEACHER enters upon its sixth volume this month; terms $1,00 per year. Address Samuel Coolidge, Boston.

THE COMMON SCHOOL JOURNAL, edited by WM. B. FOWLE, is published semi-monthly, at $1,00 per year. Address Morris Colton, No 3 Cornhill, Boston.

THE CONNECTICUT COMMON SCHOOL JOURNAL is edited by Hon. H. BARNARD, and published at Hartford, by Brockett & Hutchinson, at $1,00 per volume.

THE PENNSYLVANIA SCHOOL JOURNAL commences its second volume with this month: it is published monthly at $1,00, by Hon. T. H. BURROWES, of Lancaster, Pa.

THE NEW YORK TEACHER, No. 3, has appeared: it is filled with valuable articles. One dollar sent to T. W. VALENTINE, Albany, N. Y., will secure the volume which commenced in October last.

AMERICAN ANNALS OF THE DEAF AND DUMB, edited by LUZERNE RAE, under the direction of W. W. Turner, of Conn., H. P. Peet, of N. Y., and J. L. Brown, of Ia., Executive Committee. This standard work entered on its fifth volume in October last. It is published quarterly at $1,00 per year.

THE NEW AMERICAN MAGAZINE is the title of a literary periodical recently commenced by B. K. MALTBY, of Cleveland. The American Educationist, which this succeeds, has been discontinued. The Magazine is to be published monthly, in large octavo form, at $1,00. Address B. K. Maltby, Cleveland, Ohio.

THE SCHOOL MATE, a monthly reader for School and Home Instruction of youth. Edited by A. R. PHIPPEN. New York: Published by George Savage, at $1,00: six copies to one address $5,00. An excellent school and family periodical, in a form convenient for binding.

Items.

Mr. THOMAS MCINTIRE, formerly a Professor in the Ohio Institution, is now Principal of the Indiana Institution for the Deaf and Dumb, at Indianapolis. The best wishes of his friends in Ohio will attend him.

Hon. H. BARNARD, LL. D., has returned from his tour in Europe, and resumed the duties of his office as Superintendent of Public Instruction in Connecticut, with renewed health and vigor.

The building now nearly finished for the Hughes High School of Cincinnati, will be one of the finest of the kind in America. The School Board are determined that the people of the west shall no longer be compelled to go east of the mountains for a model school house. All honor to Mr. BARNEY, the Principal of the school, for his indefatigable exertions to secure its erection.

The Teachers of Carroll county held a spirited Institute for three days, commencing November 4th. J. Markham, O. N. Hartshorn, J. O. Chapman, G. Fraser and E. L. Carney were the instructors. G. Fraser, Rev. A. Swaney, and J. Markham delivered evening addresses. There were eighty-one members.

The following sums have been received for the support of the Agent since the issue of the last number: From Prof. I. W. Andrews, $10,00; from Teachers of Sandusky City, $37,50; from Teachers of Dayton, $25,00; from Mr. S. N. Sanford, of Granville, $10,00.

The slight changes in the typographical appearance of this number will, it is hoped, be regarded as an improvement upon the style of the last volume.

This number is sent to all the subscribers for last year: it is hoped that all will forward the subscription price for volume second immediately. If any wish it discontinued, they will please return this number immediately, addressed to the Ohio Journal of Education, Columbus, O. This is also sent as a specimen number to many who have never subscribed: such are respectfully solicited to subscribe if they like its appearance, and to show it to their friends.

The Ohio Journal of Education.

THE second volume will be published monthly during the year 1853. Each number will contain thirty-two pages of reading matter exclusive of the advertising sheet. No pains will be spared to render the Journal attractive in appearance, useful in information and interesting in matter.

As the Journal is the property of the Ohio State Teachers' Association, it is not thought necessary to offer inducements to Agents or Clubs; and it is hoped that all Teachers and friends of Education will cheerfully and zealously labor to increase its circulation.

TERMS: One dollar per year in advance: Subscriptions to commence with the volume.

The first volume of the Journal, neatly bound in cloth, and the successive numbers of the second volume, will be furnished for two dollars. Those desiring the bound volume forwarded by mail and prepaid will enclose an additional twenty-four cents in postage stamps. All remittances and business letters should be addressed to LORIN ANDREWS, Columbus, Ohio.

THE
Ohio Journal of Education.
COLUMBUS, FEBRUARY, 1853.

Mr. Cowdery's Address.

THE ANNUAL ADDRESS *delivered before the Ohio State Teachers' Association, on the 29th of December*, 1852, *by* M. F. COWDERY, A.M., *Superintendent of the Public Schools of Sandusky City.*

THE progress which has been made during the last five years, and, especially, during the past year, in labors tending to improve the character and usefulness of the schools and teachers of the State, is a proper theme for congratulation here to-day. It is a matter for sober and rational exultation, not to us only, but for every good citizen, that the sacred interests of the young and the higher interests of the republic, have not been entirely overlooked and forgotten, while the pursuits of business or of pleasure have engrossed so large a share of the talents and attention of our people.

As laborers in this field of progress, it is appropriate, it is beneficial to us and others, that we meet here after the labors of another year, and, during this early hour of our deliberations, complacently, considerately, survey the ground over which we have passed, and prudently, accurately estimate, if we can, what yet remains to be accomplished.

Those who are acquainted with the recent educational history of our State are aware that, five years since, the cities and larger towns of Ohio, with two or three exceptions, perhaps, were entirely destitute of a system of classified Public Schools,— generally, nearly or quite destitute of school buildings of any value, and, as might well be expected, destitute of proper discipline as well as properly digested systematic courses of instruction.

Nurseries of confusion instead of order, of coarseness and obscenity, instead of refinement and delicacy, they had sunk so low in public estimation, that many a good citizen had felt the conviction that the Common School System could never prove a suitable and reliable agency for educating the children of the State. The duty which public authorities had assumed of providing wholesome instruction for the young, had, for a series of years, either been so unfaithfully met, or the whole system had within it such intrinsic elements of weakness and decay, that all expenditures of talent and money upon it, seemed to promise but slight returns of beneficial results to society. Private tutors, private institutions, private and special instruction, in some form, seemed to be the only alternative to the parent, deeply anxious for a suitable education for his offspring. In the country school districts, better confidence prevailed, scarcely better buildings, and no better classification.

We have the rich and rare pleasure here, to-day, of witnessing important changes in the educational condition of our State. Great interests that seemed in imminent peril, through the neglect or indifference of their proper guardians, have received some attention, some thought, some sympathy. In three-fourths of the towns of Ohio, with a population of one thousand inhabitants and upwards, substantial school buildings have been erected by the free contributions of the people; the schools themselves have been more or less accurately classified, thus preparing the way in the best possible manner for all other practicable improvements; and, lastly, the confidence of the public in the capacity of the common school system to afford a suitable education to all, has been almost immeasurably increased.

These results are full of interest to our country. Slight as may have been the outward sensation they have produced, they are still full of interest to the statesman, for the stronger safeguard they furnish to civil and religious liberty; full of interest to the patriot, for the unsullied pages they are to furnish in the future history of our State; and interesting to the good citizen, for the additional security they afford for good order and harmony in society. But, fellow-teachers, these results are more deeply interesting to you, for your active participation in their achievement; more intensely interesting to us all for their inseparable connection with that magnificent system of educational agencies which we trust is rapidly to follow; and for the light they reflect upon those untrodden paths now before us. What heart, true

to humanity, does not feel pleasure in the truth, that the school edifices, built by the free choice of the people, will confer inexpressible blessings not upon the present generation only, but that they will stand, as sure pledges, for blessings on generations yet to come? Who does not rejoice that such a grand leveler of odious ranks and distinctions as the common school system, is quietly, but certainly, working its way to the convictions and affections of the people; that even to-day, thousands of the sons and daughters of the opulent of our State, may assemble in the same room, recite in the same classes, side by side experience the same thrilling intellectual enjoyments, with the sons and daughters of the laborer, or of the unfortunate or neglected of any class; and that all together may most unmistakably learn the lesson, that MERIT is the only proper basis for all the distinctions that should exist in this world?

But, fellow-teachers, a few moments only can be given to these pleasant reflections. We must turn to the contemplation of what remains to be done. A few hours of morning labor can release no one of us from future patient toil. The burden and heat of the day must yet be borne. We must prepare our minds, and nerve our hearts for the labors of another year. Prudently, liberally, boldly, we must devise our plans; and vigilantly, cheerfully, hopefully, carry them forward.

We have congratulated ourselves that some good school buildings have recently been erected in towns and cities. It is to be remembered that many more are needed, even here, and that the progress of the country districts, in this respect, has been scarcely perceptible. Very rarely yet, do we meet a neat, commodious country school house, properly located, removed from the noise and dust of the street, with suitable yards and play-grounds attached. Many thousands of such buildings are needed during the present year.

We have alluded to the classification of the pupils of our city and village public schools. Among all the country districts of the State, scarcely an attempt at a classification of pupils has yet been made. Considering how many plain and urgent reasons can be offered, for making at least two grades of schools for every township, and how very few real objections can be urged against it, it is quite surprising that more should not have been attempted. If present statute laws are impracticable, or insufficient, it is singular that something more should not promptly be called for. Be the difficulty where it may, it is certain that some pretty vigorous exertions need to be promptly made on this

of our country a more magnificent system of physical agencies, intellectual resources and spiritual instrumentalities than have yet been employed,—something corresponding in some humble measure, at least, with the nature, magnitude and importance of the labor to be done? And, as such considerations find a place in our reflections, how dwarfish, how utterly insignificant, indeed, seem all the plans at present in operation, or contemplated even, for the education of the children of our country! How little of that vast comprehension, of that adaptation of means to ends, which we see exhibited in conducting the commercial enterprises of the country, are ever perceptible, in either the plans or the details of preparing the young for the duties of this world, and the enjoyments of another! In the ordinary manufacturing establishments of the country, where some article of convenience or luxury is prepared for use, we find arrangements on a scale sufficiently wise, liberal and economical, to put to shame almost any of the educational establishments of the country. Buildings for storing the raw material, buildings for doing the first rough work upon it, buildings for the forging and formative processes, buildings and rooms for the fitting and finishing, buildings and rooms for the motive power, together with a vast army of cranks and shafts, a magnificent array of wheels and springs, and a collection of beautiful, curiously-wrought, polished instruments for bringing to the highest possible state of perfection, some single article of ordinary utility, are common over the land.

But who beside a teacher, supposes that more than one building, with more than one small room in it, is needed for all the purposes of educating fifty children, in all that pertains to their spiritual or physical welfare? What father, who will not allow his little prattling child in his presence while he reads his newspaper, or cuts open the leaves of his new magazine, supposes that the daily exercises in Elocution are in any way inconsistent with the quiet studies of the school room? Who but the teacher or the pupil, supposes that an interesting recitation from a single class, before the assembled school, takes a large share of the time and attention of those seeking quiet study? Who but the thoughtful teacher ever suspects that the assembled school, in the single school room, is *not* the proper place for all the cases of discipline that may arise, for all the trials, convictions and punishments that may occur?

Friends, how we pity the poor man who has but one room for his wife and children; the same for all his household goods; the same for sitting, eating and sleeping; the same for kitchen, parlor and hospital; and, possibly, for his mechanic's shop in addition! We wonder how

even the more common civilities and decencies of life, can ever struggle up into sunshine under such privations and neglect. We wonder that existence is a blessing, or death an unwelcome messenger to such a destiny. And yet an enlightened policy, and philosophical views on the subject of education will place most of our school edifices and stinted educational measures on the same level with the poor man's joy-deserted tenement.

Instead of what we now witness, we want educational establishments that contemplate, from the outset, the proper development of our whole nature. In spite, therefore, of the usages and opinions which now prevail, we shall venture to suggest some of the general arrangements which are needed for town or country, wherever indeed, a company of children are to be educated. First, a building, or at least rooms—spacious rooms—are wanted, set apart exclusively to physical training, with a complete supply of all appurtenances for this purpose, open and in order, in all weather, and at all seasons, and under the constant and watchful superintendence of a master. Then, beside a number of halls, study rooms, reading and recitation rooms, a room is needed expressly fitted up for drawing and the arts of design: a room supplied not only with such diagrams, instruments and other needed facilities as are wanted for every day use, but also ornamented with as many of the chaste and costly productions of art, as the most tasteful, thoughtful and liberal community could furnish. But you would not provide these for children of eight or ten years? Certainly. Why wait until they come to maturity before presenting to their imaginations what is pure, refining and elevating? Why wait, until they are degraded and depraved, before you commence such delicate, ennobling culture? Rather bring them daily, hourly, into the presence of whatever is great, or grand, or pure, in nature and art, and, while young, teach them to love these by teaching them to imitate them.

Again, rooms, neat and tasteful rooms, are needed to receive vast collections from all departments of science: productions from all regions and climes of the globe. The collections themselves are wanted: products of the field and forest, grains and flowers from hill and from valley and plain; shells from the ocean, gems from the mountain, ores from the mine; and such collections from entomology and ornithology as can be properly preserved, all are wanted to conduct the business of instruction. But such collections belong to the College and the University: of what use can they be to little children? Every child has an instinctive, insatiable curiosity implanted within him for wise pur-

poses, to be gratified. And the knowledge of the wisdom and works of the Creator will be useful, not only to gratify that curiosity, but to form the mind to early habits of observation, reflection and reverence. True, these are not, thus early, to be systematically studied, but ten thousand things may, without scarcely an effort, at that age, be learned about them, which will powerfully aid all future systematic study. But why all this labor and expense for a common school, that was never intended to make scholars or philosophers? Because the human soul is to be educated; because the early years are most precious in making proper preparation for the duties of this life; and, because this whole life is but a preparation for the life which is to come.

But, again, we want intellectual resources and spiritual agencies on an equally wise and liberal plan. He who would cause other minds to respond as easily and naturally to his as to their own volitions, who would cultivate within them a love for knowledge, and a reverence for truth and duty, which no future years of privation or temptation could obliterate, needs something more than a twenty-five cent pocket dictionary, and a second-hand copy of an English grammar to prepare him for his work. Attractive books on all subjects, and adapted to all capacities—works on history, biography and poetry, books of travels and science, are wanted daily and hourly to conduct aright the footsteps of the young. Examples of nobleness, of disinterestedness, of firmness, of fortitude and perseverance, drawn from history, from daily experience, or from the current literature of the day, should always be at hand to embellish counsels to the young, to stimulate them to exertion, or to make virtue more attractive; and, if possible, to put to shame and to oblivion the ordinary narrow selfishness of our nature.

As another class of agencies the teachers of our State need the means and the power to-day to employ the best talent that Europe or America can furnish to instruct them in such branches as ordinary, self-education cannot supply. Our Association needs funds, and teachers need the control of their time, to attend frequent short courses of lectures for the purpose of liberalizing their views, and preparing them for special duties, during their entire professional career. It is ridiculous to suppose, that the hasty, often superficial preparation made in early life, is sufficient for all future labors.

Instead of pursuing these reflections further during the present hour, it will be well, perhaps, to pause and inquire, whether the facilities just enumerated, or those, even, more generally regarded as indispensable, may be expected ever to be incorporated into the school system of the *State.*

There is, friends and fellow teachers, one method and only one method of giving to the present and to future generations of children, these priceless blessings, and that is, *through the instrumentality of the Teachers' profession. The power is in our hands*, whether we use it or not, whether we even know it or not, to change the whole current of public sentiment on the subject of education; to divert from other channels, the swelling contributions of the rich and the careful surplus earnings of daily toil, to the work of educating our race. And this is to be done through the development of no new principle in human affairs, through no uncalled for, or extraordinary legislation, no startling strategy or mysterious policy, but by careful adherence, to such maxims of wisdom and prudence as lie at the foundation of success in all other grand achievements. It is for the teachers of the State of Ohio, first to inspire the people with the confidence necessary, to secure whatever is needed to do the great work of this life. It is for us to satisfy the people that an EQUIVALENT will be rendered for all their sacrifices and expenditures, and triumph will follow triumph, victory will succeed victory, until ignorance and crime shall be driven from the land.

Let us examine this proposition for a few moments. During the past two years, probably the sum of eight hundred thousand dollars has been voluntarily contributed for the endowment of colleges and for special instruction in some form in our State. These contributions have been made, not by the rich only, but by those of moderate means in life. Why have these been made to colleges, to institutions remote from the neighborhood of the contributors, instead of the common school, at home? And, more, why have they been made *at all?* Simply because the donors have felt the strong assurance, that *an equivalent* would be rendered, if not to them personally, at least in some form to the world. The money given, was expected to sustain men of talents, and to provide those facilities necessary for disseminating knowledge among men.

Again, how is it that a single religious denomination, of limited means, in one of our country towns, can raise funds to build a church, at an expense of from $800, to $3,000, and, frequently, several denominations do the same, while a tax upon the whole property of the district to raise $3.50 to repair the old school house, or a proposition to raise $400 to build a new one, would be voted down without comment, by a decisive majority? Simply, because, in case of the churches, the advantages are so well understood, the equivalent which is returned to society in good morals and religious enjoyment, so obvious, that men have felt it a pleasure to give of their earthly substance for such pur-

poses; while, in the case of the common school, the influences there exerted were so feeble, the instruction there given, so formal and so superficial, that communities hesitate,—more, they openly rebel, when the question of taxation for such purposes is brought before them. Is it surprising, friends of common schools, that they should? Is it in us, is it in human nature, cheerfully to give of the fruits of our daily toil, when we do not expect the realization of an equivalent, in any form, to ourselves or to the world?

But there is no want of funds any where to projects that promise to *pay well*, and just in proportion as there is reasonable confidence that an equivalent will be received, will educational facilities, any where, be provided. It is entirely safe to assume, that any community in our State would most promptly and cheerfully furnish as much for the purposes of education, as for all other benevolent objects together, were there proper confidence that all that is noble in our nature would be certain to receive appropriate attention and development. Could we all feel that, when either the children of the rich, or the children of the poor, and the neglected, were placed in our educational establishments, a more than artist's skill would be bestowed upon them, that a more than father's care would be exerted over them, that a generous fund of ecstatic enjoyments would be deposited in the mind and heart of every child, that each would be certain to receive such assiduous, careful culture that "his bosom would be better able to endure the consuming flame than its own *whispers* of reproach," that his future aspirations would not be for wealth, but for virtue and immortality, how willingly, how joyfully, would the surplus wealth of our State be turned from gaudy and needless equipage, from the absurdities of fashion, from the ten thousand luxuries of life, to the noblest of all objects—the proper education of the young. It would then be a matter of indifference to us whether the Legislature provided a liberal school fund or not, for what should be wanting from the State would be certain to be furnished by private munificence.

Thoroughly impressed with these convictions, we turn with deep solicitude to the consideration of those requisites in our profession, which shall exhibit better results in our common school training, and give this new confidence to the people of our Republic. And we commence by stating a truth, apparent to all, that no opposition, or prejudice, or avarice, can long stand in the way of the earnest, determined man. Self-sacrifice, self-devotion, an iron determination of purpose to succeed, have power to bend the world to their sway. These are the

elements of success on the "crimson plains of war," in the struggles of ambition, in the gigantic commercial enterprises of our age, in the triumphs of mind over the very elements of nature—every where, in all times, the elements of success.

Let it be remembered, then, that the proper education of all the youth of the State, and the requisite changes of public sentiment to effect this, is one of the gigantic enterprises of the world, and that he who has not, in the fullest measure, the elements just stated, or who will not seek them, does himself a wrong, and the world a grievous wrong, by presuming to assume any of the labors or duties of the teacher's profession. He who can not, or will not, or dare not, form the unalterable determination, that, under God, in spite of all obstacles, he will possess, to the utmost of his capacity, every quality and every attainment, useful in the teacher's calling, is wholly unworthy to enter or remain in that calling.

But other qualities besides zeal and devotion are needed in the enterprise before us. We need a more prudent husbandry of the resources now in our hands. It is scarcely to be doubted that the schools of the State might be increased in real value seventy five per cent. without the additional expenditure of a single dollar, and that two thousand per cent. of other improvements would rapidly follow were there such faithfulness in every plain duty, such economy in the management of all instrumentalities now in our power, as is possible and practicable. How does the pauper errand boy rise to a clerkship, to a partnership, and to a fortune, in our commercial establishments, but through his steadfast faithfulness to every interest reposed in his keeping? Let us, any of us, all of us, who feel that we have been grievously restricted in facilities for our work, turn, for a moment, to the labors of the past year, and recount, if we can, any instances of unfaithfulness in our duties, or any opportunities neglected of advancing the interests confided to our charge.

Teachers, if our school rooms have been poor have they always been clean, always sacred to order and propriety of conduct? If our furniture has been coarse and scanty, has it always been carefully protected from mutilation and destruction? Did we think, at the proper season, to set out a few trees for shade and ornament about our school yards, and provide for them proper protection? Have we watched, carefully, every tendency of our pupils to coarseness, vulgarity, falsehood and deceit? More still, have we sought, most assiduously, to pre-occupy their minds with something nobler, purer, holier? Have we endeavored always to fortify them against the dominion of the animal appetites, by

providing them with richer and more enduring enjoyments? Have we exerted ourselves faithfully, by precept and example, to form habits of punctuality, and propriety of conduct, for all occasions of life? Have we studied hard ourselves to make every science intensely interesting to the pupil, and, at the same time, to secure the most thorough application of his own powers to the mastery of whatever is undertaken? For the purpose of forming a favorable sentiment on the subject of schools, in our community, have we occasionally asked the insertion of an original or a selected article on educational subjects, in the local papers of our counties?

Uninviting as may be these interrogatories to any of us, they must be met, and, more, we must be able to answer them all affirmatively, before we shall acquire the confidence of our patrons, for even ordinary faithfulness. What tax paying community can we expect to come forward and furnish those tasteful and beautiful arrangements which we desire, to cheer and enliven our weary hours of school room labor, when we habitually neglect the duties we have assumed? It is not only useless, it is positively criminal, to ask for "many things," until we are faithful over a "few things," and the property holders of our State will probably not need the admonition from me, that it would be injudicious in them to furnish us any thing very expensive until we show ourselves able and willing to do the utmost with such means as we have.

Omitting, here, the discussion of those personal qualities and virtues, and those scientific attainments, which are usually expected in a successful teacher, we pass to another important element of progress in our profession. It will be sufficient, perhaps, at least, it will answer public expectations, for the school-*master* to teach *just such subjects*, and in just such a manner, as usage has sanctioned. The *true teacher*, the *practical educator*, needs enlarged and philosophical views on the subject of education to enable him to walk, constantly, by the light of clear and well settled principles.

Without assuming that there can never be any valuable teaching in the absence of metaphysical studies, and general speculation, it is asserted, that an extended, critical, practical acquaintance with mental and moral science, and with human anatomy and physiology, must form the basis, and be the continual guide of those who seek the highest excellence in this profession. If the painter and the sculptor, each thirsting for fame and immortality, devote years of patient study to the anatomy of the human form, the qualities of the mind, and the variety of expression of the human passions, merely for the sake of reprodu-

cing their semblance on canvass or in marble, it can not be inappropriate or unimportant, that those who seek immortality in the fair development of the form and mind, and the control, the refining and chastening of the passions themselves, should give some years of thoughtful study to the same subjects. It would seem, indeed, a matter of surprise that a profession, proposing to educate the mind and the sensibilities of the child, should, as if by common consent, study all things else, but the nature and faculties of the human mind, and the tendencies, and sympathies of the human heart. How many of the teachers of our country, who are daily giving instruction in half a dozen different subjects, even know whether the perceptive or the reflective faculties, the memory, the imagination, or the reason of a child is called most, or called at all into exercise by the instruction they are daily communicating! Again, were the teachers of many of our schools to be asked to enumerate, as promptly as they would the parts of speech in grammar, the several moral qualities and virtues which they deemed worthy of special attention and cultivation, we fear some hesitation and embarrassment would be the consequence. More still, if the question were suddenly proposed, what instrumentalities do you think practicable, and what potent agencies can you wield to cultivate kindness, self-control, self-denial, forbearance and forgiveness—we suspect that in most cases the first responses would, at least, be rather *unsystematic*, if not totally barren of all interest.

Among intelligent cultivators of the soil, the farmer who has not learned that certain qualities and elements of soils, are best adapted to the production of certain grains, grasses and fruits, is regarded as but little above his domestic animals in the scale of intelligence. He is expected also to know that a special culture is necessary for all the objects of his care. Would he bring all to the highest perfection possible, he knows that each must have its appropriate aliment, must have it at proper times, and in suitable quantities. He knows that his watchful eye must be ever open to atmospherical and other changes, his nursing hand ever ready promptly to supply every element that can possibly contribute to its development. What shall we think, fellow teachers, of the members of our profession who desire bountiful harvests in the realms of thought and affection, and yet are so unskilled in applying means to their growth, as scarcely to know that there is even a clear distinction, between the more prominent and leading faculties of our nature?

It is quite strange that so many teachers should acquire the reputation

of teaching such good schools, while they have so little acquaintance with the physical, intellectual, or moral nature of the powers they are assuming to educate. It is true, to be sure, that much real service may be rendered at the right time, and in exactly the right manner, by chance. The teacher who faithfully teaches the subject of mental arithmetic, may be doing just the sort of work which the mind of every child imperatively needs, and yet be quite unable to say whether the perceptive or the reflective faculties, or both, have been called into exercise by this labor. And, so, generally, with respect to subjects that custom has sanctioned, as appropriate for school exercises; but can any body call this intelligent teaching—wise, discriminating, faithful culture! The physician who administers his doses to us, even if the results are good, without both an extended and accurate acquaintance with the structure of the human system, and without a complete knowledge of the nature of the medicines he employs, we call a *quack*. Apply the same reasoning to teachers — demand of us the same careful acquaintance, the same nice anatomical distinctions and dissections, in the case of *our* subject, as we demand of the physician in case of *his*, and what per cent. of our much loved and honored profession would rise above the reproachful epithet which we bestow upon those who dose us unskillfully?

It is scarcely necessary to pursue these illustrations further. Let us not neglect a careful study of mental and moral science, together with human anatomy and physiology, if we aspire to the rank of skillful practitioners in our profession. Let us make these the basis of all our plans and operations in our labors, as they certainly must form the basis of all independent teaching, and all solid improvements, in changing any of the time honored customs of our fathers.

These requisites, briefly described, are presented as being practicable and attainable, and in connection with the policy at present adopted by our Association, as being adequate speedily to change the educational aspect of the State. What is now required as a matter of most urgent necessity, and all that may hereafter be required for convenience or for embellishment, must and will be supplied, both for city and country, provided there is everywhere singleness of purpose, heroic determination, faithfulness, prudence and skill on the part of the teacher. And without these, nothing can be really achieved. The most liberal system of measures we could devise and sustain, and the most unbounded liberality on the part of the State, would be utterly in vain to us and to our cause, without the most untiring efforts in our daily labors in the

school room and with our citizens at home. It will be quite useless to reason with patrons and tax-payers, unless we can point to results. Our Common School friends over the State, now so cordial and so ready to aid us, will be disheartened and mortified; our agent or agents employed especially to advance our cause, will meet with coldness and repulsion; and our Educational Journal, lie unread and unnoticed, unless we most assiduously guard every interest now in our hands.

The contributions of money which individuals have made to sustain measures of general public interest, have, thus far, proved of invaluable service in awakening the public mind to the idea and the necessity of something better than they have yet seen or possessed of educational training. But, generous donors, you will allow me respectfully to suggest that other contributions besides a portion of your hard-earned salaries, are now called for. We need generous contributions of original ideas, of skill in methods of discipline, of noble achievements in providing convenient, liberal and tasteful arrangements for all the purposes of education, to the common stock of practical wisdom and character, for the teachers' profession. We want liberal contributions of influence, from every teacher of the State. By virtue of our office, it is presumed that we always can put forth influence. But it would be a reproach to our calling to have our influence always restricted to the juvenile mind—to those less capable than ourselves of scrutinizing, the secret springs of human action.

By our noble and manly virtues, by the spotless purity of our examples, by the solidity and extent of our attainments, and by the wisdom and prudence of all our counsels with our fellow men, we ought, any one of us, each one of us, to be able to put to shame and silence, unreasonable opposition to such salutary measures as are most urgently demanded for our several schools. Thus, by our firmness and prudence and our strong influence exerted at home, we contribute, at the same time, generously, to the common stock of influence and character for our profession.

Friends, we have far more to encourage us here to-day than often falls to the lot of those engaged in great enterprises for the promotion of the public good. Indeed, what could we well desire or expect more? The profession that we love and honor, has seen its darkest days. Instead of toiling without sympathy, without the respectful regards of our fellow-men, and without a fair and reasonable compensation for our labors, we are almost certain of receiving each of these in as full measure as we *deserve*. *Some, indeed,* may murmur yet, possibly may

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have reason to do so; but whoever undertakes, with proper preparation for his duties, and devotes himself with singleness of purpose to his profession, will rarely have occasion to complain. When convinced that our whole strength is exerted for the common good, and that our motives are above reproach, society is exceedingly indulgent to our want of skill and experience, indulgent to our very faults. We have far the most to fear from our indolence, from our want of strength of purpose. With the power in our hands, if we will use it, to give to the children of our own and of future generations the priceless blessings of valuable instruction, we hesitate — shrink from self-imposed tasks and responsibilities — from the perils of hitherto unexplored deeps. The exhausting nature of our every day labors disposes us to languor, inactivity and irresolution. OUR DANGER IS HERE. "If you ask me," says the contemplative Zimmerman, "which is the real hereditary sin of human nature, do you imagine I shall answer pride, or luxury, ambition, or egotism? No, I shall say indolence. *Who conquers indolence* conquers all the rest."

But, fellow teachers, we must gather courage to meet our high responsibilities and high privileges from every possible source, courage from the success of our past labors and sacrifices, courage from the consideration that we may possibly make our own mortal career a blessing to mankind, courage from the counsels and generous sympathy of those who feel for our private and public labors a fraternal regard, courage from the bright examples the world has furnished of self-sacrifice and devotion to the cause of humanity. How would the scholars, the patriots, the martyrs of other times, have rejoiced in our day with such facilities around them, such unbounded freedom of thought and action before them, such free institutions of government to protect and encourage them? How would thousands of those who now labor as best they can, under the odious, despotic restrictions and oppressions of the old world, exert themselves, had they our advantages, with more than mortal energy to place every valuable immunity that we here enjoy, securely in the possession of those who live with us, and the generations who shall live after us, throughout our wide-spread republic?

What sort of laborer in the cause of popular education in Ohio, think you, friends, would one of the common day-laborers of Manchester, England, prove, had his generous soul been early nurtured by our Republican freedom? Says an English paper, "Few men in an humble station of life have ever done more moral good for others, than Thomas Wright: work done without reference to self, and, indeed, at considerable sacrifice of personal means. For half a lifetime he has made the

prisoner's cell his second home. Tied by the duties of his position to ordinary labor for ten or twelve hours a day, he yet contrived to steal from sleep and from recreation a few hours for prison labors. He spent his Sundays always with the criminal and the outcast. He read to them, conversed with them, enlisted sympathy for them. His unpaid and simple eloquence wrought on many hearts; many deaf to the more formal appeals of chaplains and magistrates, were led by him to see the error of their ways. They gave him their confidence and he approved himself their friend. Wiser than those who think themselves the children of light, he seldom or never despaired of the criminal. What he believed in as a possibility, he lent all the energies of his nature to achieve: and through his steadfast friendship and unremitted efforts in their behalf, many poor creatures of both sexes have been recalled to society from the gates of civil and moral death."

"*Seldom or never despaired of the criminal!*" "LENT ALL THE ENERGIES OF HIS NATURE TO ACHIEVE WHAT HE BELIEVED IN AS A POSSIBILITY!" Fit example of self-reliance, faith and hope for us, fellow teachers, for any future hour of darkness and despondency in our labors.

But here is another example—one from this side of the Atlantic—purely an American product.

A few years since, among the mountains of New England, a little daughter of a poor widow found her way to the common district school. Attracted by a love for intellectual pursuits, and early enchanted with the thought of living to some useful purpose, by her own industry, *and with her own hands*, she earned the means of paying her expenses at an academical Institution. Here, she soon mastered the usual course of study, soon chose the teacher's calling, soon entered upon its active duties, and soon formed the bold purpose of giving to New England. by her individual exertions, another—if possible, a better—Institution for the education of her sex. *Eighteen hours* of daily faithful study while a student, had prepared her to command the unlimited confidence of her pupils. Constant disinterestedness and devotion to her duties, gave her the confidence of the public. With no other resources than these she commenced her gigantic enterprise. And these were sufficient. Her singleness of purpose, and the energy and purity of her character gave the community confidence that an EQUIVALENT would be rendered for all the contributions that should be made. The rich gave of their abundance, the mechanic and laborer of the fruits of their daily toil, and even *her pupils*, full of confidence and hope in the wisdom and

prudence of all her plans, raised a few hundred dollars to carry forward her enterprise. The work was accomplished,—the edifice completed. Placed at the head of its interests, with her usual untiring industry, with her usual enlarged and prudent policy, she perfected that beautiful system of arrangements, which have given to the institution the reputation of being *one* of the models, if not *the* model school of the land. Many hundreds of the daughters of New England have since sought there, such lessons of wisdom and such careful preparation for the duties of life, as will make them an honor and a blessing to our land, and though she, through whose efforts the Institution was brought into existence, is no longer among the living, yet other hundreds and thousands will be instructed and blessed, by the active labors and prudent counsels of her life. Not to New England, even now, is her influence restricted; but it is extending onward to-day over the illimitable West. You already recognize the subject of my sketch, MARY LYON—the disinterested, diligent, dutiful MARY LYON.

Who can estimate the value of such a woman! Who can say when her influence will cease to be perpetuated and extended, or her labors and virtues cease to bless mankind!

And yet, fellow teachers, it is only for us to be disinterested as she was disinterested, to be diligent as she was diligent, dutiful as she was dutiful, to give to our country, not simply one valuable institution for the education of a few hundred daughters only, but thousands of the richest and noblest institutions, for the true and faithful education of all the sons and daughters of our land.

The Report of the Executive Committee
OF THE
STATE TEACHERS' ASSOCIATION, FOR 1852.

THE Executive Committee of the Ohio State Teachers' Association, respectfully submits the following Report of its doings during the past year:

The Constitution of the Association provides, that: "The Executive Committee shall carry into effect all orders and resolutions of the Association, and shall devise and put into operation such other measures, not inconsistent with the objects of the Association, as it shall deem best."

The Executive Committee during the past year, has had four principal objects in view. First, in accordance with the first clause of the Constitutional provision quoted above, the Executive Committee has "carried into effect" the resolution of the Association to establish an Educational Periodical: under the second clause the Committee has endeavored "to devise and put into operation measures," first, to improve Teachers and elevate the Profession of Teaching; second, to increase the efficiency of the Union Schools already established, and to recommend and hasten their organization, in suitable localities in which they are not established; and third, to promote the growth and extend the prevalence of a powerful and correct educational public sentiment.

At the last Annual Meeting, the Association resolved to commence the publication of a monthly educational periodical, in octavo form, each number to contain thirty-two pages, at one dollar per year. It was also ordered that the entire management of the periodical should be intrusted to the Executive Committee. The Committee accordingly selected Messrs. A. D. Lord, H. H. Barney, J. C. Zachos, M. F. Cowdery, I. W. Andrews, and Andrew Freese, for Editors, contracted for the printing, and decided to name the periodical, "The Ohio Journal of Education." The first number was issued the 31st day of January; the second, the 16th day of February; and the remaining numbers, regularly, one at the beginning of each month. The December number contained fifty-six pages; hence the first volume, exclusive of index, contains four hundred pages. An edition of three thousand copies was printed throughout the year. An advertising sheet was connected with the Journal, the size of which varied with the number of advertisements.

The following is a condensed statement of the financial condition of the Journal on the 29th inst.:

RECEIPTS.

From Subscribers,	$1,176 70
" Advertisers,	761 00
Total,	$1,937 70

EXPENDITURES.

Paid for publishing,	$1,624 66
Counterfeit money received on subscription,	4 00
Express charges and postage,	27 79
Binding 315 copies of Vol. I.,	83 40
Paid for services of Resident Editor,	150 00
Total,	$1,889 85
Balance in the hands of the Chairman of the Executive Committee,	$47 85
Due for Advertising,	65 00
Due from delinquent Subscribers,	180 00
On hand,	$292 85

240 bound *volumes of Journal.*
520 complete sets unbound.

Gratifying as is the fact, that contrary to the expectations of some and the fears of all, the Journal has not been a source of expense to the Association; yet when it is considered how limited has been its circulation, compared with what it ought to have been, the gratification is much lessened. There are at least eighteen thousand Teachers in Ohio; and yet this Journal, the property of their Association, all the profits of which are appropriated to the elevation of their own profession, and the worth of which to every Teacher is thrice its cost, numbers among its subscribers less than one thousand Teachers. There ought to be and there could be, ten thousand subscribers to the second volume of the Journal, if even the *live* Teachers in the State would do all they might do to increase the subscription list. There are about five hundred such Teachers in Ohio, and a list of twenty subscribers from each one of these, would complete the number. If one half of the Teachers of the State, to say nothing of the hosts of friends of education to whom the Journal would be a cheap and interesting family paper, would become subscribers, from the profits of its publication one General Agent could be well sustained in the field, and during the seasons of the year suitable for holding Teachers' Institutes, at least eight Lecturers might be employed, and eighty Institutes held annually. Thus much ought to be done and can be done, but what *will* be done, will depend, not upon what the hearers and readers of this report may think, but upon what they may *do*—"*act* well your part; there all the honor lies." "*Labor* and wait," may be a very good adage; but friends of education too frequently in practice reverse it, and make it "*wait* and labor." It is fervently to be hoped, that no Teacher in Ohio will stop to "wait," until he shall have done his whole duty, and shall have secured a respectable list of subscribers to *his* Journal of Education.

One hindrance to the circulation of the Journal of 1852, was the necessarily late issue of the first number. In order to obviate that difficulty for the second volume, the Executive Committee has taken the responsibility to secure the early issue of the first number. On account of ill health and the pressure of unavoidable duties, Mr. Barney, at his own urgent request, has been excused from acting as an Editor of the second volume. Messrs. C. Knowlton, of Cincinnati, and S. N. Sanford, of Granville, have been added to the editorial corps. Five thousand copies of the January No. have been printed, and it is hoped that Teachers will labor to secure a larger circulation than that.

In order to improve Teachers and elevate the profession of Teaching,

the Committee, as heretofore, has relied principally upon the holding of Teachers' Institutes. During the past year, thirty-one Institutes were held; nine in the Spring, and twenty-two in the Fall. In 1851, there were forty-one Institutes; eighteen in the Spring, and twenty-three in the Fall. There are two principal reasons for the decrease in the number of Institutes during the past year. First, each year seems to increase the difficulty of securing competent and experienced Instructors for Institutes. Owing to the large increase in the number of Union Schools in the State, no sooner does a Teacher acquire a reputation as a successful Instructor in Institutes, than he is employed to superintend some important school. The responsibility of his situation and the necessary duties of his position, confine him to his post and forbid him to engage in any other field of labor more general in its character. Second, the number of Institutes in the Spring was greatly lessened, because the friends of education, relying upon legislative aid to supply them with the advantages of Institutes, failed to make the necessary arrangements in proper time. It is to be hoped that during the year to come, none will permit their vigilance to sleep or their efforts to relax, from expectations so uncertain as those founded upon the probabilities of legislative action favorable to educational enterprises.

Well conducted Teachers' Institutes are doubtless the most economical, speedy and efficient instrumentality for the improvement of Teachers, and the elevation of the Teachers' Profession. Permanent Normal Schools are desirable and necessary; but no system of Normal Schools which we can hope to secure in Ohio for long years to come, will be so rich in its endowment, so comprehensive in its plan and so general in its influence upon Teachers as to obviate the necessity of encouraging and sustaining Teachers' Institutes. These Institutes reach with their direct influence the great mass of Teachers: they confirm the wavering, encourage the desponding, quicken the lifeless, invigorate the weak, convict the careless, disown the vile. They not only impart instruction and disseminate improved methods of teaching, but they open the eyes of Teachers to the true dignity of their calling, and impress them with the weighty responsibilities of their position as Instructors of the rising generation. The Teachers of Ohio most need to acquire a profound respect for their profession, an abiding conviction of its usefulness and an unwavering confidence in its future elevation and improvement: such impressions can be powerfully and speedily made upon the minds of the great mass of the Teachers, only through the instrumentality of well conducted Institutes.

STATISTICS OF TEACHERS' INSTITUTES HELD IN 1852.

No.	Counties.	Where held.	When held.	Weeks held.	Names of Instructors.	Evening Lecturers.	No. of Memb's.
1	Stark, -	Waynesburg	Mar. 15,	1	I. M. Allen, T. W. Harvey, O. N. Hartshorn, Dr. McAbee, S. L. Adams, Betsey M. Cowles and Miss Spiker, - - - -	- - - - - - - -	150
2	Richland, -	Lexington,	Mar. 22,	1	C. S. Royce, A. Schuyler, D. F. De Wolf, Q. R. Beer, A. Laramore and L. Andrews, -	A. Schuyler, C. S. Royce, M. F. Cowdery and L. Andrews, - - - -	178
3	Montgomery	Dayton, -	Mar. 29,	1	A. D. Lord, M. F. Cowdery, J. Campbell, C. Rogers and L. Andrews, - - - -	A. D. Lord, M. F. Cowdery, J. C. Zachos and L. Andrews, - - - -	82
4	Muskingum,	Zanesville, -	Apr. 5,	1	G. W. Batchelder, D. C. Smith, J. Hatch and L Andrews, - - - - -	J. G. F. Holston. M. D., Rev. S. Newberry, L. A. Hine and L. Andrews, - -	68
5	Licking, -	Newark, -	Apr. 5,	1	A. D. Lord, C. S. Royce and T. F. Withrow, -	A. D. Lord, Rev. M. E. Strieby & L. A. Hine,	62
6	Guernsey, -	Cambridge,	Apr. 12,	1	J. M. McLane, M. Gaston, Esq., A. W. Price, C. Armor and L. Andrews, - - - -	Lorin Andrews, - - - -	55
7	Jefferson, -	Mt. Pleasant,	Apr. 19,	1	George K. Jenkins, J. W. Crozier, Amos Kinsey, Dr. Flanner and L. Andrews, -	Lorin Andrews, - - - -	41
8	Greene, -	Xenia, -	May 10.	1	A. J. Nelson, J. A. Turnbull, A. Amyx, T. C. Bowles, A. D. Lord and L. Andrews, -	Rev. N. Nesbit, A. D. Lord and L. Andrews,	130
9	Clermont, -	Bantam, -	Apr. 12,	1	- - - - - - - -	C. Robb, Dr. Bulkley, S. P. B. Parker and L. A. Hine, - - - - -	67
10	Montgomery	Dayton, -	Aug. 16,	1	J. Ray, M. D., J. C. Zachos, J. Campbell, W. N. Edwards, W. H. Butterfield & C. Rogers,	Rev. W. P. Strickland, Rev. P. D. Gurley, J. Ray, M. D. and J. C. Zachos, - -	85
11	Warren, -	Mainville, -	Aug. 16,	1	J. Hurty, W. T. Hawthorn, I. S. Morris, C. W. Harvey and C. W. Kimball, - - -	C. Knowlton, L. A. Hine, Prof. Murdock and J. Hurty, - - - - -	64
12	Licking, -	Newark, -	Aug. 23,	1	A. D. Lord, W. L. Nicholas, H. Hamlin, S. N. Sanford and L. Andrews, - - -	A. D. Lord, L. A. Hine and L. Andrews, -	112
13	N. W. Ohio,	Perrysburg & Maumee,	Aug. 23,	2	A. S. Welch, M. A. Page, E. Olney, A. D. Wright, F. Hollenbeck, A. Young, Prof. M. J. Fletcher and L. Andrews, - - -	Rev. Mr. McCutchen, Rev. A. W. Jewett, A. D. Wright, M. A. Page, Rev. R. R. Prentice, L. Andrews and Rev. A. Morse, -	107
14	Miami, -	Troy, - -	Sept. 6,	1	W. N. Edwards, A. Fenner, M. Edgerton, Hester Pearson, I. W. Legg, Dr. J. W. Tullus and L. Andrews, - - - -	Rev. Mr. Sawyer, E. Longley, W. N. Edwards and L. Andrews, - - - -	50

15	Belmont, -	St.Clairsville	Sept. 27,	1	J. M. McLane, T. C. Bowles and L. Andrews,	Hon. B. S. Cowen, C. C. Carroll, Esq. and L. Andrews, - - - - -	61
16	Jeff. & Har'n	Harrisville,	Sept. 27,	1	T. W. Harvey and George K. Jenkins, -	T. W. Harvey and L. Andrews, - -	55
17	Columbiana,	Wellsville, -	Oct. 4,	1	J. Markham, D. Parsons, W. C. Turner, G. Fraser, W. McLain and L. Andrews, -	Geo. Fraser, A. Hart, Esq. and L. Andrews,	101
18	Clermont, -	Bantam, -	Oct. 4,	1	- - - - - - - -	- - - - - - - -	68
19	Knox, -	Mt. Vernon,	Oct. 11,	1	H. D. Lathrop, W. Spindler, M. Lewis, H. Hamlin and L. Andrews, - - -	E. Thomson, D. D., J. T. Brooke, D. D., Prof. J. H. Fairchild and L. Andrews, - -	106
20	Lake, - -	Painesville,	Oct. 18,	1	A. A. Smith, G. E. Howe, Dr. H. C. Beardslee, Miss M. Frost, N. A. Sackett & L. Andrews,	Rev. N. Norton, Rev. A. Nash, A. A. Smith, Rev. J. M. Gillett and L. Andrews, -	139
21	Preble, -	Eaton, -	Oct. 18,	1	J. Hurty, Robt. Miller and C. S. Bragg, -	J. C. Zachos, L. A. Hine, E. H. Stockwell and J. Hurty, - - - - -	56
22	Guernsey, -	Washington,	Oct. 18,	1	J. M. McLane, T. C. Bowles, R. Q. Beer, Rev. T. Merrill and W. K. Gooderl, - -	Hon. W. Lawrence, Rev. T. Merrill and T. C. Bowles, - - - - -	46
23	Mahoning, -	Poland, -	Oct. 18,	1	Rev. M. R. Atkins, S. F. Cooper, W. S. Gray, E. L. Carney, R. McMillen & M. D. Leggett,	S. W. Gilson, Esq., Rev. M. R. Atkins, Rev. H. B. Bettis and Rev. C. A. Boardman, -	112
24	Ashtabula, -	Orwell, -	Oct. 25,	1	J. Tuckerman, C. Fitch, E. D. Howard, Dr. J. J. Elwell, Rev. W. Colgrove and L. Andrews.	Rev. G. Roberts, Rev. W. Colgrove, Abel Krum, J. Tuckerman and L. Andrews, -	104
25	Ashtabula, -	Ashtabula,	Oct. 25,	1	A. A. Smith, S. J. Fowler, S. W. Chapman, J. D. Whitmore and L. Andrews, - -	S. J. Fowler, S. W. Chapman, Rev G. W. Fuller, Dr. M. Griswold and L. Andrews,	63
26	Stark, -	Paris, -	Oct. 25,	1	A. Holbrook, O. N. Hartshorn, J. O. Chapman, Betsey M. Cowles and Jane M. Becket, -	T. W. Harvey, - - - - -	200
27	Morrow, -	Chesterville,	Oct. 25,	1	Rev. I. B. Selby, D. Rees, C. S. Bragg, R. Q. Beer, S. E. Adams and B. Thompson, -	Rev. W. L. Harris, Rev. Mr. Spalding and Rev. F. A. Shearer, - - -	65
28	Hancock, -	Findlay, -	Oct. 28,	1-2	S. M. Spear, A. L. Kimber, Jas. Hays and J. Bowman, - - - - -	Henry Brown, Esq., - - - -	53
29	Seneca, -	Republic, -	Nov. 1,	1	A. Schuyler, C. S. Royce, S. S. Rickley, E. V. Gerhart, D. D. and L. Andrews, - -	E. V. Gerhart, D. D., J. P. Pillars, Esq., and L. Andrews, - - - -	175
30	Carroll, -	Carrollton,	Nov. 4,	1-2	J. Markham, O. N. Hartshorn, J. O. Chapman, E. L. Carney and Geo. Fraser, -	Geo. Fraser, Rev. A. Swaney and J. Markham, - - - - -	81
31	Richland, -	Plymouth, -	Nov. 8,	1	C. S. Royce, A. Schuyler, M. H. Pease, D. F. De Wolf and L. Andrews, - - -	C. S. Royce, Rev. H. Blackaller, M. F. Cowdery, Rev. A. Brainard and L. Andrews. -	88
							2824

The opinion is much too prevalent even among Teachers, that in Ohio we are doing well enough in the way of holding Teachers' Institutes. What are the facts? During the past year Institutes were held in only twenty-five of the eighty-eight counties in the State. In forty-six counties in Ohio, Institutes have never been held; and these too are the counties which most need the beneficial influences of spirited and thorough Institutes. In forty-two counties, Institutes have been held; but in thirteen of these, only one session has been held in each.

These facts show that in all probability a large number of the counties of the State will long be deprived of the advantages of Teachers' Institutes, unless special effort be made to increase the facilities for organizing and sustaining them. The Executive Committee therefore recommend that application be made to the Legislature, at its present session, to revise the acts for the encouragement of Teachers' Institutes, and so simplify them, that these Institutes with as much certainty and as little trouble as Agricultural Societies, may receive pecuniary aid from the State. It is not so much required to increase the funds as to decrease the difficulty of securing them. As the members of the General Assembly expect to revise the school laws at the present session, and appear to be desirous to do all that may be prudent and proper for the present improvement of the schools of the State, it is hoped that a plain statement of the facts in the case, will secure the legislative enactments necessary to the encouragement and increased usefulness of Teachers' Institutes.

The Executive Committee would also earnestly recommend, that in addition to the general Agent for the Association, at least four competent and experienced lecturers be employed to labor in Institutes during the spring and autumn of the coming year. The experience of the past year has fully demonstrated the necessity of some such means for increasing the number and promoting the efficiency of Institutes.

During the year cheering progress has been made in the adoption and organization of Union Schools. The free graded Schools in the State are doing a great educational work. They are fast making Teaching a profession, by affording so many lucrative, permanent, and honorable positions to teachers of talent and worth: they are Normal Schools which annually prepare for future usefulness, many well qualified teachers: as model schools they are exerting a powerful and healthful influence upon public sentiment, and are constantly recommending to teachers and citizens the best methods of teaching and governing pupils; through the advantages of gradation, classification, and thoroughness of

instruction, which they possess, they are clearly proving that it is more economical to educate, and well educate all the children of a community, than a chosen few: finally, above all and beyond all, the Union Schools are implanting in the minds and hearts of the people of this great State, the unalterable conviction, that in principle, *free* schools are *right*. Like the dews of heaven, the free graded schools distil alike their blessings upon the poor and the rich. They practically carry out those glorious principles of liberty and equality, of which we so much boast. Every child in this broad land has a God-given right to claim from the powers that be, *moral* and *intellectual* as well as physical development. We imprison in the deepest, darkest dungeon, the wretch who has brutally crippled his child or ward; but we inconsistently permit thousands of our *respectable* citizens to cripple and starve the deathless energies of the immortal minds of their children and wantonly to deface the image of God from their souls. Free schools, and *free schools alone*, afford to *every* child the privilege of a proper intellectual and moral culture; and hence in principle and in practice free Union Schools are RIGHT.

The want of official statistics exhibiting the present condition and past progress of the Union Schools of the State, has long been felt. As the State has no officer whose duty it is to collect and arrange such statistics, the Executive Committee in November last, prepared a circular containing twenty-six interrogatories and forwarded it to more than seventy Union Schools. Answers have been received from forty-five of those addressed; and below will be found a statistical table, containing information derived from the answers, which, it is believed, will be interesting, and useful to the friends of education.

There are about eighty Union Schools in operation in the State. The statistics in the following table indicate that the School Houses, including the grounds attached, are worth about $750,000; that the total annual expenditures for the support of these schools, including the cost of fuel and the interest on the value of school buildings, amount to about $325,000; and that the average length of the school year is over ten months. The above figures are clearly indicative of a readiness on the part of the people of Ohio, to adopt *liberal* measures for the improvement of Public Schools.

It will be observed that the *general* attendance of but few schools is given in the table. It is hoped that Principals of Union Schools, will so keep the statistics of the current school year, that at its close the general attendance of all the schools can be ascertained.

STATISTICS

OF

FORTY-FIVE UNION SCHOOLS IN OHIO, FOR THE YEAR 1852.

Names of Towns or Cities.	Population.	No. of Children bet. 4 & 21 yrs. of age.	When schools organized.	Under what law.	No. of pupils enrolled	Total average attendance.	General attendance.*	Superintendent.		Teachers.				Min'm age of pupils.	Tuition.			Value of school buildings.	Total expense of schools.	Weeks in sch'l year.	No. of mills special school tax.	Value of district li-braries.	Value of maps and apparatus.
								Name.	Salary.	Male. No.	Male. Average annual salary.	Female. No.	Female. Average annual salary.		Average annual tuition fee of residents.	Average annual tuition fee of non residents.	Total rec'd from non residents.						
Bellevue	1,800	355	1851	1849	307	228	265	J. H. Holton,	$400	1	$400	5	$140	4	Free	$8	$70	$2,200	$1,300	40	2½	None	$4
Circleville	4,000	1,236	1852	1849	800	.....	.....	John Lynch,	1,000	2	700	11	21	5	do	13	....	25,000		40	3	do	100
Cleveland	26,000	8,323	1836	special	3,000	2,100	2,700	None,	....	7	64	30	245	8	do	9	....	54,000	15,000	43	1.6	$600	400
Cincinnati	120,000	37,919	1829	do	15,435	8,104	.....	Joseph Merrill,	900	39	700	135	25	6	do	None	...	181,220	103,713	48	1½	.....	.....
Chesterville	550	245	1851	1849	.....	113	.....	D. Rees,	350	1	350	2	145	4	$5	$7	160	1,500	800	40	4	None	30
Canal Fulton	800	310	1849	1849	.....	.....	.....	None,	...	1	300	2	160	4	Free	10	15	400	900	48	.....	do	.....
Columbus	20,000	5,031	1847	special	2,200	1,075	1,250	A. D. Lord,	1,000	9	522	15	236	5	do	15	50	15,000	8,000	42	3	$500	550
Dayton	15,000	4,501	.....	.....	1,450	1,200	.....	None,	.....	13	400	18	160	6	$3	None	....	25,000	12,000	40	2	.....	.....
Defiance	2,000	400	1851	1849	271	166	207	E. Blanchard,	500	1	500	3	150	4	Free	$10	....	1,200	1,200	44	4	12 cts.	.....
Elyria	1,600	465	1850	1849	265	208	.....	M. J. Oatman,	500	1	500	4	168	5	do	9	....	2,000	1,500	42	2	None	30
Fitchville	325	100	1849	1849	142	65	82	E. G. Humaston,	270	1	270	1	9	4	$4	12	70	850	450	36	4	do	10
Harmar	1,200	488	1849	1849	272	196	.....	John Giles,	550	2	450	5	16	6	$3	12	200	4,000	1,818	44	4	$150	40
Hillsborough	1,825	563	1851	1849	335	175	.....	None,	....	2	300	3	175	4	Free	9	25	3,600	1,250	40	1½	None	None
Kenton	.....	465	1849	1849	195	.....	.....	Jas. Bull,	400	3	300	3	120	..	.....	10	15	.....	.....	.....	.....	.....	.....
Lebanon	2,500	759	1851	1849	643	352	.....	J. Hurty,	700	1	700	5	25	4	Free	None		10,500	2,880	44	None	None	30
Lancaster	3,600	1,280	1850	special	1,076	700	.....	John Williams,	700	3	550	11	215	4	do	$12	175	14,000	5,200	44	2¾	$12	60
London	810	263	1852	1849	223	192	.....	W. E. Pierce,	450	2	415	2	18	4	do	12	250	3,000	1,250	38	2¾	None	50
Marlborough	550	150	1852	1849	251	.....	.....	A. Holbrook,	800	2	600	3	22	4	$5	12	600	1,800	1,400	40	4	do	1,230
McConnellsville	2,000	755	1850	1849	.....	.....	.....	O. Park,	400	2	360	5	200	5	Free	12	170	4,000	2,150	42	3½	do	36
Marietta	4,500	1,326	1849	1849	711	490	525	E. D. Kingsley,	700	1	700	11	184	6	do	12	200	10,000	3,300	42	3	do	50
Milan	1,600	503	1849	1849	506	213	249	L. E. Walker,	500	2	400	4	196	5	do	12	60	4,000	1,600	43	4	$60	185
Massillon	3,500	1,149	1848	special	736	318	394	T. W. Harvey,	700	1	700	7	25	6	do	12	250	9,000	3,200	44	3	None	350
Maumee City	1,900	687	1850	1849	532	255	.....	M. A. Page,	600	2	500	3	190	5	do	12	275	1,900	1,810	40	3	do	30
Norwalk	2,000	707	1850	1849	456	250	.....	D. F. DeWolf,	700	1	700	5	18	5	do	None	...	2,300	1,840	40	2	$15	150
New Lisbon	1,700	599	1849	1849	479	315	.....	George Fraser,	500	2	425	6	165	4	do	$8	80	None	2,000	40	2½	None	None

Newark	4,400	1,598	1848	Akron	800	679	.....	H. S. Martin,	600	4	360	13	150	5	Free	12	230	14,800	4,000	39	4	do	$50
New Philadelphia	1,900	699	1850	1849	461	261	.....	J. K. Keel,	400	2	4 0	3	200	5	do	12	50	4,138	1,560	40	4	do	20
Peru	400	181	1851		92	78	.....	None,	.....	1	320	1	120	3	do	.....	...	1,200	425	40	4	do	None
Perrysburg	1,3 0	549	1849	1849	393	297	338	E. Olney,	500	2	450	3	185	5	do	14	180	5,000	1,900	44	4	do	$970
Plymouth	1,000	256	1850	1849	239	142	.....	C. S. Royce,	450	1	450	3	160	4	$2	10	202	2,500	1,080	40	4	do	36
Portsmouth	4,600	1,626	1838	special	838	659	.....	None,	.....	2	600	12	19	5	Free	14	100	22,5 0	5,518	45	1½	do	200
Roscoe	7 0	337	1851	1849	232	115	.....	C. R. Shreve,	450	1	45	2	250	5	do	14	100	4,000	1,400	44	4	do	30
Sandusky City	10,000	2,750	1849	1849	1,011	.....	.....	M. F. Cowdery,	1,'00	3	700	19	180	6	do	14	150	.....	6,500	40	4	$60	625
Tiffin	3,104	1,005	1850	1849	807	217	.....	S. S. Rickley,	700	3	32	7	180	6	do	8	60	4,500	2,400	38	3	None	None
Toledo	6, 0	1,7 0	1849	1849	800	575	.....	A. Smyth,	900	4	450	8	230	5	do	14	120	17,200	4,700	40	3	do	.....
Troy	2,2 0	.....	1852	1849	650	.....	.....	W. N. Edwards,	800	3	533	5	225	4	do	12	....	12.000	3.000	42	.....	do	None
Urbana	3,000	905	1849	1849	493	380	435	A. C. Deuel,	500	2	40	6	230	4	do	14	200	6,000	2,660	40	2	do	$500
Utica	500	214	1849	1849	219	150	192	W. A. McKee,	400	1	400	2	160	4	$2	14	200	2,500	1,000	40	3	do	32
West Liberty	1,1 0	317	1849	1849	241	141	...	A. H. Guy,	500	2	400	2	180	4	Free	14	150	4.000	1,300	44	4	do	None
Warren	2,50	...	1849	1849	525	343	488	J. D. Cox,	600	1	600	8	180	4	do	10	50	4,000	2,600	42	.....	do	$50
Waynesburg	700	213	1852	1849	153	140	.....	S. L. Adams,	315	1	315	1	84	4	do	12	....	300	450	44	3	do	None
Walnut Hills	1,2 0	438	1850	1849	235	150	...	E. S. Davies,	600	1	600	3	224	4	do	12	453	3,000	.....	44	4	$130	.....
Wellsville	2,2 0	69	1849	1849	445	.....	422	D. Parsons,	70	2	500	4	166	6	do	9	40	7,000	3,000	36	4	150	$300
Youngstown	2,900	5 8	1851	184	418	325	371	S. F. Cooper,	50	2	400	5	145	4	$2	10	75	2,500	1,590	40	3	N ne	None
Zanesville	8,107	3,214	1839	special	805	724	...	G.W.Batchelder	1,'00	5	660	9	210	6	$4	10	276	4,500	5,500	44	1	do	$434

NOTE.—The Executive Committee, at the close of the present year, will endeavor to collect the Union School statistics for the year 1853. It may not be out of place in this connection, to urge upon Superintendents and Officers of Union Schools, the importance of so keeping and arranging the statistics of their schools for the current year, that they can be forwarded to the Chairman of the Executive Committee, when called for, without delay. Great care should be taken to insure the correctness of all statistics forwarded to the Committee.

* The *general* attendance is found as follows. Find the whole number of pupils who were in attendance the first week, including all who were present as long as one day; the same for the second week; the third week, etc., to the end of the Quarter. The sum of these several numbers divided by the number of weeks in the quarter, will give the general attendance for the quarter.

Lastly, the Executive Committee hopes that much has been done during the past year to create and extend a healthful, educational, public sentiment. Good teachers, splendid school houses, and liberal school laws even, will not avail to make public schools what they ought to be, unless a sympathizing, intelligent, public sentiment, shall freely and generously impart its life-giving influence. Gratifying evidences of an increased and increasing educational spirit, present themselves in every portion of our great State. During the last five years, many school buildings have been erected in Ohio, which, by the amplitude of their structure, the commodiousness of their plan, and the beauty of their finish, would do honor to the wealth and liberality of older states; more than one million of dollars has been raised to endow higher institutions of learning; at least eight thousand teachers have been assembled in Institutes, and have thus been better prepared to act efficiently as missionaries in the great work of education; the professional teachers of the State, by their untiring efforts, their self-sacrificing spirit, and the bold comprehensiveness of their plans, have not only done themselves lasting honor, but they have set an example worthy of imitation by the teachers of other States; from a condition of great indifference on the subject of education, the great mass of the people have become friends and advocates of free schools, and now more than one-half of the five hundred millions of property in the great State of Ohio, by the voluntary votes of its possessors, is taxed to support schools, which afford the advantages of intellectual and moral culture, as free as the air of heaven to the children of the State; and in addition to these evidences of progress, we now have, what we have not very frequently had—a General Assembly, the members of which seem anxiously to desire to advance the interests of education by prudent and proper legislative action.

Fellow teachers, the signs of the times are auspicious. The heads and hearts of the people are thinking and feeling. The course of the cause of universal education is onward and upward. May we each one of us feel the responsibility and live worthy of the high vocation to which we are called.

LORIN ANDREWS,
Chairman of Ex. Committee.

COLUMBUS, Dec. 29, 1852.

Ohio State Teachers' Association.

The Fifth Annual Meeting of the Association was attended in Columbus, on the 29th and 30th of December, 1852. The members and delegates convened in the Hall of the House of Representatives; the President, Rev. W. C. Anderson, D. D., called to order, and the session was opened with prayer by Rev. S. Newberry, of Cleveland.

On motion of Mr. J. Hurty, Messrs. DeWolf of Norwalk, Barber of Ashland, Espy of Dayton, and Cotton of Sandusky, were appointed Assistant Secretaries. The counties of the State were called in order, for the enrollment of the names of members and delegates.

The Constitution having been read, sixty-five Ladies gave in their names as members of the Association, and the following Gentlemen became members during the session, by enrolling their names and paying the fee of one dollar:

J. Anderson,	J. C. Everest,	Wm. Johnson,	Rev. A. Sanford,
W. E. Baird,	Levi Farr,	A. S. Kissell,	W. B. Sloan,
Charles Barnes,	A. P. Fenner,	B. J. Loomis,	E. W. Smith,
A. R. Bates,	Rev. S. Findley,	James Lynch,	John A. Staley,
Amos Beach,	Elijah Forsyth,	Rev. S. McArthur,	N. E. Stark,
W. H. Beacham,	S. J. Fowler,	M. McCall,	H. L. Sterling,
Peter Beveridge,	George Fraser,	H. D. McCarty,	John F. Stoddard,
J. M. Bradley,	Hon. J. G. Gest,	W. A. McCollom,	Edward Story,
W. H. Campbell,	Hon. R. A. Gillett,	James McCrea,	Robert Story,
Wm. Carter,	D. Graham,	J. A. Mills,	Jas. A. Thompson,
J. R. Chamberlain,	O. H. Graves,	E B. Olmstead,	J. C. Thompson,
Timothy Chase,	David Green,	M. H. Pease,	A. B. Thrall,
G. N. Clark,	John Hancock,	J. D. Peasley,	C. White,
S. S. Cotton,	Lewis Heyl,	W. E. Peirce,	John White,
Rev. G. Dana,	D. N. Hiffner,	C. Perkins,	William White,
E. S. Davis,	Thomas Hill,	Rev. O. T. Reeves,	Dr. John Williams,
Dan'l Donaldson,	Kellis Hord,	Hon. H. Rice,	S. W. Williams,
Samuel Dunlap,	E. Jacobs,	Rev. J. Robinson,	W. G. Williams,

Hon. S. T. Worcester.

The Annual Report of the Executive Committee was read by the Chairman, Mr. Lorin Andrews; the report was accepted and ordered to be printed.

The annual opening Address was delivered by Mr. M. F. Cowdery. On motion of Mr. C. S. Royce, the thanks of the Association were tendered for the Address, and a copy solicited for publication.

AFTERNOON SESSION.

On motion of Mr. Hurty, that part of the Report of the Executive Committee relating to the modification of the law in regard to Teachers' Institutes, was referred to a committee of three, to report to-morrow morning. Messrs. J. Hurty, G. W. Batchelder and S. Findley, were appointed said committee.

Messrs. A. D. Lord, M. F. Cowdery, J. Campbell, S. N. Sanford, and C. S. Royce, were appointed a committee to nominate officers.

A communication was received from the Warden of the Ohio Penitentiary, inviting members of the Association to visit that Institution at their convenience during the session. The invitation was accepted and a vote of thanks returned to the Warden.

Messrs. Geiger, Newberry, and Walker, were appointed a committee to consider that part of the Report of the Executive Committee recommending the employment of additional lecturers in Teachers' Institutes, and report on the subject to-morrow.

The business of the convention was suspended for a few minutes, while a Quartette was sung by some ladies and gentlemen of Columbus.

Dr. A. D. Lord offered for adoption the following resolutions :

1. *Resolved*, That we regard with pleasure the evidence of a conviction on the part of the Legislature, of the importance and necessity of framing for Ohio a School System worthy of the State, as indicated by the time and labor bestowed upon the bill now before the Senate, and the candid and dispassionate manner in which its provisions have been discussed.
2. *Resolved*, That we deem an increase of the State School Fund, to the extent contemplated by the bill, indispensable to the success of the system.
3. *Resolved*, That the experience of all the States which have established Public Schools, has shown that a competent State Superintendent of Schools is of vital importance to the efficiency of a School System.
4. *Resolved*, That as the subdivision of townships into small and feeble School Districts, and its inevitable results, constitute one of the greatest defects of our present system, we regard a provision for the union of school districts, for the purpose of securing in all practicable cases the advantages of classified schools, as one of the most desirable of the features which should characterize our School System.
5. *Resolved*, That liberal provision for District or Township Libraries, of books for reading, and for reference, should be made in every free State, and especially in our own, where 39-40 of our youth depend entirely upon the Common Schools for instruction.

The mover alluded to the labor expended by Hon. H. Rice, the Chairman of the Committee on Schools in the Senate, and others, upon the school bill now pending in the Legislature, and paid a tribute to the interest manifested in both branches, in regard to the subject of popular education; and urged the importance of an increase of the School Fund.

The third resolution was discussed by Rev. Dr. Reynolds of Colum-

bus, Dr. C. Cutter of Mass., Mr. Hurty of Lebanon, Mr. Rolfe of Portsmouth, President McArthur of Muskingum College, and S. W. Gilson, Esq. of Canfield. All except the last agreed in sustaining the resolution. Dr. Cutter presented an array of facts from the history of the New England States, showing conclusively the utility and importance of an efficient superintending school officer.

The fourth resolution was sustained by Messrs. M. F. Cowdery, L. Andrews, and E. Olney. President McArthur thought the bill of last winter might need to be modified so as to restrict the power of the Township Board to modify districts contrary to the wishes of the inhabitants.

Mr. Hancock of Cincinnati, contended that in one county (Clermont) the present arrangements of school districts could not be changed to advantage. Mr. Andrews, who as Agent of the Association, has visited nearly half the counties in the State, and made careful inquiry with reference to this subject, showed conclusively that in a large number of townships, in almost every part of the State, districts had been created with very little reference to the convenience of those who were to attend the schools.

The resolutions having been thus fully discussed were adopted without modification.

EVENING SESSION.

The selection of the place for holding the Semi-Annual Meeting being in order, Akron, Zanesville, Circleville, Xenia and Dayton were named: on motion, Dayton was selected.

Mr. Andrews announced that the illness of a child of Rev. Mr. Gerhart, prevented him from being present to deliver the Evening Address; and, on motion, the Association adjourned till Thursday A. M., for the purpose of giving the Hall to the Convention of the friends of Female Education.

SESSION OF THURSDAY MORNING.

Opened with prayer by the President, Rev. Dr. Anderson.

The chairman of the committee to nominate officers, reported the nominations; the report was accepted. Mr. Thompson moved that a committee be appointed to report another list of officers, that members might select from the two; the motion was lost.

Mr. Cowdery, from the Financial Committee, made a verbal report of the finances of *the Association.*

Mr. Hurty, from the committee appointed for that purpose, reported that the expenses of instruction in Teachers' Institutes, should be paid from the county treasury: first, because tax payers are immediately remunerated by the increased value of the teacher's services; and second, the teacher does not immediately receive an increased compensation for his labors, while the time devoted, and the expenses for traveling, board, etc., constitute a heavy item of expenditure. The committee think the present law too complicated, and objectionable, in permitting that the appropriation be made at one session of the Commissioners only, and in allowing them to refuse an appropriation when all the conditions are complied with; and recommended the adoption of the following resolution:

Resolved, That we petition the present Legislature, so to amend the law authorizing the appropriation of money, for the support of Teachers' Institutes that on the written application of thirty teachers, the Commissioners shall appropriate from the county treasury, a sum not less than thirty dollars, for the support of a Teachers' Institute.

The report was accepted and the resolution adopted.

Prof. H. R. Geiger, from the committee to whom was referred the propriety of employing additional laborers in Teachers' Institutes, reported in favor of employing four lecturers, to labor under the direction of the Agent, two months in the Spring, and two months in the Fall, provided the necessary means can be secured.

The following resolutions proposed by the gentlemen whose names precede them, were adopted.

By Mr. H. D. McCarty of Belmont:

Resolved, That in the opinion of this Convention, a provision should be incorporated in the school law, authorizing townships and counties to make arrangements with high schools, academies, colleges or seminaries, now in operation, for having the higher English branches taught in them, when such arrangements can be made to advantage.

By Mr. J. H. Rolfe of Portsmouth:

Resolved, That we deem the Ohio Journal of Education highly deserving the confidence and support of teachers and all friends of the cause it advocates, and that we will labor, and would respectfully invite others to labor with us, to increase its subscription list to ten thousand for the coming year.

By Mr. John Lynch of Circleville:

Resolved, That the editors of the Ohio Journal of Education merit, and we hereby tender them our hearty thanks for the very able manner in which they have conducted that periodical the past year.

By Mr. E. Jacobs of Walnut Hills:

Resolved, That we recommend to the State Legislature, to offer a premium of not less than $200, for the best written treatise upon the free school system, in its adaptation to the wants of our State, said work not to exceed 250 pages, octavo.

By Mr. John Lynch of Circleville:

Resolved, That the Ministers of the Gospel, throughout the State, be requested to preach to their respective congregations an Educational Sermon, on the last Sunday of March next.

Rev. S. McArthur moved that a committee of three be appointed, to confer with the Committee on Schools, in the Senate; Messrs. McArthur, Lord and Reynolds, were appointed.

AFTERNOON SESSION.

Rev. S. McArthur reported that the Committee had conferred with the Committee of the Senate, and had been informed that such amendments had been made in the bill of last winter, as would meet the views of the friends of education; that the provision for township directors, had been so modified as to remove the objections on that point; and that it was hoped the bill as amended, would pass without opposition. The report was accepted.

The thanks of the Association were returned to the members of the House of Representatives, for their kindness in granting the use of their Hall to the Association. To the Sergeants-at-Arms, for their attendance and services. To the several Railroad and Steam Boat Companies, for conveying delegates at reduced rates of fare. To the citizens of Columbus, for their hospitalities. To the Editors of the daily papers of the city, for reporting the proceedings of the session.

On motion of Mr. J. A. Turnbull, the vote on appointing a second committee on nominations was reconsidered. Messrs. Rogers. Findley, and Olmsted, were appointed to nominate another list of officers; their report was accepted, and the Association proceeded to ballot for officers. The candidates named by the first committee having received each ninety-four, and those nominated by the second forty-four votes, the following were declared duly elected officers for the ensuing year:

President—DR. JOSEPH RAY, of Cincinnati.

Vice Presidents.

Rev. Dr. Wm. M. Reynolds of Columbus,	Rev. J. A. I. Lowes of South Salem,
W. H. Hayford of Cincinnati,	Rev. John Robinson of Ashland,
W. B. Fairchild of Xenia,	G. W. Batchelder of Zanesville,
Rev. Dr. W. C. Anderson of Oxford,	E. D. Kingsley of Marietta,
A. C. Deuel of Urbana,	David Parsons of Wellsville,
Edward Olney of Perrysburg,	S. F. Cooper of Youngstown,
Rev. S. S. Rickley of Tiffin,	I. M. Allen of Canton,
Isaac Sams of Hillsboro,	Rev. N. Badger of Gambier,
Dr. C. Briggs of Ironton,	Abel Krum of Cherry Valley,
Dr. W. Griswold, of Circleville,	Rev. A. Brainerd of Norwalk,

Jas. A. Briggs of Cleveland.

Recording Secretary—D. F. DeWolfe, of Norwalk.
Corresponding Secretary—J. Hurty, of Lebanon.
Treasurer—D. C. Pearson, of Columbus.

Executive Committee.

Lorin Andrews, of Columbus, Chairman;

G. R. Hand of Cincinnati, Almon Samson of Columbus,
Wm. N. Edwards of Troy, John Lynch of Circleville,
S. J. Fowler of Kingsville, M. N. Wheaton of Dayton.

Financial Committee.

M. F. Cowdery, Chairman;

Chas. Rogers of Dayton, P. Dawley of Massillon,
A. J. Rickoff of Cincinnati, Wm. Mitchell of Columbus.

Mr. Cowdery stated that it was hoped that such efforts would be made to increase the circulation of the Journal of Education, that the Agent would be sustained from its profits; and at his suggestion the names of the counties were called, and some eight hundred subscriptions pledged for volume second.

Dr. A. D. Lord was elected to deliver the opening Address, at the next semi-annual meeting; and Hon. Chauncey N. Olds, of Circleville, was appointed his alternate.

The exercises were closed with the Doxology, and the Benediction by the President; and the Association adjourned to meet in Dayton, at 9 o'clock, A. M. on the 6th of July next.

CHARLES ROGERS, *Secretary.*

NAMES OF MEMBERS AND DELEGATES IN ATTENDANCE.

ASHTABULA COUNTY.

S. J. Fowler, B. J. Loomis.

BELMONT COUNTY.

H. D. McCarty, D. T. Moore, John White.

BUTLER COUNTY.

Rev. W. C. Anderson, D. D., A. B. Thrall.

CHAMPAIGN COUNTY.

Miss M. Sampson.

CLARK COUNTY.

Prof. H. R. Geiger, C. Goldrick, A. S. Kissell, Rev. C. Robbins,
Miss Maria Doolittle.

CLERMONT COUNTY.

William Carter, J. B. Long.

CLINTON COUNTY.

Jesse C. Everest, J. A. Mills.

COLUMBIANA COUNTY.

George Fraser, Miss A. G. Cornwell, Miss M. A Craig, Miss A. Grissell.

CUYAHOGA COUNTY.

C. Bradburn,	Rev. S. Newberry,	J. H. Worthington,	Miss E. H. Johnson,
Rev. G. Dana,	A. W. Price,	Hon. H. Rice,	" N. B. Merrill,
And'w Freese,	N. A. Sackett,	Mrs. G. Dana,	" L. M. Oviatt,
J. H. Graves,	N. E. Stark,	Miss Mary Clement,	" M. Tillotson,
Wm. Johnson,	C. White,	" E. Corlett,	" M. E. White,
W. A. McCollum,	E. E. White,	" M. Cunningham	" Whitman.

DELAWARE COUNTY.

Andrew Bates,	E. C. Hyde,	John Ogden,	S. W. Williams,
D. Donaldson,	W. F. King,	Prof. F. Merrick,	W. G. Williams,
Samuel Dunlap,	W. E. Jones,	T. C. O'Kane,	Mrs. M. J. Ogden,
Levi Farr,	John W. Lynch,	S. W. Panabaker,	Miss Lydia Bartlett,
G. W. Gray,	H. C. Marshall,	Rev. O. T. Reeves,	" J. R. Eaton,
Geo. W. Hall,	David Merrick,	T. M. Stanley,	" Jane Evans,

Miss E. A. Conica, Miss J. Sherwood, Miss Cath. Williams.

ERIE COUNTY.

S. S. Cotton,	Mrs. A. H. Barber,	Mrs. B. D. Tilden,	Miss E. W. Jackson,
M. F. Cowdery,	" J. M. Christian,	Miss Laura Denman,	" S. M. Nettleton,
John Jones,	" M. F. Cowdery,	" Mary Drake,	" M. Underwood,
L. E. Walker,	" M. Denman,	" M. Kelley,	" M. Whittlesey,
	" Wilson,	" C. E. Wilcox.	

FAIRFIELD COUNTY.

William Whitney,	Mrs. M. Clifford,	Mrs. S. Steinman,	Miss M. M. Wilcox,

Dr. Jno. Williams.

FRANKLIN COUNTY.

Lorin Andrews,	Prof. W. W. Mather,	Mrs. L. Andrews,	Miss S. C. Harris,
H. N. Bolander,	Wm. Mitchell,	" A. D. Lord,	" S. J. Hall,
Rev. A. Essick,	C. Papé,	" S. G. Marple,	" S. Johnston,
James Goldrick,	D. C. Pearson,	" C. McCune,	" A. C. Mather,
D. Graham, Jr.,	W. M. Reynolds, D.D.	" H. A. Pearson,	" A. H. Mather,
S. D. Harris,	A. Samson,	" M. A. Smith,	" E. J. Olmsted,
Lewis Heyl,	G. Schmeltz,	" M. F. Wester-	" M. A. Osborn,
E. D. Isham,	Geo. C. Smith,	Miss H. Bacon, [velt	" S. D. Phelps,
P. Johnson,	Rev. J. D. Smith,	" H. Bunker,	" M. C. Robertson
A. D. Lord,	Rev. C. Spielman,	" M. Bunker,	" M. E. Robertson
T. D. Martindale,	Rev. Collins Stone,	" Laura Harris,	" L. Schnebly,

Miss C. E. Yates.

GEAUGA COUNTY.

Rev. W. Colgrove.

GREENE COUNTY.

Andrew Amyx,	J. G. Gest,	Robert Storey,	Miss M. Jackson.
James Andrews,	B. H. Irvine,	Wm. Struthers,	" E. A. Junkin,
John Barber,	W. H. Irwin,	H. Townsley,	" R. M. Junkin,
Joshua Basier,	L. G. Jenkins,	James A. Turnbull,	" Mary S. Little,
Wm. H. Blair,	Wm. Kyle,	Wm. Turnbull,	" M. McFarland,
A. Cherry,	A. W. McDonald,	Mrs. E. Barber,	" Julia A. Parry,
B. Cherry,	J. P. McIntosh,	" Loy,	" Mary J. Parry,
W. B. Fairchild,	C. Perkins,	" McFarland,	" C. S. Perkins,
A. S. Frazier,	Rev. J. P. Smart,	Miss H. M. Barber,	" M. Townsley,
S. Galbraith,	Edward Storey,	" J. Galloway,	" S. I. Townsley,

Miss Agnes Winter, Miss M. A. Winter,

GUERNSEY COUNTY.

Rev. Sam'l Findley, James McCrea, James W. McLane, Jas. A. Thompson,

William White.

HAMILTON COUNTY.

T. A. Burrowes,	W. H. Hayford,	E. G. Martin,	Miss A. Death,
E. S. Davis,	L. A. Hine,	M. D. Parker,	" Mary A. Mills,
John Hancock,	E. Jacobs,	J. S. Whitwell,	" M. M. Taylor.

HARDIN COUNTY.
J. C. Everest.

HARRISON COUNTY.
M. McCall.

HIGHLAND COUNTY.
J. C. Thompson.

HURON COUNTY.

D. F. DeWolf, M. H. Pease, Miss M. Campbell, Miss M. B. Janes,
Hon. — Green, Hon. S.T. Worcester, " Esther Curtiss, " C. Kinney,
J. H. Holton, E. G. Humaston, " C. Denman, " S. Sheffield.
Mrs. R. B. Holton, " Emily Burr.

KNOX COUNTY.

Thomas Corlett, H. D. Lathrop.

LAKE COUNTY.

E. A. Brown, G. E. Howe, Miss E. J. Wilcox.

LICKING COUNTY.

W. H. Beacham, Rev. A. Sanford, Miss E. Coney, Miss M. A. Lloyd,
David Green, S. N. Sanford, " J. A. Huggins, " E. D. Morgan.
H. S. Martin.

LORAIN COUNTY.

L. J. Starr, Miss Brown, Miss L. D. Fuller, Miss A. Parmalee,
A. E. Waite.

MADISON COUNTY.

W. E. Peirce, A. R. Bates.

MAHONING COUNTY.

S. F. Cooper, S. W Glison, Esq.

MEDINA COUNTY.

Miss Nancy M. Dye.

MARION COUNTY.

Timothy Chase, W. B. Sloane, Miss M. J. Haft, Miss J. L. Tillotson,
M. E. Gooding, W. L. Tirrell.

MIAMI COUNTY.

Wm. N. Edwards, S. S. Gray, Mrs. Edgerton, Miss M. L. Gray.
A. C. Fenner.

MONTGOMERY COUNTY.

James Campbell, Charles Rogers, Miss Ann Dunham, Miss M. A. Wilson,
Wm. Espy, Miss H. Campbell, " Mary Dunham, " S. M. Wilson.
Henry Marshall, " C. Conover, " Martha Lewis.

MORGAN COUNTY.

Mrs. Mary T. Corner.

MORROW COUNTY.

G. N. Clark, C. Gunsanlus, J. D. Peasley, Miss M. E. Jackson,
L. M. Drake, D. Rees, L. A. Smith, " Nancy Miller.

MUSKINGUM COUNTY.

G. W. Batchelder, Elijah Forsyth, Miss D. M. Barnes, Miss A. Harrison.
W. H. Campbell, Rev. S. McArthur, Miss Anna Griffith.

PICKAWAY COUNTY.

E. M. Cotton, John Lynch, Hon. Felix Renick.

PORTAGE COUNTY.

R. A. Gillett, Miss Elizabeth Beardsley, Miss M. C. Gilbert.

RICHLAND COUNTY.

Wm. Baughman, E. W. Smith, Miss J. G. Breckenridge, Miss Marietta Hyde,
Coleman Cook, Bennett Taylor, Miss Maria Hyde, " S. A. Seymour.
Charles S. Royce.

ROSS COUNTY.

J. Anderson, J. R. Chamberlain, L. E. Warner, Miss J. M. Smith,
W. E. Baird, Rev. S. Findley, Miss A. A. Powers.

SCIOTO COUNTY.

A. J. Buell, O. F. Moore, J. H. Rolfe, Mrs. O. F. Moore,
William A. Hutchins.

STARK COUNTY.

Isaac Bailey, Mrs. D. Bailey.

SUMMIT COUNTY. TRUMBULL COUNTY.

E. B. Olmstead, Miss E. A. Beardslee. Miss Veers. J. S. Morris.

WARREN COUNTY.

J. Hurty, Hon. J. D. Ward, Miss A. V. Clapp, Miss M. A. Miller,
I. S. Morris, Miss E. L. Alverson, " M. E. Jackson, " L. A. Smith.

WOOD COUNTY. WYANDOT COUNTY.

Edward Olney, A. Stacey. John A. Staley.

INDIANA. MASSACHUSETTS. MICHIGAN.

Charles Barnes. Dr. Calvin Cutter. William P. Clarke.

NEW YORK.

Amos Beach, J. M. Bradley, Ira Patchin, Calvin Tracy.

PENNSYLVANIA.

E. Pease, Prof. John F. Stoddard, I. A. Walker.

Association of the Friends of Female Education.

THIS Association, formed at Sandusky in July last, met in Columbus on the 28th of December, 1852. In the absence of the President, Mr. S. N. Sanford was called to the chair, and the meeting was opened with prayer, by Rev. S. Findley.

The minutes of the last meeting were read by the Secretary, and, on motion, approved. Messrs. T. A. Burrowes, S. Findley, Lewis Heyl, A. D. Lord, A. Sanford, and S. N. Sanford, became members of the Association, by paying the fee of one dollar, and giving their names to the Secretary. Misses J. L. Huggins, M. A. Lloyd, A. A. Powers, S. S. Sanford, and J. M. Smith, gave in their names as members.

Remarks in regard to the objects of the Association and the best means of accomplishing them, were made by Messrs. Hurty, Burrowes, and Findley.

Mr. Burrowes, alluded to the decease of Mr. E. Hosmer, of Cleveland; and, on motion, Messrs. Burrowes, Hurty, and Findley, were

appointed a committee to prepare some testimonial of respect for the deceased.

EVENING SESSION.

The Association convened in the hall of the House of Representatives, on the evening of the 29th of December.

The Secretary read a report on "Female Education," by Rev. J. McD. Matthews, of Hillsboro' Female Seminary: Rev. S. Findley, of Chillicothe Female College, read a report on "The Importance of a uniform Course of Instruction in Female Seminaries." The topics treated in the reports were discussed by Messrs. Lord, Hurty, and Hine; and the reports were accepted.

Mr. Burrowes presented the following preamble and resolutions:

Whereas, by the providence of God, Mr. Elbridge Hosmer, late Principal of the Cleveland Young Ladies' Institute, has been removed from earth in the midst of highly useful educational labors; and whereas, Mr. Hosmer had for years been enthusiastically devoted to the profession of his choice, therefore,

Resolved, That this Association, of which he was an officer, has in his death sustained the loss of a zealous friend and a wise counsellor; and that the cause of education, in our State, especially of Female Education, has lost an able advocate, an enlightened promoter, and a valuable teacher.

Resolved, That a copy of the foregoing be forwarded to the bereaved family, and be published in the papers of Cleveland, Columbus and Cincinnati.

A committee was appointed to nominate officers, and the Association adjourned to meet at half past eight on the morning of the 30th instant.

MORNING SESSION.

The committee reported the following nominations, which were approved; and the gentlemen named were elected officers for the ensuing year:

President—Rev. P. B. Wilber, of Cincinnati.

Vice Presidents—Rev. J. W. Scott, D. D., of Oxford; Rev. J. McD. Matthews, of Hillsboro'; Rev. A. Nash, of Willoughby; Rev. E. V. Gerhart, of Tiffin; Rev. W. Grisell, of Delaware.

Recording Secretary—Asa D. Lord, of Columbus.

Corresponding Secretary—Rev. S. Findley, of Chillicothe.

Treasurer—James Campbell, of Dayton.

Executive Committee—J. C. Zachos, of Dayton; S. N. Sanford, of Granville; Rev. S. Findley, of Chillicothe; Josiah Hurty, of Lebanon; R. R. Sloan, of Mount Vernon.

The Association adjourned to meet in Dayton on the 5th of July next.

A. D. Lord, Secretary.

PROFESSIONAL.

True Education Threefold.

THAT teacher is greatly deficient who educates only the *intellect* of his pupils. Man has a threefold nature, physical, intellectual and moral, and that educator, or that system of education, which does not recognize this fact, and seek to draw out the *whole* of this compound nature, is defective in an essential point, and is unworthy of confidence. To such should never be entrusted the youth of our land, those budding hopes of the future. For just in proportion as either one of these three great branches of a child's education is neglected, does that child grow up *deformed* in body or mind, or in both; and unfitted alike for the full enjoyment of these priceless boons, life and a world of beauty, and the free exercise of those powers and affections, and the discharge of those duties which render man a blessing to himself and to his fellow man.

In proportion as the physical is neglected, the mental and moral become more difficult of acquisition and less valuable when acquired. In proportion as the intellectual and moral are neglected, the image of God is effaced and man is assimilated to the brute. Yet how many there are who have been, and are now being, trained up, educated in this partial, this unnatural and deforming manner! I should rather say how *few* there are who have *not* been, or are not now being, thus educated! How few there are who really and truly possess that inestimable treasure, "*sana mens in sano corpore*," a perfectly sound mind in a perfectly sound body. But GOD never made an unsound mind or an unsound body. All His works, as they came from His creative hand, were "*very good*," perfect. Man, and man alone, is responsible for all the ills flesh and spirit are heir to. Defective education, in its broadest sense, is the cause of all human ills, physical, intellectual and moral! True, right education, in its broadest sense, with the blessing of God, is the only cure.

The teacher should know and feel this dark picture to be true, and go to his daily "delightful task" with the realization that his work is none other than the redemption of his race from its self-inflicted, threefold deformity, and to restore, as far as may be, the perfect image in which man was first created. No man holds a more responsible station than the teacher; no man, therefore, more needs to understand and realize his duty, his *whole* duty; and no one more needs that "wisdom

which cometh down from above." The teacher who would do his duty aright, must make that duty his study, and go to its discharge with daily, diligent preparation of *body*, as well as of mind and heart. *Daily physical, intellectual and moral* EXERCISE are as essential to the *true* teacher, as daily food and sleep.

Subsequent numbers of the JOURNAL may contain a few suggestions on each of these three parts or branches, so essential to true education.

GRANVILLE FEMALE SEMINARY, January, 1853. S. N. S.

For the Ohio Journal of Education.

Government in Schools.

IN every system of government, there must be a governor, and the governed. The same is true in relation to schools. The former, is the teacher, and the latter, the taught. Every governor should have been well governed, and know well how to govern himself, in order that he may govern those under his care. He who would govern, should first learn obedience. Every teacher should bear in mind, that he is dealing with rational, thinking, reasoning beings, and should treat them as such. He should endeavor to make them clearly understand that it is their duty to do what he requires, and it will be cheerfully done. The obligation of duty, is a much stronger incentive to do right than the prospect of a reward, and much more effectual than the fear of punishment, in securing obedience and respect. The principle of duty may be urged upon the young, by frequent appeals to their conscience. There is in every human being, a natural, inherent preponderance to do right, and the pendulum of every heart is inclined to gravitate towards virtue. The principle of right, is surely fixed in every heart, and by proper culture, will germinate and grow into vigor and luxuriance. The willow-branch of childhood is easily bent, and made to assume any direction, but the oak that has approximated to maturity, is stubborn, and refuses to yield to the hand of instruction.

Encouragement is another great element in the government of a school. Kind words and a little commendation, (not flattery,) are great stimulants in the school-room. They secure the good will of the scholars, and cause them to feel that their good conduct is approved.

A teacher should always be ready to approbate the right, and disapprobate the wrong, though more forward to approve than to condemn, and should always see the good actions of his scholars, if not all their bad ones. He should express his approval, not grudgingly as though it cost him an effort, but cheerfully, convincing his scholars that he appreciates and esteems their conduct.

A teacher should never *hire* his scholars. Rewards, and more especially *pecuniary* rewards, tend to make them labor solely for the reward, while the love of knowledge should itself, be a sufficient lure, from the consideration that knowledge is the only proper reward. Knowledge should be sought for the benefit it bestows, and not for some other object held out as a reward.

Never punish a scholar by trying to degrade him. A teacher should not be given to faultfinding. The surest way to discourage scholars, is continually to find fault, and underrate their abilities. When the teacher has to correct, he should make his scholars all feel that it is right, and that he is doing his duty. If the offender feels this, he will need less punishment, and even feel grateful to his teacher for inflicting less than he imagines he really deserves. A twofold advantage is thus realized. The teacher retains the affection of the scholar, and secures his obedience in the future. Corporal punishment should only be resorted to in extreme cases, after all other means have proved abortive; and the outlandish practice of compelling scholars to stand on one foot, hold up a billet of wood, lie on the floor, sit under the table, etc., can not be too severely abominated.

Were I called upon to give in brief what the experience of several years in the school-room has taught me, and what I consider the best rules for governing a school; I would say, govern by appealing to the duties that conscience imposes, by approbating whatever you see that is right, by bestowing no rewards of a pecuniary nature, by showing no partiality, by no scolding or threatening, by using the rod only as a dernier resort, and as the only means of corporal punishment; and above all things, by setting an example before scholars, worthy of their imitation. A teacher who pursues this method, will be loved and esteemed by his scholars, and will certainly secure their obedience and respect.

PIKETON, OHIO, January, 1853. J. W. LONGBON.

SCIENTIFIC.

The Science of Meteorology.

This science is yet in early infancy; enough is, however, known already, to warrant the belief that, at no distant day, it will rank among the first of the useful sciences. The barometer is to the mariner hardly less useful than the compass. As by the latter he shapes his course upon the pathless deep, and with unerring certainty guides his frail bark to the "haven where he would be," so by the aid of the former, he foresees the coming storm; and if in port, remains there in security, and if at sea, furls his sails, is *prepared* when the danger comes, and safely rides out the gale. This is one of the most simple and obvious benefits of the science. Meteorology proposes more and greater benefits, as will presently be shown.

It is probably known to most of our readers, that a part of the annual income of the Smithsonian Institution is appropriated to the advancement of this science, by furnishing meteorological instruments — Psychrometers, Barometers, Thermometers, Wind Vanes, Rain and Snow Gauges—of the very first order of excellence, at half price, and in some cases free of charge, and by defraying the necessary expenses of an extensive meteorological correspondence, furnishing blanks for monthly reports from more than one hundred and fifty regular observers, and reducing, comparing and publishing the results. These observations, thus monthly reported, are made four times each day, viz: at sunrise, at 9 a. m., at 3 p. m., and at 9 p. m.; and embrace the following particulars: the height of the mercury in the Barometer, the Thermometer attached, the Thermometer detached, in the shade and open air, the clearness of the sky, the direction and force of the wind, and the direction and velocity of the clouds. Besides these, there is a wet bulb Thermometer observation twice each day, and a record of the time of the beginning and ending of each rain or snow storm, and of the quantity of rain or snow; and general remarks respecting the weather.

Congress also makes an annual appropriation for defraying the expenses of a similar set of observations, under the direction of the Secretary of the Navy, at the naval stations and at sea. A similar set of observations has been made by the officers of the medical department

of the Army. The army observations, made at sixty-two stations, from 1831 to 1842, have been published in an octavo volume of 324 pages.

The Navy and Army Meteorological Registers are submitted to Prof. JAMES F. ESPY, known as the "Storm King," who, acting under the Secretary of the Navy, is directed to act in concert with Prof. JOSEPH HENRY, Secretary and acting head of the Smithsonian Institution, so that a large number, probably not less than three or four hundred Meteorological Registers come under his inspection each month. All these he is required to collate, and "to lay down on skeleton charts of the United States, by appropriate symbols, the most important phases of the great storms which come within the range of our simultaneous observations, that by these means, we may be enabled to determine the *shape* and *size* of all great storms; whether they are round or oblong, and if they are oblong, whether they move *side foremost*, or *end foremost*, or *obliquely*; and their *velocity* of motion, and the *direction* which they take in all the different seasons of the year; the *course* that the wind blows in and beyond their borders; the *fluctuations* of the barometer and *changes* of temperature which accompany storms; and the *extent* to which the influence of storms is felt beyond their borders."

The results of these investigations he is required to report from time to time to the Secretary of the Navy. His second and third reports are before me, bound in one large volume, which contains, besides much other valuable matter, one hundred of the above named "skeleton charts of the United States," showing at a glance the state of the weather at the different stations, at 3 p. m. on as many different days, when "great storms" prevailed. These charts show the lines of the maxima and minima of atmospheric pressure, as indicated by the barometer, with the amount of rise or fall of the barometer since the preceding fluctuation. Arrows of different lengths show the direction and relative force of the wind at each station, and red figures show where it rained, and in inches and tenths and hundreths the amount of rain.

An examination of the charts of successive days gives a most interesting view of the *progress* of storms, which we find to be *invariably* from west to east, irrespective of the direction of the wind at the surface. These charts show, moreover, that in the winter, rains and snows are of great length north and south, and comparatively narrow east and west, and that they travel side-foremost. A careful study of these charts and the rapidly accumulating mass of other meteorological

data already at the disposal of the lover of this science, enables one to deduce with a good degree of certainty the *laws* of storms, and to foretell their approach several hours before any signs of it are visible in the sky; and warrants the belief that, ere long their coming may be much earlier announced, and by means of the telegraph and daily press, our farmers and citizens in general through the central and eastern portions of our country, and the sailors and travelers on our lakes and the Atlantic coast, may know, from one to three or perhaps four days in advance, the approach of a storm, and when it will probably reach them, and thus be in readiness when it comes.

But this is not all. Prof. ESPY shows most conclusively that storms may be artificially produced, and that the experiment has been again and again repeated, with entire success. But I have already extended this article beyond its intended limits. In a future number of the Journal I may recur to this subject, and give the theory or theories of storms, and some of the generalizations of their phenomena. I close with one paragraph from ESPY'S Third Report, which, to say the least, contains a grand and startling idea:

"If masses of timber to the amount of forty acres for every twenty miles, were prepared and fired simultaneously every seven days in the summer, on the west of the United States, in a line of six or seven hundred miles long from north to south, it appears highly probable from the theory, though not certain until the experiments are made, that a rain of great length north and south would commence on or near the line of fires; that this rain would travel towards the east side-foremost; that it would not break up until it reaches far into the Atlantic Ocean; that it would rain over the whole country east of the place of beginning; that it would rain only a few hours at any one place; that it would not rain again until the lower air became charged with vapor, and the upper air has radiated off the heat which it received during the rain from the evolution of the latent caloric of the vapor condensed in the formation of clouds, which effects could hardly be produced in less than a week; that it would rain enough and not too much in any one place; that it would not be attended with violent wind, either on land or on the Atlantic Ocean; that there would be no hail nor tornado at the time of the rain, nor intermediate; that there would be no destructive floods nor injuriously low water; that the farmers and mariners would always know in advance when the rains would come, or nearly so, and when they would terminate; that all epidemic diseases, originating from floods and droughts, would cease; that the proceeds of agri-

culture would be greatly increased, and the health and happiness of the citizens much promoted. These, I say, are the *probable*, not certain, results of the plan proposed: a plan which could be carried into operation for a sum not amounting to *half a cent a year* to each individual in the United States." S. N. S.

GRANVILLE FEMALE SEMINARY, January, 1853.

MISCELLANEOUS.

Notes of the Boston Schools.

THE singing exercise of the pupils of the Quincy School had now closed. The teacher then called upon some of the young orators to declaim. The first speaker delivered a humorous piece, and performed his work well, too. He entered into the spirit of his subject, and although the sentiment seemed in many places to be of a character far too mature for his age, he came up to the requirement and gained much credit from his fellow pupils and teacher. I noticed that he was quite at ease on the stage, and made the various movements of his limbs and body with much grace. His positions and motions were more noticeable from my having seen so many ludicrous failures in that difficult department of instruction. How many times have I seen boys, in presenting themselves to an audience, bow as though they were attempting to snap their heads off, and stand as though their feet were nailed to the floor below.

What particularly attracted my attention, was the distinct and melodious manner in which all his words were articulated. I was charmed and surprised by it. He could be heard with perfect distinctness in any part of that large room. This characteristic of his speaking might be attributed to nature; but his slow and perfectly regulated utterance showed that long and patient drilling by his teachers, was more probably the origin of his success. Another pupil declaimed the "Oration of Antony over the dead body of Cæsar." I have heard the same piece spoken more than a hundred times, I suppose, in different schools; but the first line seldom failed to bring a smile upon the lips of almost all who heard it; this young man, however, seemed to have imbibed something like a proper conception of the intent of the crafty Antony, and to have entered so fully into the powerful will of the Roman orator,

that the piece, from his tongue, seemed lighted up with an unwonted fire. It is said that the Boston boys take great pride in cultivating their powers of oratory, and labor incessantly to acquire that marvellous influence, which they have so often seen, and felt exerted by the late Daniel Webster, and by Hon. Rufus Choate and others.

The oration was extremely well delivered. The boy's face glowed with the feelings he had wrought up in himself. I was very much pleased indeed.

Mr. P. remarked that this piece had been often read in his highest class, and that he had noticed that this young man seemed to imbibe its spirit and master its oratory so much better than the others, that he had suggested to him to select it for the closing exercises for the year.

One unfortunate pupil ascended the rostrum, and rattled away upon a string of words in such an indistinct and bungling manner, that the teacher stopped him in the midst of his harangue, and requested him to pass over to the other end of the hall, at some distance, and take the stage there. Mr. P. then drilled him sentence by sentence, until his articulation was so moderate and clear, that all might hear him with some pleasure. The boy would go over with a paragraph, and Mr. P. would repeat it after him, correcting all faults and making the proper suggestions. There was no getting away from a sentence, until all things were as they should be.

At the close of the exercise in declamation, the pupils were dismissed. At the word "stand," from Mr. P., all the boys arose in their seats; at the words "face," they all turned towards the door; and at the word "file," they marched in regular order, and left the room. There was no slow, bungling business in this dismission. All started at the word and in one minute the rear boys were leaving the room.

During the day, the medals were assigned to the different pupils, for their good behavior and progress in study during the term. I was surprised to note that the opinion of the pupils was taken by vote, in regard to the worthiness of the different individuals to receive the medals.

CINCINNATI, Jan. 1853. C. K.

BUSINESS DEPARTMENT. — The Financial Committee wish to present a full report of the finances of the Association for the last year: all who have not redeemed their pledges are earnestly requested to *report to* Mr. Cowdery, before the 10th of February.

Editors' Portfolio.

THE recent Anniversary of our State Teachers' Association was an interesting and important occasion. Large as was the attendance, it would have been much larger had not the thoroughfares leading to this city been so much injured by the previous floods. Several sections of the State were thus entirely prevented from being represented in its deliberations.

IN compliance with the wish of numbers of those who heard it, we lose no time in presenting the Address of Mr. COWDERY. Would that a copy of it could reach every school officer, parent and teacher in the State: its influence would be most salutary; it would arouse the indifferent, cheer the desponding, and encourage the most active friends of our cause.

The Report of the Executive Committee will be read with interest by all who love our cause: it shows what agencies the voluntary efforts of the devoted Teachers of Ohio have set in operation, and exhibits some of the cheering results of their efforts. The tables of Statistics constitute a most valuable contribution to the educational history of the State.

These Papers and the Reports of the late Conventions, are of such interest and importance as fully to compensate for the absence of articles in some of our regular Departments, which it is impossible to insert in this number, though it contains sixteen pages extra.

SCHOOL HOUSE DEDICATION.—A proud day for the Public Schools of Cincinnati, an auspicious one for the schools of the State, and of the West, was the 17th of January, 1853, on which the fine building recently erected for the HUGHES HIGH SCHOOL, of Cincinnati, was opened, and publicly and solemnly dedicated to the work of *free, public education*. The day itself was bright and glorious, may its joyous beams be a precursor of the light and gladness and the healthful influences which shall ever attend this department of the Public Schools of that city.

At an early hour in the afternoon, the spacious hall, occupying the whole of the third story of the edifice, was filled with citizens and strangers, parents and children. The centre of the platform, extending across one end of the room, was occupied by the officers of the School Board, the Clergy and Speakers, and on the right and left, the members of the school, to the number of 120 or more, were arranged as a choir.

The exercises commenced with singing, the Dedicatory prayer was offered by Rev. D. SHEPARDSON, of the Baptist Church. Hon. SAMUEL LEWIS gave a most interesting history of the Woodward and Hughes' funds, the manner in which these trusts had been managed, and of the organization and present condition of the Woodward, and the Hughes Public High School. WM. GREEN, Esq., spoke of the satisfactory manner in which this school had been managed, first as the Central, and more recently as the Hughes High School. Hon. BELLAMY STORER dwelt upon the relations of Free Schools to our civil and religious institutions, and the inseparable connection between universal intelligence, universal *education*, in its broadest sense, and the perpetuity of civil and religious liberty. RUFUS KING, Esq., the President of the School Board, presented a history of the origin and character of the High Schools connected with the Public Schools of Boston, Providence, New York, Baltimore and other cities. CHARLES ANDERSON, Esq., answered, in a most satisfactory manner, some of the objections made to High Schools, and congratulated parents, teachers and pupils, upon the completion of this school edifice, and the benefits to result from the liberal provision of free instruction in all the higher branches of science and art. Mr. LORIN ANDREWS, gave an *account of the number* of High School departments connected

with the Union Schools of the State, and the influence they were exerting upon the lower grades of schools. An interesting letter from GEORGE WILLEY, Esq., late Acting Manager of the Public Schools of Cleveland, was read by Mr. LEWIS. Rev. E. G. ROBINSON, Rev. N. W. FISHER and Rev. Dr. LORD, spoke of the influence which a liberal provision for free instruction in the branches taught in these High Schools, would exert upon the intelligence, the taste, and the morals of the community. A. D. LORD, of Columbus, stated facts from the history of the Public High School of Philadelphia, showing how large a proportion of those who enter such schools complete the course of study, compared with the number who graduate from our Colleges and Universities; and dwelt upon the influence which must be exerted by the graduates of these schools, in the community with which they are connected.

Altogether the exercises were deeply interesting, and highly instructive, and the audience remained without weariness till after five o'clock. We hope soon to lay before our readers a plan and description of the building.

Items.

Mr. GEO. R. HAND, for more than seventeen years a Teacher in Cincinnati, has resigned his place as Principal of the School in the eleventh District, for the purpose of taking charge of a Female Seminary in Georgetown, Ky. We can most heartily commend him and his excellent Lady to the people of Kentucky, and feel assured that they will find him worthy of entire confidence.

Mr. W. H. HAYFORD has taken the place vacated by the resignation of Mr. Hand.

Mr. URIAH RICE is appointed Principal of the Public School of the 8th District in Cincinnati.

Mr. J. H. ROLFE has resigned the office of Superintendent of the Public Schools of Portsmouth.

Mr. J. H. POE has forwarded a list of 45 subscribers to the Journal from Portsmouth. Last year there were four subscribers in that county.

Mr. JOHN D. PHILBRICK, late Principal of the Quincy School, Boston, has accepted the place of Principal of the State Normal School at New Britain, Conn., and entered upon the duties of the office. Our best wishes attend him.

Mr. WILLIAM TRAVIS, late an active Teacher in this State, now Superintendent of the Public Schools of New Castle, Pa., is the Chairman of the Executive Committee of the Pennsylvania State Teachers' Association.

The village of Jefferson, the county seat of Ashtabula, has adopted the Union School law by a majority of nearly four to one.

TEACHERS' INSTITUTES.—The Executive Committee of the State Teachers' Association, for the purpose of increasing the number and usefulness of Teachers' Institutes, is making arrangements to employ four competent and experienced Lecturers, in addition to the General Agent. The friends of education are earnestly requested to make the necessary arrangements for holding Institutes in their respective counties. It is expected that the traveling and necessary expenses of the Lecturers employed by the Executive Committee, will be paid by the Institutes in which they may labor. It is also confidently hoped that more than the mere expenses of the Lecturers will generally be paid, although more will not be required.

By proper effort thirty Institutes might be held in Ohio, during the coming *Spring*. Applications for Lecturers should be made, early, to LORIN ANDREWS, *Columbus*.

THE
Ohio Journal of Education.
COLUMBUS, MARCH, 1853.

Remarks of Hon. B. Rice,

Of Cuyahoga, on the passage of Senate bill No. 94, to provide for the reörganization, supervision and maintenance of Common Schools.

PROLONGED as the discussion has been in reference to this bill, it is with no little degree of hesitancy that I ask the Senate to indulge me in a few remarks on the question of its final passage.

The Constitution of the State, which can be regarded in no other light than as the written will of the people, has imposed upon us as Legislators, many high and responsible duties, among which there are none, perhaps, more obligatory in their character than the duty of enacting such a law, as in the language of that instrument, "will secure a thorough and efficient system of common schools throughout the State."

This, sir, is the object of the present bill. In preparing and maturing it, the committee on Schools have endeavored to keep in view and carry out the true meaning and spirit of the Constitution.

Our present school system was adopted in 1838. Since that period nearly thirty enactments have been passed, amending either the original act, or some subsequent amendatory act. In some instances from two to six acts have been passed in a single session, by which certain acts or parts of acts relating to schools, have been either repealed or amended, in a manner so indefinite as to render the whole system incongruous and unintelligible. And hence the embarrassment which is now experienced in giving construction to our school laws, and in ascertaining

what portions of them are really in force, has been the subject of very general complaint. Yet it cannot be doubted that the old system, with all its defects, has been productive of an influence highly salutary in forming and training the youthful mind, and in developing the true elements of our moral and political power.

But the State has now outgrown the garments that were fitted to her earlier condition, and astonishing changes have taken place in respect to her wealth and population, as well as in respect to public sentiment. The banner of educational reform has been flung to the breeze, on which is inscribed the watchword of the age, "Onward, forever onward!"

Though not comprehended, perhaps, yet the time has come, when a great work is to be done—when our legislation must be so directed as to aid the masses in their struggling efforts to rise up, and assume the proud position, in the scale of human existence, which the God of Nature designed.

But how is this great work to be accomplished? I answer, by making the means of education as free as the air and the sunlight. But this can be done only by a judicious reörganization of our School system, and by the application of a sufficient fund to keep it in vigorous operation. Money, sir, is the only motive power on which reliance can be placed for success.

If there be any one tax which the people will pay more cheerfully than another, it is a liberal school tax. Yet strange as it may seem, this word—tax—tax—has its terrors! But, sir, I have no fears that Ohio will be reduced to pauperism, or that any of her representatives will hesitate to discharge what they honestly conceive to be their duty.

But let us consider for a moment, how much greater now are the capabilities of the State, than in 1838, when our present school system was adopted. Then our entire population was less than a million and a half, now it exceeds two millions. Then the whole of the taxable property of the State was valued at one hundred and seven millions; and now it is estimated, by our best financiers, at seven hundred millions. With such immense wealth, who can doubt the ability of the State to sustain an efficient school system? The number of youth in the State, between four and twenty-one years of age, as appears by the returns for 1852, exceeds eight hundred and thirty-five thousand. As legislators, are we not morally, as well as constitutionally bound to make ample provision by law for the education of this vast multitude, to whose control will soon be committed the great interests and political

destinies of the State. Shall Ohio, the second State in the Union, in point of wealth and natural resources, occupy a position less honorable, or less praiseworthy, than her sister States, in her efforts to advance the cause of popular education? For the sake of comparison, let us refer to the school statistics of some of our neighboring States, collected for 1850.

The population of New York was then 3,097,394—her school fund $5,100,450. She paid to teachers $1,439,651—had furnished to district libraries 1,507,097 volumes—and has, within the last year, paid to teachers $2,249,814; distributed to her common schools 8,500 copies of Webster's Unabridged Distionary, and expended $90,579 to increase her libraries.

The population of Pennsylvania was 2,311,780—she paid to teachers $1,153,167, and had furnished to district libraries 8,231 volumes.

The population of Massachusetts was 994,469—she paid to teachers $1,021,776, and had furnished to district libraries 91,539 volumes.

The population of Michigan was 397,654—she paid to teachers $129,666, and had furnished to district libraries 47,220 volumes.

These States have done much to increase the facilities of common school education, within their borders, since the period to which I have referred. Yet no State, considering her ability, is entitled to more credit, in this respect, than Indiana. Her Legislature passed an act in June last, establishing an admirable system of common schools, with a Superintendency. By the provisions of the act an ample school fund has been created; and for the purpose of supplying school libraries to the districts, a tax of one-fourth of one mill on the dollar has been imposed on the taxable property of the State, together with a poll tax of twenty-five cents upon the citizen for two years.

But with a population now exceeding two millions, and a taxable property estimated at seven hundred millions, what has the State of Ohio done, comparatively, for the cause of education? It is true she has a school fund of $1,745,322, and annually expends in payment of teachers about $750,000, but as yet has never furnished a school library worthy of the name. There are about 15,000 school teachers in the State, whose services are acknowledged to be invaluable; and yet they are required to live upon a mere pittance. But still the State is not justly chargeable with illiberality in her course of policy, for she has expended some $20,000,000 upon internal improvements, in the shape of canals and slack water navigation. And in the course of the last three years, her enterprising citizens have built and put into operation

nearly fifteen hundred miles of railroad, and have not less than five hundred miles now in progress of construction, which will cost in the aggregate from thirty to forty millions of dollars. And here let me ask, is there no danger, while we are bestowing so much attention and wealth in ministering to the physical man, that we may neglect the still more important wants of the intellectual man? The subject of education, however, has not been forgotten. The people within the last few years have been awakened to its importance, and without waiting the tardy progress of legislation have adopted in many of the towns and villages, which have no special school charters, what is called the Union, or Voluntary System of Schools, and, for their support, have taxed themselves liberally, in addition to the State and county tax; and in some instances, have erected school houses at a cost of six to eight thousand dollars. Influenced by a high regard for their profession, and a desire to elevate its character, the school teachers of the State have formed associations, and expended from their earnings liberal sums of money, annually, in sustaining Institutes, and a Superintendent to teach the *art of teaching*. These noble efforts on the part of the teachers, I trust, will be duly appreciated, and gratefully acknowledged by every true hearted citizen.

In towns and cities, where the citizens are authorized to tax themselves for the purpose, schools have been sustained at least ten months in the year, while in the rural districts the average does not exceed five months. Though I would not diminish the facilities enjoyed by towns and cities, in this respect, yet I would so legislate as to afford to the rural districts equal advantages. At least three quarters of the population of this State are agriculturists, who, as a class, possess perhaps more of the true elements of manhood, both mental and physical, than any other. And in order to afford to the rural districts equal advantages with the towns, the bill provides that each township shall be regarded as one district, and be confided to a township board of education, for general purposes, connected with the educational interests of the township, the board to be composed of certain local directors, in rotation. The present school districts are recognized as sub-districts, in which the local directors are to be elected, and to whom are confided the affairs of the sub-districts, with sundry limitations. The township board is invested with full power to establish such number of graded, central or high schools in the township, as the public interest may seem to require. It is also made the duty of the board to estimate annually, and certify to the auditor of the proper county, the entire amount of

money necessary to sustain the schools in the township for seven months, and for other school purposes, which is to be levied upon the taxable property of the township, equally, except in certain cases, and be col lected by the county Treasurer as other taxes. The Board has also power to change the boundaries of sub-districts as may best promote the interests of the schools, and to assign to each sub-district not less than sixty-five scholars, except when a reduction of that number becomes indispensable. The principle of equal taxation, throughout the township, for school purposes, except when equity and justice may require local taxation in certain sub-districts, where they have not heretofore borne an equal share, has been adopted with a view to equalize the privileges of schools, and to avoid the perplexities which are constantly arising under our present laws, in consequence of the independent power and organization of the several districts. This independent power of local taxation, as heretofore exercised in the districts, and the difficulty of levying a tax strictly in compliance with the law, have tended, in too many instances, not only to create dissensions, and divisions of districts, but to engender expensive litigation.

As provided in this bill, the county board of school examiners are to be appointed by the probate judge, and paid for their services from the county treasury; and therefore are not allowed to receive a fee from the applicant for granting a certificate. This arrangement, it is believed, will secure faithful examinations, and remove all inducement to grant certificates to unqualified persons.

Another leading feature of the bill, and one which educationists regard as of vital importance, is the provision for a State Commissioner of common schools, to be elected by the people. It would be impracticable, sir, in my humble opinion, to give any great degree of efficiency to any school system, however wise might be its provisions in other respects, without incorporating into it a central power, competent to supervise its operations, and give to the heart of its machinery a strong pulse and a healthful influence. This view of the matter, I am satisfied, accords with the experience of such other States as have become the most distinguished for the excellence and success of their common schools. As well might an army expect to achieve great victories without a general at its head, as the friends of education expect that a system of common schools, extending throughout the State, can be made, without a supervising power, to accomplish the grand object in view.

Another important feature in the bill is the provision by which libra-

ries and Webster's Unabridged Dictionary are to be furnished to every school district in the State, as soon as the tax for that purpose will admit. As respects this measure, I cannot doubt but that the people will approve it.

Webster's Unabridged Dictionary can be considered in no other light than as a work of immense value—it is of itself a treasury of knowledge—and is generally regarded by eminent scholars both in Europe and in this country, as the standard dictionary of the English language. There is no other language spoken by civilized man, perhaps, which combines more strength, or furnishes a vehicle better adapted to the conveyance of manly thought. It is the language of seventy-five millions of people, and destined to prevail, if not throughout the civilized world, at least in every land where the spirit of liberty breathes without restraint. It is the medium through which most of the valuable discoveries of the last half century have been announced to the world. It is the language in which the rights of man have been eloquently advocated and nobly defended. It is the language in which a Shakspeare and a Milton sung, and in which a Pitt, a Burke, a Curran and a Brougham exhibited their masterly powers as orators and rhetoricians. It is the language in which a Washington, a Franklin and a Jefferson wrote and spoke, and in which a Patrick Henry, a Clay and a Webster poured forth their burning eloquence. Yes, sir, it is the language I wish to see taught in our common schools, in all its purity, until every child in the State can speak it with correctness and with elegance. And how can this be accomplished better than by introducing into our common schools the standard lexicon of our mother tongue?

Introduce it, and make it the umpire in the school room, and I can assure you, sir, that its influence will soon be felt and appreciated, not only in our schools, but throughout the entire community. Connect with it school libraries, judiciously selected, consisting of standard works of history, biography, travels, science and choice literature, and you will lay the broad foundations of a much higher degree of mental culture and social happiness than has ever been attained by any other people in any former age.

It is certainly much cheaper, as well as much wiser, to *educate* than to *punish*. How much of crime would be prevented if a higher order of education were generally diffused among all classes. A well educated and enlightened people will have but little occasion for criminal courts, jails and penitentiaries. The educated man has ordinarily too much self-respect, too much regard for moral principle and the value of

a good character to stoop to crime. In short, sir, the perpetuity of the government, and security of the citizen, and of property, depend upon the virtue and intelligence of the people.

By the provisions of this bill, it is intended to make our common schools what they ought to be—the colleges of the people—"cheap enough for the poorest, and good enough for the richest." With but a slight increase of taxation, schools of different grades can be established and maintained in every township of the State, and the sons and daughters of our farmers and mechanics have an opportunity of acquiring a finished education, equally with the more favored of the land. And, in this way, the elements of mind now slumbering among the uneducated masses, like the fine unwrought marble in the quarry, will be aroused and brought out to challenge the admiration of the world. Philosophers and sages will abound everywhere, on the farm, and in the workshop. And many a man of genius will stand out from among the masses, and exhibit a brilliancy of intellect, which will be recognized in the circling years of the great future, as

"A light, a landmark on the cliffs of time."

It is only the educated man who is competent to interrogate nature, and comprehend her revelations. Though I would not break down the aristocracy of knowledge of the present age, yet, sir, I would level up, and equalize, and thus create, if I may be allowed the expression, a democracy of knowledge. In this way, and in this way only, can men be made equal in fact—equal in their social and political relations—equal in mental refinement, and in a just appreciation of what constitutes man the brother of his fellow man.

In conclusion, sir, allow me to express my belief, that the day is not far distant when Ohio, in the noble cause of popular education and of human rights, will "lead the column," and become what she is capable of becoming—a star of the first magnitude—the brightest in the galaxy of our American Union.*

*The bill passed the Senate on the 24th of January, by the following vote:—yeas 22, nays 2.

Importance of Public High Schools.

LETTER READ AT THE OPENING OF THE HUGHES HIGH SCHOOL, CINCINNATI.

H. H. Barney, Esq.—Dear Sir: I had promised myself the pleasure of being present this afternoon at the opening of your High School, but unexpected circumstances will prevent.

While Superintendent of the Schools of Cleveland, it became my duty to make myself personally acquainted with the more approved systems of public schools elsewhere, both East and West. Our school officers have borrowed valuable suggestions from Cincinnati; so that, in common with other citizens of the State, Cleveland is considerably indebted to that class of liberal-minded men, who through all the vicissitudes of your public schools have nobly stood by them, aiming to make them not only living fountains of truth and knowledge to the youth of the city, but models for the State.

That the crowning feature of every respectable school system must be a High School, seems to have become as well settled and as universally recognized among educators as is any principle of common law among lawyers, or any doctrine of theology with divines. At this day, to construct a school system for a city without such higher department, would be as if a sculptor should make a statue without any head, and commend it to our admiration for its symmetry and completeness.

It is not to be disguised, however, but that, at occasional periods in the history of High Schools in different sections of the country, the establishment of such institutions of public learning has been opposed; and it is a fact, not a little singular, perhaps, that such opposition has, most generally, proceeded from individuals distinguished for professions of zeal and affection for the masses. The poor, especially, would seem to be ever in their hearts. And yet the consistency of such professions with opposition to schools of a higher grade, where even the poorest may, and do take rank with the richest, and enjoy the same facilities for the acquirement of knowledge and personal elevation, has never yet been very clearly pointed out. It is safe to say that such antagonism has usually proceeded from an ignorance of educational matters, which was afterwards confessed, or from a spirit of demagoguism, which, failing to impose upon the masses, was afterwards repented of.

May your public school system prosper forever, and the towers of

your High School building, overlooking the Ohio, and conspicuous from it, stand a monument that public education is as dear to you as is the commerce which has enriched your city!

Respectfully,

Jan. 17, 1853. GEO. WILLEY.

For the Ohio Journal of Education.

Moral Character.

THE unnatural separation of intellectual and moral culture, that exists in too many of our common schools, presents an unpleasing aspect, and gives just grounds for the apprehension, that what is already bad may soon be worse. Moral and intellectual culture should go hand in hand; and any system of education that fails to recognize this truth is defective—is wrong *ab initio;* for one is the handmaid of the other.

If moral instruction is desirable and necessary, where can it be given or obtained better than in school? Is it said that children can learn morality at *home?* How can they learn it, if it is not taught; and does any body suppose that *all* parents teach it, or even all who have the *ability?* With the same propriety may it be urged, that children may acquire *intellectual* education at home. The difficulties incident to proper intellectual culture are not greater than those relating to correct moral training. It is believed to be much more difficult to teach morality, to train the affections, to regulate the will, to form the habits, to infuse good sentiments, to imbue the mind with exalting, ennobling principles, and to inspire love to God and man, than simply to impart mere intellectual knowledge.

It is feared that the popular education of the present day, at least so far as relates to our common schools, is addressed too exclusively to the *head;* that teachers, forgetting that children are *moral* as well as intellectual beings, neglect to impart such moral precepts as seem indispensable to the correct education of their pupils—to the proper formation of their character. That children have *hearts* as well as heads, seems to be scarcely thought of. The head is educated, and the heart untouched. An almost idolatrous respect for *intellect* is apparent, and equally apparent is the indifference with which morality is regarded.

I would by no means undervalue intellectual culture, or argue that it could be dispensed with; (the reverse is emphatically alleged); but

I assert that science should be taught in connection with morality; that the head and heart should be educated in harmony and unison with each other, to the neglect of neither.

The statute of Ohio provides that all teachers of common schools shall be persons of *good moral character;* and the inference reasonably drawn is, that they shall *teach* morality as well by *precept* as example. It seems to be an injunction of the law,—if not expressed, at least implied,—that morality shall be taught in our common schools. The great eternal principles of right and wrong, in contradistinction from the miserable subterfuge of *expediency*, should be clearly set forth in every school. It is for the defects in our moral character that we have to answer to the laws of the land. Law is addressed to the *moral*, and not so much to the *intellectual* faculties of man. In a self-governing community like ours, where the people are sovereigns, it is necessary that all should be moral. It may possibly answer that the *few* be intelligent, and the *many* virtuous; but the converse of this proposition would prove suicidal at once. A correct state of public morality is by far more essential, in a republic, than any degree of mere popular intelligence.

Moral culture, so far from being in the slightest degree incompatible with intellectual improvement, is not only favorable, but necessary to its full and perfect consummation. A stern necessity, imposed upon us by Providence, demands the cultivation of *all* our faculties, preparatory to the perfection of *any;* and in order to perfect a single part of our spiritual nature, we must improve the whole. Perhaps the very reason why we do not succeed better in even the education of the head, is the fact that we neglect to couple with our instruction the culture of the heart.

We can not expect our youth to be moral, unless we *teach* them morality. It is not enough to say that we will *tolerate* morality in our common schools, it must be *taught*. It must become a part of our system of *public instruction*. It does not come by *instinct*. *Means* are essential; and if we would educate *morally*, we must use *moral* means; and there is no way to achieve the great end at which a moral education aims, but by introducing morality into our nurseries of education, our elementary schools.

A good moral character serves as the compass, the guiding principle of life. It makes the mind resolute, keeps it in its proper center, banishes fear, and manfully meets every contingency unembarrassed and undismayed. It gives a determinate value to the man; it gives

currency to his mind, and "stamps it with a diadem." It is a shield, and a weapon of defense: knavery cowers before it; vice shrinks back, ashamed and abashed; obloquy becomes powerless; hypocrisy is unmasked; and persecution disarmed in its presence. Why then is the formation of moral character so lightly esteemed? If morality is so ennobling and exalting, that without it a man in an enlightened nation is only a cypher, either in *esse* or in *posse*, why is its culture so sadly neglected?

My brother teachers, were we all arraigned to answer and account for our past efforts at forming good moral character, would not some of us be found sadly deficient? Have we all been, in this respect, as faithful as we ought? Have we all endeavored, faithfully and constantly, to sow the seeds of virtue, and, if possible, with more than parental care, to instill purity and truth into the minds of all our pupils? Finally, have we all, in every respect, set before our pupils an example worthy of their imitation?—a model from which they may safely copy, and to which they may always appeal for a standard of excellence?

PIKETON, February, 1853. J. W. LONGBON.

PROFESSIONAL.

The Eye and the Ear.

THEIR RESPECTIVE PROVINCES IN ELEMENTARY INSTRUCTION.

No. I.

THE methods of instruction in our primary schools, are beginning to be regarded as of great importance. When children were sent to school to get them out of the way, but little attention was paid to the manner in which they were taught. The chief end of the school was accomplished, even if they learned nothing. But now it has been ascertained that, while children should not be sent to school at too early an age, and should not be confined to the school room long at a time, yet what little instruction is given should be imparted with great care. It is but a very little they need at first, but that little should be of the choicest quality. We are clearly of opinion, that success, the highest success, is more difficult and more rare, in teaching the first rudiments of learning, than in guiding the pupil through the more advanced branches. We are speaking of the proper work of instruction, not of gaining the

attention of children, or exciting their interest. These are highly important, as preliminary to instruction, but they are not the thing itself.

It is to be feared, that many primary teachers do not appreciate the difficulty of their work, and are really ignorant how unsuccessful they are. They teach as they were taught, not dreaming that they could gain from books, any assistance in teaching a child to read. Thus they are none the wiser for the admirable suggestions contained in the works of Emerson, Palmer and Page—works, of which it is absolutely unpardonable for a teacher, in these days, to be ignorant. And, possibly, some, who have read these and other treatises on elementary instruction, have thought that the methods therein recommended, though successful as practiced by some teachers, would fail in the hands of others; and so, after a few feeble efforts, they return to the hackneyed modes.

We believe there has been an error in relation to improvements in education. They have been recommended, because of the success which has attended them, rather than as based on correct principles. Hence, many teachers are very slow to adopt any new method. They wait until it shall be found to be successful in a large number of cases. It may turn out to be no improvement at all, and they prefer to let others make the necessary experiments, while they await the issue. This feeling has been fostered by the differences of opinion sometimes manifested, even by eminent teachers. One is quite positive as to the excellence of a particular mode, for he has succeeded with it far better than with any other; another is quite as positive in praise of a different mode, and for the same reason: he has found it successful. There is danger of *empiricism* in education, as in medicine. We need to look more at principles. It is not enough to say of a method, that it is successful—why is it successful? Real improvements can be shown to be so, aside from the certificates of individual teachers. That which can be demonstrated to be clearly in accordance with the principles of the human constitution, is not to be banished from the school-room because A and B confidently declare that their experience is all against it. There can be no real conflict between theory and practice. True, a poor practitioner may always be unsuccessful, however good the theory; and an expert man may have some success in spite of a poor theory. But that method, which, on the whole, is the most successful in practice, we may be certain is the best in theory; and that, on the other hand, which, in its support, can marshal the strongest arguments drawn from the nature of the human mind, will be victorious in the severest tests of actual trial.

We propose to examine some of the modern improvements in education, in order to ascertain, if possible, whether they are based on admitted principles, and, if so, on what. In doing this, we hope to show the importance of the eye and the ear, as the great inlets of knowledge to the child; and the necessity of careful inquiry as to which is the proper inlet in a given case. It will not be denied that these two senses are the principal organs by which knowledge is acquired, and it is through these, especially, that the teacher seeks to communicate instruction. To which of them shall we assign the chief place in the beginning of the educational course; and how shall we adjust the balance between them, so that the child shall acquire knowledge with the greatest rapidity, and be able to use it to the best advantage? What branches can be taught most rapidly and thoroughly through the medium of the eye, and what through that of the ear?

A few years since, a *spelling* recitation was almost exclusively an oral exercise; now, in the best schools, it is conducted, to a very considerable extent, by writing. It was found that the best *viva voce* spellers were often sadly at fault when they attempted to write; and that those who had been accustomed to letter-writing, or to the frequent use of the pen in any other way, had the best practical knowledge of orthography. Spelling on slates and the blackboard was tried, and with success. In every good school, this method has superseded the oral method, with those pupils who can write.

Now, is this improved method of spelling empirical, or could its superiority, in practical results, have been predicted before trial? We think the latter. What is the object in learning to spell? Why is it desirable to know of what letters, and in what order, a word is composed? That when we have occasion to *write*, we may know what letters to employ. Of course, if each letter in a word represented a particular sound, the sound of the word would suggest the letters composing it; but this is not the case with our language, and it is of that, as it is, we are now speaking. While I am writing, which sense, the eye or the ear, shall be the judge as to the proper letters in a word? The former, certainly. If, as the pen glides over the page, the eye can detect instantly when a letter is misplaced or omitted, or a superfluous one introduced, it is all we need. And if the eye can not do this, and we must lay down the pen and pronounce audibly all the letters in due order, before we can be satisfied with the accuracy of our manuscript, written composition can not but be an intolerable drudgery.

It has sometimes been said that spelling lessons are always *learned*

by the eye, whatever may be the method of *reciting* them; that the accuracy of the knowledge acquired does not depend upon the mode of recitation. This may be true, and yet the recitation tests the knowledge, and one mode is better than another, if it is a surer test. The oral method of spelling is not a true test, for what seemed to be accurate knowledge by that method, is found, by the written method, to be quite imperfect. This latter, therefore, reveals to the pupil his ignorance, and he is thereby enabled to correct his mistakes. The eye, therefore, which is to be the judge of his knowledge of orthography after his school days are over, should be made the judge in school.

But we believe not only that the writing method is a better *test* of the knowledge acquired than the oral method, but that it aids directly in the acquisition of the knowledge; that where the oral method is practiced exclusively, the ear is employed in learning the lesson as well as in reciting it. In some schools, a great deal of time is devoted to spelling. The pupil hears scores of columns put out and spelled each day, and by continued repetition, the order of letters becomes familiar to his ear. A blind child could hardly fail to become a good oral speller in such a school. And what is learned from the book does not necessarily reach the mind directly through the eye: it may take a circuitous route by the ear. The pupil, instead of connecting the letters and words as *visible* things, pronounces them to himself, and thus connects them as *audible* things. So accustomed has he become to this oral spelling, that in learning his lesson, he spells each word audibly to himself, if not to others. How frequently do children, the older as well as the younger, complain of the difficulty of committing to memory without moving the lips. The mind has become accustomed to the ear, as the great inlet of knowledge, and, as it were, refuses to receive it directly from the eye. Thus the ear is cultivated at the expense of the eye—the ear can detect inaccuracies in spelling which escape the eye altogether. When the pupil attempts to put his knowledge of orthography in practice, he finds himself continually blundering, or rather, others detect his blunders, for he himself will hardly know it unless told.

The method, then, of spelling by writing, seems to be founded on reason. Taking into account the use to be made of this species of knowledge, it is the *natural* mode, while oral spelling is unnatural and artificial. We see that the writing method not only *does* make better spellers, as a matter of fact, but that, from the very nature of the case, it *must* do it. There is an adaptation of the means to the end, which can not be found in the oral method.

The change in method in this case consists merely in using the eye instead of the ear, as the channel of communicating knowledge to the mind. One might suppose that it could make no difference *how* the mind acquired the knowledge. But we have seen that it does make a vast difference in the matter of orthography. The employment of the ear to the neglect of the eye, has caused an enormous waste of time. Spelling has been the great thing in many of our district schools; yet every Examiner will bear witness, that whatever else the great body of district teachers know. they do *not* know how to spell.

We think it is manifest from this discussion of modes, that great importance should be attached to the inquiry, how is a particular kind of knowledge to be *used;* and that upon the answer to this inquiry will depend the answer to the other, how shall the knowledge be *gained.* In spelling, the eye is the proper organ, and not the ear: in some other cases, we may find that the ear is neglected and the eye is used too much. I. W. A.

MARIETTA COLLEGE, February, 1853.

Letters to a Young Teacher.

No. VII.

DEAR FRIEND:—Though reading and spelling will be the leading business of your little scholars, for the first year or two, they should not, I think, be entirely confined to them. It would be well to instruct them orally, in a variety of things. I should talk upon Geography a few minutes every day, exercise them a little each day, also, in Mental Arithmetic, and occasionally tell them an interesting story from history. Indeed, I should converse with my pupils, upon any topic that I thought would interest and profit them. I should allow them to ask me as many questions as they pleased, and even encourage them to do so. In every primary school, a few minutes in each day should be set apart expressly for exercises and remarks as above suggested. Give the subject your attention, if you have not already done so.

It is essential, in conducting such exercises, that you talk in a plain, familiar manner, after the style of "Peter Parley," and you should never attempt to explain a thing — a matter of science, for example — that is beyond the pupil's comprehension.

The other day I stepped into a primary school where the teacher was earnestly engaged in familiar conversation with her pupils about *clouds*. She told them that steam and vapor went up into the air to form clouds, —asked them if they had seen steam ascend when water was boiling, and if they had seen vapor fly off into the air when they were drying anything by the fire. All replied instantly in the affirmative. She then went on to say that the sun made a great deal of vapor by drying up the water in the streets and in other places,—remarked that the little pond in the school-yard had gone, and asked where it had gone. The appearance of different clouds was now considered. She observed that some looked like large piles of wool, while others were filled with rain, and therefore looked dark. Her explanations and illustrations were considerably extended, but everything was made plain and simple, so that the youngest in the room could understand it perfectly. The whole subject was then recapitulated by a series of questions from the teacher, and the responses from the scholars were rapid and animated. The subject announced for the following day was, *rain, hail and snow*.

I passed into another school of the same grade and heard a lesson given, which did not please me as well. The subject was Geography, though the teacher made occasional digressions into Astronomy. She asked, "What is the equator?" "What is a continent?" "What are the zones?" "What causes the tides?" "What causes a change of seasons?" and other equally important questions, all of which were answered "like a book," precisely. There was no attempt at illustration,—not a word of *teaching* from beginning to end. She had evidently labored hard to fill the memory of her pupils with words, but had failed to notice that they were repeated without awakening in their minds any corresponding ideas,—that they knew, in short, nothing of the things that they were talking about. Upon my questioning the class a little, this fact became very apparent. They could not distinguish between a cape and a continent; they knew as little about the zones, as they did about the zodiac, and about as much of the philosophy of tides and seasons, as parrots know of the science of language.

But I took up my pen this evening to express a few thoughts upon the subject of teaching Geography, and with no intention of saying what I have. In giving the first lessons in Geography to young scholars, the place of beginning, in my opinion, should be the little spot of earth immediately about you, of the geography of which your pupils would be supposed to have acquired some knowledge from their own travels. Draw a map of the street or road upon which your school

house is situated, and others leading out of it. Extend them into the the country east, west, north and south, and teach them the points of the compass. Represent contiguous townships, with the names of which your pupils, of course, would be familiar. Show them, upon some good map, the river, if any, where you live, and trace it down to the ocean. This would serve for a dozen lessons at least. The next step that I should take would be to give them an idea of the shape of the earth, the relative proportions of land and water, etc. To enable me to do this successfully, I should provide myself with an artificial globe, as I consider a globe of some kind indispensable. I have but little reason, however, to suppose that your school-room is provided with such a piece of apparatus, though the cost of a globe every way suitable for your purpose, would be but a single dollar. If you are so situated that you can not conveniently provide one, I would go to work and make one. A ball of yarn covered with white leather, and painted so as to represent the mere outlines of the continents and oceans, lines of latitude and longitude, zones, etc., would serve as a good substitute, and, indeed, answer every purpose of a better one. I have sometimes thought that where a teacher has every facility about him for teaching that he desires, he is apt to exercise less industry and ingenuity in devising ways and means for aiding his scholars, than he would under circumstances less favorable. I am confident that I never taught Geography with better success, or felt a greater interest in the subject, than I did in a country school, where I found neither globe, outline maps nor blackboard, and where I manufactured them all with my own hands. The globe I turned out of a pine log, the outline maps I painted upon the walls of my school room with red paint and charcoal, and the blackboard I planed with a dull tool and painted with a shoe brush.

Having provided myself with a globe, I should commence a series of lectures upon it, and continue them from day to day, until I had given my pupils a clear idea of the great outlines of the subject. I should first call their attention to the globe, as a whole, and endeavor to give them some tolerable notions of the extent of its surface, by mentioning the time necessary for a steamboat to sail round the earth, to cross the Atlantic, to cross the Pacific, and the length of time a man would be occupied in traveling across a continent. I should point out the principal seas, straits, lakes, rivers, islands, isthmuses, capes, etc., and make them familiar with their names and locations, but I should not trouble myself about their giving accurately worded definitions of

any thing. It may be well enough at a later date, or after the terms used have become perfectly well understood, to commit definitions; indeed I should approve of having the more important ones committed to memory.

Text books, of course, I consider quite unnecessary in the hands of young beginners, as you would infer. Thine truly,

CLEVELAND, January, 1853. A. F.

True Education Threefold.

No. 2.

PHYSICAL EDUCATION.

ALTHOUGH Physiology and the Laws of Health are daily receiving more general attention, and becoming better understood, it is to be feared that *teachers* do not fully realize their responsibility in regard to the health of their pupils. And while *some parents* are awaking to a sense of their duty as regards the physical education of their children, *many more* are living on in ignorance and sinful neglect of the laws of our nature; nurturing the seeds of disease which their children inherit from *them*, and rearing them in such a manner as to *insure* them future years of pain and misery. Not only so; *health* is the *essential condition* of the highest *usefulness* and *virtue*, as well as of *happiness;* and that teacher or parent who neglects the proper physical education of the youth committed to his charge, strengthens *vice* and weakens *virtue:* injures not only the children, but the community at large, and will be held accountable by God for his sin.

Fellow teachers, view this subject in all its length and breadth. Look around upon the youth of our land; compare their physical condition with that of the sturdy sons and daughters of a hundred years ago; then say if your hearts do not burn with a desire to do something for the redemption of our future nation from the evil effects of our present system of education? Let our schools be no longer hot-beds for forcing the brain;—let it be no longer said of them, that "they not unfrequently turn out very precocious children, but almost useless men." But let parents and teachers become thoroughly acquainted with the anatomy, physiology and hygiene of our wonderful frames, and then et them aim to make the education of the *body* keep pace with that of

the *mind.* Our first step towards this great reform must be, to bring *ourselves* into subjection to the laws of our nature. Those general rules which are the best to guide us in the physical training of the young, are also the best for the preservation and improvement of our own health.

In a single article, I can only give a few *hints* for the aid of those who are beginning to realize their responsibility in this matter; hoping that some abler pen will take up the subject, and give it the attention which it deserves, in this Journal.

Bodily exercise, pure air, a proper diet, and *cold bathing,* are, in my opinion, *very* essential, and I might say, to those of sedentary habits, *indispensable* to the enjoyment of good health. Those exercises are best, which can be taken in the open air. *Walking* should be much more practiced. There are many gymnastic exercises which could be introduced into all our schools, and should be engaged in by both teacher and pupils. An eminent physician, (R. T. Trall, M.D.,) in treating of this subject, uses these words: "No doubt the very best system of education is that which combines mental culture, manual labor, and gymnastic sports. Mere work of body and mind will not perfectly develop the whole being. There must be a due degree of *play* also. Playfulness is a natural and a powerful instinct in all the higher classes of animals; and its object is to give the greatest variety and intensity of muscular exertion, for the purpose of securing the full and complete development of the motive powers. And with young persons, more especially those who are studiously inclined, it is important that a variety of playful exercises be frequently practised, so that all the muscular powers be duly cultivated." Let parents and teachers encourage the active sports of children, and play with them. In school, give them frequent recesses. It will be found that the additional time spent in recreation, will be more than redeemed by the increased ability for close application.

Breathing impure air is the cause of much physical suffering. One great reason that teachers are so much afflicted with headaches, indigestion, and nervous debility, is, that so little attention is paid to the ventilation of school-rooms. Children suffer quite as much; and they show it in their uneasiness and disposition to be disorderly, as well as in their pale faces and languid eyes. We know that pure air, when taken into the lungs, undergoes a change; losing about one-thirtieth of its oxygen, and gaining about the same amount of carbonic acid gas. It is thus rendered entirely unfit for a second inspiration. The atmos-

phere around us is also much vitiated by the insensible perspiration constantly passing from our bodies. It is said that five-eighths of what we eat is thrown off through the lungs and pores of the skin. In view of these facts, we can readily see that the air of a room containing fifty or sixty persons, must very soon become unfit for respiration,—actually poisonous.

Teachers, if you have any regard for your own health or that of your pupils, see that there is an abundant supply of pure air in your school-rooms: if they are not provided with proper ventilators, throw open the windows and doors at every recess, and send the children all out to play.

And parents, do not shut up yourselves or your children in close rooms to sleep. Pure air is quite as necessary at night as in the day; and it is easy to become gradually accustomed to sleeping with open windows, if direct draughts are avoided.

Upon the subject of diet, there is much difference of opinion; but all must acknowledge, that in this land of plenty, the general tendency is to eat *too much*, and that which is *too rich and highly seasoned.* In my opinion, good general rules, at least for children and persons of sedentary habits, are, to eat *sparingly* (if at all) of animal food, oils, and sweets; avoid condiments, and live principally upon the farinacea, (as wheat, corn, rice, etc.,) fruits, and vegetables. If the manufacture of superfine flour were entirely discontinued, much disease would be avoided. Coarse bread, cracked wheat, and hominy, are far more healthful. Perfect *regularity* should be observed in meals, and *nothing whatever* should be eaten for several hours before retiring to rest. Good soft water is the best drink for all.

In regard to cold bathing, I have only room for a few words. As so large an amount of matter, which is not only *useless*, but highly *deleterious*, is thrown off from the system through the pores of the skin, it is important that these should be kept open, by the frequent removal of this waste matter. The very best way to accomplish this, is to take a daily cool or cold bath, followed by brisk rubbing. The best time for the bath is upon rising in the morning; and the only conveniences *necessary*, two or three towels and a bowl of water. Cold water is not only a purifier, but also an *invigorator:* those who practise cold bathing, will be better able to resist the effects of cold and disease, as well as confinement to the school-room.

Fellow teachers and parents, I have given you only a few imperfect suggestions upon these important subjects, on which volumes might

be written, and to which many able pens and earnest hearts are now devoted. I beg of you to *read*, *think*, and *practice*. But let us not rest contented when we have reformed *ourselves*. *We* are responsible for the proper physical development of the rising generation. Let us endeavor to teach them, both by precept and example, how to obey the laws of nature, so as to enjoy the greatest possible amount of bodily strength; teach them that *they* are responsible, in a measure, for their own health, by showing them the consequences of obedience or disobedience to these laws.

There are many particulars, not noticed in this article, which deserve attention, but which will readily suggest themselves to the mind of one who is awake to the subject.

In short, let it be our *steady aim* to give the youth under our care a *thorough physical education*, and be assured we shall receive our reward.

GRANVILLE EP. FEM. SEM. S. N. S.

For the Ohio Journal of Education.

Principles Connected with Right Teaching.

EVERY true teacher will feel the responsibility he has taken upon him. We oftentimes pause on the Rubicon separating the thought from the act, and, passing into our imagined future, are solicitous to work aright for that as well as for the present. And the teacher can not but have an anxiety to weave well, day by day, the destiny of that part of the next generation, which is represented in his school room. He is aware that the fact that he assumes to teach, excludes him from pleading the apology of ignorance if he fails. The question constantly demanding of him an answer, is—am I as successful as I should be in my teaching? And many times in the declining twilight of his silent room, he brings his classes, member by member, to memory's eye, and compares them with themselves when first he knew them. He diligently endeavors to discover that improvement which he is sure he has faithfully endeavored to make. Many times he is forced to trust in an unseen advance, which he believes must have been made; if so, he loses confidence in himself, and is compelled to believe that his pupils would have progressed just as far under a non-professional teacher. He next very naturally concludes, that he does not understand the art of teaching, if he can do no *better* than another without his long experience, and the knowledge *he acquired* for this especial purpose.

The ideal man—perfect in the strength of his great intellect, deep in the sympathies and purposes of a generous heart—it is his earnest desire to behold in flesh and blood; such only will put the stamp of feasibility on their plans for the benefit of mankind. His work then is to be done in a skillful manner; it cannot be done well by all; it is too great. His labor is that of developing minds, so that they will be recognized as men when they perform the duties of manhood; so that they will expose their pedigree, by their deeds, and not oblige us to convince ourselves from the records of creation, that man is of divine origin. The teacher must know that if ever this flinty earth is changed into a blooming garden, it will only be done, when the minds of its inhabitants, dissatisfied with it now, shall make it such.

The teacher will understand that if his views of what he is to accomplish be correct, they can all be realized; and if he can realize them, he will be successful. History presents on its pages many instances of success; the present time exhibits many. Men are now acting well in the world, with those very faculties which the teacher made strong and capable for them. His science will consist in understanding all the ways in which knowledge received, given or applied, develops the faculties of the mind. And his art is to use the best methods to secure this end, by the right application of the right kind of knowledge. And he must understand that different branches of knowledge give exercise to different faculties, and be able to use each branch so as to secure its appropriate discipline. Reading has a different effect upon the powers of mind, from Arithmetic: Geography cultivates the memory and judgment in a very different manner from Intellectual Arithmetic or Geometry; and these differences must be thoroughly investigated. The teacher needs quite as thorough an acquaintance with Locke and Upham, as with Daboll and Euclid. His science can not be acquired without deep, appropriate and thoughtful study. It can not be that a science which underlies all others, whose principles are golden rules for the benefit of humanity, should demand anything less. Something more than even a thorough knowledge of the branches of study to be taught is demanded for success. A teacher must thoroughly know himself. He must be able to trace the putting forth into bud and leaf, of each one of his own intellectual powers, the outward indices which betrayed these inward progressions, and those appropriate and efficient means for inciting the mind to greater efforts.

Right views of teaching will induce an earnest enthusiasm in the work; it will appear in its proper garb, and will be seen to be indeed a

profession. The teacher will find that his labor can be as successful as any; that it is in this as in others, if he knows what he wishes to perform, and how it can be done, his results will be as certain and definite as in any other science. The great difference between a professional and a non-professional teacher, is this: the former has learned that an education is the effect of certain causes, the latter has yet to learn it.

The instructor should know beforehand just what he is to do before he attempts to engage in school duties. Every labor that is performed, should be the realization of a preconceived or existent idea in the mind. The temple of Solomon was built in strict conformity to a plan known years before, and of materials collected purposely for it; its materials were each for a particular place, and joined noiselessly. It is thus in the construction of a temple more beautiful and lasting than Solomon's, one never to be destroyed, but to increase in its perfection and amplitude.

The error which is so common, consists in regarding knowledge as the end to be attained, instead of using it as a means for a far nobler end. It is forgotten, again and again, that there is a principle when applying the details. It is necessary to understand an art well, but it is important to comprehend the science which that art illustrates. A teacher should know, for instance, what faculty of mind he is to educate, when he hears his class in arithmetic. They may be employed so as to discipline the reasoning powers, or they may learn the book, and still be uneducated. Now while knowledge is necessary to education, it is not itself education. While the educator is using the means, let him make sure of the end. The man who can think, has been taught to think by contemplating knowledge; he has become educated. Suppose that he can not use his power—he may not be as useful as one who can, still he is educated; but this supposition is unnecessary, it never happens to a rightly educated man.

If, then, teachers well understand what is to be done, they will readily know what methods are to be used to accomplish their purpose. But one error has been, that they have only looked on teaching as a compound of petty labors, when it is a great science, a noble art, and the first profession. They have adopted plans handed down from one generation to another, without supposing that the best methods must be modified to the circumstances requiring them. How many teachers would be able to devise other plans, if informed that those now used did not accomplish enough? Only those who have recognized a principle in their teaching, and know that it is prodigal in its ways of

manifesting itself. No plan, if good, will be set aside because old; no plan adopted if it be merely new. Old methods, if the best, must always be retained, and much that is old is far superior to its new substitute. It too often happens, that a teacher has visited another's school and adopted everything new which he observed. This was a failure to perceive his own necessities until he had discovered another's possessions. The method may be a good one in the hands of one who understands what it is for, and how it produces the given result; but in ignorant hands how will it be known when the result has been attained? Reason, not chance, must control the education of mind. Success can be reached, not by bold, startling attempts, but by the closest adherence to a way sanctioned by reason and experience. If there is not great *haste*, there is *certainty* in the best methods. If there is no "royal road to learning," there is one trod by feet that have made it royal. The plan that has made great minds for the world can make more.

The teacher, then, will understand that *educating* is a method of exercising the mind for its development, growth and health. Whatever plan the educator may adopt, therefore, if it does not exercise the mind, it fails in its great essential. If this be wanting, the other results, accumulated knowledge, and associated ideas, can not be attained. So that, to obtain true success, the principle must never be lost sight of, that the object of every study and recitation, is to furnish exercise and its consequent development for that particular faculty, which the very fact that this study is pursued, supposes to be needed.

It will not be difficult when education is placed on such broad principles, to perceive whether it is successful or not. Success is the attainment of a wished-for result; and if the teacher knows just the result he is seeking for, he will certainly know when he has attained it. His recitations have aimed at the discipline of the mental faculties. He will produce a retentive memory, a habit of concentrating the mind, an ability to form distinct conceptions of the relations of things to each other, and the power of combining within, the ideas of the outer world. He will give possession of all these, to his pupils: for these has his labor been given, and he will not be satisfied unless they appear. Each separate recitation has aimed at one of these results; the aggregate has achieved it. To be successful in evolving the perfect man from the germinating minds under his care, the teacher must understand the principles of his art—the Science of Education.

ALBANY, N. Y. A. M. KELLOGG.

Duties of Superintendents and Principals of Union Schools.

DEAR SIR:—Your favor, informing me that you were about organising a Union School in your town, and bestowing upon me the flattering compliment of soliciting my opinion as to what should constitute the proper qualifications and duties of a Principal, has been received.

Many of our Boards of Education, I apprehend, entertain very defective views upon these points. At this we shall not be surprised, when we reflect that but few of them have ever studied the subject, either by the aid of books, periodicals, lectures, discussions, or in any other manner, and that all the notions they have upon the subject are derived from the impressions of their school-boy days. Then, a sufficient knowledge of the branches taught, was all that was required, and they cannot fully realize that much, very much more is demanded now. Many of them appear to act upon the assumption, that if they employ a man who has A. B. or A. M. attached to his name, he possesses every requisite qualification, and that the school must be efficient, and secure the greatest good and highest honors. Facts, I think, will demonstrate that such results are far from being invariable. Indeed, if my estimate of the schools with which I am acquainted, is correct, some of the most efficient ones are conducted by men who were never honored with a "parchment roll."

It is true a knowledge of the sciences is an indispensable pre-requisite, but this, in my opinion, constitutes but a moiety of the attainments he should possess. He should be one who has studied profoundly the whole subject of education in all its relations, and who fully appreciates its influence upon the destiny of the individual, the community and the commonwealth. He should be well versed in intellectual philosophy, that he may the more readily make his impress upon pupils, teachers and parents; he should be a ready and *earnest* speaker, as these are the characteristics of elocution, which most readily command and hold the attention of youth; he should be intimately acquainted with the best and most approved methods of conducting recitations, and more especially should he be familiar with those of the inferior departments; he should possess expansion of mind sufficient to grasp and take in at one view, all the interests confided to his care, and ability to mould the whole into a well proportioned and harmonious system. Above all these, he should possess a *vigilant* mind, be a skillful *manager*,—in short, an *educator*, in the broadest sense of the term.

You may exclaim, where are the men possessing all these requirements? I admit the number is limited, but we have a few, and were our teachers who have the necessary scientific attainments, to turn their attention to a study of the general subject of instructing youth, the number would be greatly and rapidly increased. This must be done, or we shall soon reach a pause in our upward progress in education.

In reply to your second inquiry—what are the proper and legitimate duties of a Principal?—I would answer, they are multiform. The duties, however, of most of them, as our Union Schools are at present organized and conducted, vary but little from those of ordinary teachers, save in the branches which they teach. Many of our Boards of Education refuse to furnish them assistants in the High School department, but force them to hear or conduct recitations from morn till eve, with the avowed object in some instances, of "*making them earn their money.*" This is most miserable economy.

The spirit, genius and feelings of the Principals, should pervade, animate, and preside over, all the departments. This can not be anticipated when they are so oppressed with recitations, as I know several of them to be, that they cannot visit one of the other schools from the commencement to the end of a term. The benefits of *supervision*, which every one conversant with schools knows to be inestimable, are not realized at all. Each department, is in effect, an independent school, and no more sympathy exists between them, often, than between schools in adjoining townships. The modes of instruction, the methods of discipline, the systems of government, differ as widely as the minds of those who instruct, and the pupil in passing from one department to another, experiences as great a change as when transferred from a school in one county to that in another. A change of teacher is ordinarily equivalent to a loss of three months' instruction to the pupil; but it should not be so in a Union School, and would not, were it properly organized and conducted. The transfer from one department to another, should appear to the pupil, in so far as instruction is involved, as but little more of a change than progressing from a lower to a higher study in the same school. But usually it is not so; a promotion brings with it many strange things, and the child has, to a greater or less extent, to begin anew, and thereby suffer no inconsiderable loss.

Again, three-fourths, probably more, of the teachers in our Union Schools, are females, very few of whom have had any special preparation for the business, and are consequently unqualified to discharge their duties to the best advantage. A large number of this character

must continue to be employed during several years to come, as it will be long before we shall have a sufficient number of well disciplined teachers to take charge of all our schools. I verily believe *all* the teachers in our Union Schools strive to do the best they possibly can, but unfortunately, only a few have learned the "better way." There can be no doubt that many of them in their well meaning efforts, do more to *stupefy* than to *enlighten* mind. It is a lamentable fact, that instances of mental stolidity induced by incompetent teachers are far from rare. Thousands of fond parents in our State would stand appalled, did they fully realize the mental injury inflicted upon their children by well disposed but ignorant instructors. They have observed the bud of promise to wither in the blooming, but were unable to comprehend the cause, as the injury here, like the formation of bad habits, was effected by such slow and gradual approaches, that it eluded detection and failed to excite alarm, until the ruin was complete.

You ask, how are all these evils to be remedied? The task is a difficult one, but many, nay, most of them, I think, might be avoided by a proper disposition of the time and efforts of the Principal. I would have him work, and work *hard*, but not all the time in *one* department. He, as before remarked, should infuse and animate every school with his own spirit, but this he can not do unless he has the privilege to visit them frequently. This he should have. It is true, he may ordain good regulations, but it requires his voice, his eye, to insure compliance with them. The moral influences and sentiment pervading the Institution, to be salutary, should be uniform, and hence should emanate from and be directed by him. To effect these, he must be enabled to talk to the pupils often upon their duties, obligations and responsibilities; to analyze clearly and earnestly the elements of character, whether good or bad. Herein many, probably a majority of our teachers, signally fail. They direct their attention almost exclusively to the communication of knowledge, bestowing little or no attention upon the formation of character,—the upbuilding of the *man* and *woman*. I esteem the latter of incomparably greater importance than the former, and it requires a higher order of attainment than mere book knowledge, to constitute the efficient preceptor.

In conducting recitations, he may not unfrequently do more good in one hour, in a subordinate department, than he could in the one peculiarly his own, in half a month. Let me illustrate. Suppose he has an ordinary assistant, and that upon visiting her school he finds her conducting a recitation in Mental Arithmetic, but in such a manner as

to fail in securing the great objects of the exercise, — fixedness of attention, and "that clear, easy, beautiful analysis, so valuable for all sciences and all purposes." Should she continue the exercise thus during a whole year, she would effect nothing, unless perchance it might be a further stupefaction of mind. She is not to blame; she knows no other way; she teaches as she was taught. Let him now take charge of the class and continue the exercise in the manner in which it ought to be conducted. *Her* attention will at once become intensely excited; she will watch and analyze his every word and act, and acquire, in half an hour, more definite knowledge in regard to teaching this branch, than she would under ordinary circumstances, during weeks. She has now obtained a glimpse of the "better way," and by the aid of reflection and a little practice, she soon moves on rejoicingly, and to a triumphant conclusion. In so far as this study is concerned, she is now prepared to render an equivalent for the money she receives; but a higher and much greater good is secured—the proper intellectual culture of the youth under her charge, which is above and beyond all price.

This illustration is equally applicable to all the branches taught, to the alphabet, spelling, reading, geography, grammar, written arithmetic, penmanship, and all general exercises. I would have him conduct recitations in every branch, in every department, and if he understands his duties and is fully prepared to discharge them, the value of his labors in this direction, will exceed all computation.

By frequently visiting the lower departments and conducting recitations in them, he would effect uniformity in the modes of instruction and methods of discipline, throughout all the schools, and a promotion from one to another would not be accompanied by a violent change, which is ever detrimental to the progress of the pupil.

Considerations of economy and the highest prosperity of the school, require that our Boards of Education should stipulate with Principals for much of their labors in the lower departments, rather than oppress them with a multiplicity of recitations in one. The apt and ingenious teacher, by pursuing the course here indicated, would soon awaken such a general interest throughout the whole school, as could be aroused in no other way. This would also test his ability as a *true* teacher, more thoroughly than a Board of Examiners possibly could.

I might elucidate my views more fully upon this subject, but I fear I have already trespassed too long upon your patience.

OBSERVER.

Editors' Portfolio.

THIS number has been delayed for the purpose of publishing the new School Law, as it is well known that there is in all parts of the State an intense anxiety to become acquainted with its provisions. The remarks of Mr. Rice, the author of the bill, will be read with interest.

It is hoped that the Resolution passed at the late annual meeting of the State Teachers' Association, requesting clergymen to preach on the subject of Education, will be borne in mind. Will not every minister in the State preach a discourse on this subject, on the last Sabbath of this month?

Correspondence.

We take the liberty to publish a portion of a private letter from Mr. BARNARD, hoping that many among our readers may be able to comply with his request, contained in the first paragraph:—RES. ED.

I am about to issue a new edition of my School Architecture: can you furnish me from Ohio any plans containing improvements in arrangement, etc.? I propose also to publish a new edition of part second of my work on Normal Schools, with additions, making a volume of some 630 pages, with the title of PUBLIC EDUCATION IN EUROPE. I shall add chapters on Libraries, Universities, Institutions for the Blind, Deaf and Dumb, Idiots, etc., making it the most complete work on the subject in the English language. It will include Prof. Stowe's Report, Mr. Mann's, much of Mr. Bache's, my own recent observations, and a report of Mr. Ray, of England.

I rejoice to witness your successful operations in Ohio: remember me kindly to your co-laborers. H. B. Hartford, Conn.

Dear Sir: For several years I have been thoroughly convinced that schools for the professional training of Teachers, were indispensable in a system of public instruction: circumstances have now thrown me into a place where I shall have an opportunity to bring my theory to the test. I have taken leave of the Quincy School, that object of my affections, my labors and my pride; and to-morrow morning shall be on my way to take charge of the Connecticut State Normal School. I think Mr. BARNARD is a whole-souled man, and can not name the man who has done more for our cause than he has. His work on Normal Schools is exceedingly valuable: I hope you will do all in your power to circulate it in your State; it will do good. You are doing finely in Ohio. I rejoice in your prosperity. J. D. P. Boston.

FRIEND ANDREWS:—We intend that Stark county shall head the list of subscribers to the Journal again this year. We have been among the Teachers, and stirred them up to the importance of taking the Journal. This circular, which we send to each Teacher in the county, will convince you that we, as Examiners, are doing our duty. Mr. D. is wide awake, but his business will not allow him to leave home much. I. M. A. Canton, Feb., 1853.

The circular proposes, among other things, that every Teacher who subscribes for the Journal, and obtains another subscriber, not a Teacher, each paying one

dollar, previous to the first of June, shall be charged no fee for examination this year.—ED.

Notices of Colleges, Schools, etc.

Arrangements have been made for commencing a Commercial and Teachers' Department in Wittenberg College, at Springfield. For particulars see the Advertisement. The Faculty have abundant facilities for making this a highly efficient School. All the advantages of a Commercial School can thus be obtained much more cheaply than in the larger cities.

We learn with pleasure that a Normal Department is to be organized in connection with the Ohio Wesleyan University at Delaware.

The public exercises at the Female College in Chillicothe, on the resignation of Rev. S. FINDLEY, the President, were attended a short time since. We have not heard who is to succeed Mr. FINDLEY.

The Catalogue of Starling Medical College, Columbus, contains the names of 104 Students. The Commencement Exercises were attended on the 17th of February. The Graduates numbered 42.

PUBLIC SCHOOLS.—The result of the late examination of applicants for admission to the Hughes High School, is a subject of great congratulation to the friends of our Free Schools. Of the 42 boys and girls who appeared for examination, of those duly certified from the Free Schools, all but one were admitted; while of those from the Private Schools, but one was found qualified! The Teachers of the Private Schools in the city must stir themselves, or the common schools will take all the scholars.—*Cin. Gazette, January.*

The Pupils of the Public High School of Sandusky City, gave a literary "Entertainment," on the evening of the 22d of February, for the purpose of obtaining funds to purchase a Piano for the School-room. The exercises consisted of Declamations, Recitations, vocal and instrumental Music. The sum of $210 was realized, and, with some other aid, a Piano worth $275 has been obtained.

ACADEMIES, ETC.—The Catalogue of the Grove School at Cedarville, Greene co., for 1852-3, contains the names of 91 males and 68 females; total, 159. The course of study includes a Primary, an Intermediate, a Scientific and a Classical course. Mr. J. A. TURNBULL is Principal, and Mr. ANDREW AMYX and Miss SARAH C. DAVIS, are Instructors.

The Quarterly Examination and Exhibition of the Findlay Academic Institute were attended during the last week in February. The exercises are said, by the papers of Findlay, to have been highly interesting.

Editors' Table.

TRANSACTIONS OF THE MASSACHUSETTS TEACHERS' ASSOCIATION: Edited by the Secretary. Vol. I. 1845-1847.—A valuable contribution to our educational literature. It is a well printed duodecimo of 304 pages. It contains an account of the origin of the Association, the Proceedings at its first three annual sessions, the Constitution, and seven Lectures on topics of great interest to professional Teachers; together with a copious Index. We rejoice at the indications

of vitality in the Association afforded by this work, and hope it may have a good circulation in Ohio. It can be obtained from the Publisher, Samuel Coolidge, Boston, and sent by mail, free of postage, for 65 cents.

PUTNAM'S MONTHLY: a Magazine of Literature, Science, and Art. Our January number was issued before this work appeared, and our last was so crowded that no space was found for literary notices. This is to be purely an American work, to contain no reprints of novels or other trans-atlantic productions: it has a long list of able contributors, is printed in good style, and the first three numbers give evidence that it is to be worthy of patronage.

THE TEACHER, and Western Educational Magazine, is published monthly, at $1.00, by JOHN H. TICE, Secretary of the Board of Public Schools of St. Louis, Mo. The principal Teachers in six of the Public Schools of the city are associated with Mr. Tice as Editors. The Jan. and Feb. numbers have been received.

DISTRICT SCHOOL JOURNAL OF EDUCATION, of the State of Iowa, published monthly by R. R. GILBERT, Dubuque, Iowa, at $1.00 per annum.

THE SOUTHERN SCHOOL JOURNAL, Columbus, Ga., published monthly, at $1.00, by THOS. F. SCOTT. The first number of each of the two last named has been received.

THE WELLSVILLE UNION SCHOOL OFFERING is published by the Students and Patrons of the School. The twelfth number of the second volume was issued in Dec. last. If we mistake not, this has been continued longer than any publication of its kind in the State. Mr. D. PARSONS continues in charge of the School, aided by one male and four female Teachers.

THE INCENTIVE is a neat quarto, commenced in January by the Superintendent, Teachers and Pupils of the Public Schools of Circleville. Price 25 cents.

THE BUD is published by the Students of the New Lisbon Union School. The first number appeared in Dec. last.

THE STUDENT, a Family Miscellany and Monthly School Reader, Edited by N. A. CALKINS, is published monthly by Fowlers and Wells, N. Y., at one dollar. This work is already too well known to need commendation.

Items.

REV. H. SMITH, D. D., has returned to his place as President of Marietta College, after an absence of several months, spent in Europe, for the purpose of obtaining additions to the College Library.

Rev. SILAS BAILEY, D. D., late President of Granville College, some months since resigned his connection with that Institution and has taken the same place in Franklin College, at Franklin, Ia.

Rev. SAMUEL FINDLEY, has resigned his connection with the Female College in Chilicothe, and is to take the Presidency of Madison College in Antrim, Guernsey county, in the instruction of which he will be aided by four Professors.

Mr. ANDERSON has been appointed Principal of the Public School in the N. E. District of Dayton, in the place of Mr. W. F. DOGGETT, resigned. A good appointment, as we learn, and highly satisfactory to the Teachers of the city.

Mr. C. C. CONVERSE, recently from N. Y., has been appointed Professor of Vocal and Instrumental Music in Heidelberg College, at Tiffin. The Western Missionary thinks it an excellent appointment.

Mr. ALFRED HOLBROOK, the Principal of the flourishing Union School in Marlboro, Stark Co., is delivering in Canton a course of Lectures on Chemistry, which are highly commended by the papers of that place.

Rev. HENRY P. TAPPAN, D.D., was inaugurated as the first Chancellor of the University of Michigan, on the 21st of December last. His Inaugural Address, a pamphlet of more than 50 pages, for which we are indebted to Rev. Mr. Barrett of Detroit, contains a fine exposition of the School System of the State, and of the relations which a University should sustain to all the other Institutions of learning.

Mr. SAMUEL HESLET of Washington, Pa., has been appointed Superintendent of the Public Schools in Portsmouth; and has commenced his labors under encouraging circumstances. The citizens of Portsmouth deserve great credit for their continued confidence and unabated interest in their system of Public Instruction. The Portsmouth Schools have long been a model for Southern Ohio.

Rev. E. G. ROBINSON, pastor of the Ninth Street Baptist Church in Cincinnati, has accepted the offer of a Professorship in the University at Rochester, N. Y.

Mr. JOHN S. WHITWELL, Professor of Languages in Farmer's College, formerly Principal of the Union School in Lancaster, died at College Hill, on the 30th of January, aged 57 years. Mr. WHITWELL graduated at Harvard, in 1815, in the same class with Hon. Jared Sparks: he was a fine classical scholar, had traveled extensively abroad, and was eminently qualified for the position he held.

Mr. SAMUEL STACEY, for more than twelve years an efficient and faithful Teacher, died in Defiance on the 31st of January. His loss is deeply felt.

Miss MARY S. MCNEIL, Teacher of the Grammar School department of the Public Schools of Circleville, died in November last. Though she had been employed only about two weeks, the Board of Education defrayed all the expenses of her sickness and funeral, and offered to erect a neat monument at her tomb; but as her friends preferred to have the body interred at Sandusky City, they defrayed all the expenses till it reached Columbus. Such liberality needs but to be known to be appreciated by all. With what zeal and devotion may not Teachers be expected to labor under such a Board of Education!

In Cincinnati we have already a list of 157 subscribers; of these, 124 are Teachers in the Public Schools, and 11 are Teachers in the Wesleyan Female College. What city in the world has a corps of more spirited Teachers than the noble Queen City of the West?

Through the efficient labors of Messrs. A. J. Rickoff and J. H. Rolfe, we have 180 subscribers in Cincinnati and its immediate neighborhood.

At the present writing, (Feb. 25th,) we have received, in all, 1190 subscribers to the Second Volume of the Journal. Last year at this date we had 128 subscribers. Will not our friends remember, that the present is a propitious time to obtain the subscriptions of Teachers of winter schools?

TEACHERS' INSTITUTES TO BE HELD DURING THE SPRING.

Hancock County,	at Findlay,	March 14th,	One week.	
Stark Co.	at Marlboro,	March 21st,	"	"
Richland Co.	at ———	March 28th,	"	"
Portage Co.	at ———	———	"	"
Carroll Co.	at Carrollton,	April 4th,	"	"
Muskingum Co.	at Zanesville,	April 4th,	"	"
Montgomery Co.	at Dayton,	April 11th,	"	"
Clermont Co.	at ———	April 11th,	"	"
Coshocton Co.	at Coshocton,	April 11th,	"	"
Jeff. & Harrison,	at ———	April 25th,	"	"

The New School Law.

AN ACT to provide for the Reörganization, Supervision and Maintenance of Common Schools. *Passed March 14th, A.D. 1853.*

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio*, That hereafter each and every organized township in the State shall compose but one school district for all purposes connected with the general interests of education in the township, and shall be confided to the management and control of a board of education, and the several school districts and fractional parts thereof, which now are, or may hereafter be established in the several organized townships of the State, shall be regarded as sub-districts, and be confided to the management and control of local directors as hereinafter provided; but nothing contained in this act shall be so construed as to give to the township board of education, or to local directors in sub-districts, jurisdiction over any territory in the township included within the limits of any city or incorporated village with the territory annexed thereto for school purposes, which shall elect or appoint a board of education as hereinafter provided, or which now is or may hereafter be governed as to schools, by any special or other act, specified in the sixty-seventh section of this act.

SEC. 2. On the second Monday of April, in the year eighteen hundred and fifty-three, there shall be held at the usual hour and place of holding district meetings in each of the sub-districts of the several townships of the State, a school meeting of the qualified voters resident within the sub-district, and having the qualifications of voters at the State and county elections, who, when assembled, shall organize by the appointment of a chairman and secretary, and proceed to elect by ballot, three school directors for such sub-district; of those so elected, the person receiving the highest number of votes shall hold his office for three years; the person receiving the next highest number, shall hold the office for two years; and the person receiving the next highest number, shall hold the office for one year; and each shall continue in office until his successor is elected and qualified. In case two or more persons so elected have received an equal number of votes, the duration of their respective terms of office shall be determined by lot in the presence of the chairman and secretary of the meeting, and annually thereafter in the same manner on the second Monday in April, there shall be elected in each sub-district of the proper township, one school director for the term of three years; and the minutes of the proceedings of any such sub-district meeting shall be signed by the chairman and secretary, and delivered to the directors who shall have been elected as aforesaid, to be recorded by the clerk in the records of the sub-district, and the said clerk of the sub-district shall forthwith certify to the township clerk, the names of the local directors so elected, specifying the term for which each was elected; if the directors of any sub-district so elected shall deem it expedient, they may designate the specific hour of the day on which the annual election for such sub-district shall be held, and in such case shall cause five days' notice thereof in writing to be posted up in three of the most public places in such sub-district.

Election of Local Directors.

SEC. 3. The said directors, within five days after their election, shall take an oath or affirmation to support the constitution of the United States, and of the State of Ohio, and faithfully and impartially to discharge the duties of their office; which said oath the directors are authorized to administer to each other. And in case a vacancy shall occur in the office of director, by death, resignation, refusal to serve, or otherwise, it shall be the duty of the township clerk to fill such vacancy within ten days after being informed thereof by appointment for the unexpired term.

SEC. 4. If the qualified voters of any sub-district shall fail to meet and elect school directors, as prescribed in the second section of this act, it shall be lawful for any three qualified voters of such sub-district to call a special meeting of the voters of such sub-district, for the purpose of electing directors, on first giving five days' notice in writing of the time and place of holding such meeting, by posting the same in three of the most public places in such sub-district; and the directors so elected at such special meeting, shall hold their offices for the same terms of time as if elected on the second Monday of April, as prescribed in said second section, except that their said terms of office shall be considered as having commenced on the second Monday of April next preceding the time of holding such special meeting.

SEC. 5. It shall be the duty of the directors, any two of whom shall constitute a quorum, to meet as soon as practicable after having been elected and qualified, at such place as may be most convenient in the sub-district, and organize by appointing one of their number clerk of the sub-district, who shall preside at the official meetings of the directors, and record their proceedings in a book to be provided for the purpose, together with the minutes of the proceedings of the annual school meetings held in the sub-district by the qualified voters thereof, which shall be a public record; and all such proceedings, when so recorded, shall be signed by the clerk of the proper sub-district. The directors may meet as frequently as they may think necessary for the transaction of business, and fill any vacancy in the office of clerk which may occur in the sub-district, or, in case of his absence, either of the other directors may officiate temporarily in his place.

SEC. 6. It shall be the duty of the school directors in each sub-district to take the management and control of its local interests and affairs, to employ teachers, to certify the amount due them for services to the township clerk, who shall draw an order on the township treasurer for the amount; and to dismiss any teacher, at any time, for such reasons as they may deem sufficient; and to visit the school or schools of the sub-district at least twice during each term by one or more of their number, with such other person or persons competent to examine pupils in their studies, as they may choose to invite.

Duties of Local Directors.

SEC. 7. It shall be the duty of the directors, in their respective sub-districts, to negotiate and make, under such rules and regulations as the township board of education may prescribe, all necessary contracts in relation to providing fuel for schools, repairing, building or furnishing school houses, purchasing or leasing school house sites, renting school rooms, and making all other provisions necessary for the convenience and prosperity of schools within their sub-districts; but no contracts shall be made by the directors, under the provisions of this section, for the payment of money from the township school fund applicable to such purposes, which in any one year shall exceed the amount distributable to the sub-district in proportion to the enumeration of scholars resident therein, without first obtaining the consent or order of a majority of the township board of education; and all contracts made by the local directors under the provisions of this section,

shall be reported to the said board at their next meeting after the making of such contracts, and said township board of education in their corporate capacity, on the part of the sub-district, shall be held responsible for the performance thereof.

SEC. 8. It shall be the duty of the directors in each sub-district to take, or cause to be taken, annually, between the first and third Monday of October, an enumeration of all the unmarried white and colored youth, noting them separately, between the ages of five and twenty-one years, resident within such sub-district and not temporarily there, designating between male and female, and return a certified copy thereof to the township clerk; and in case the directors in any sub-district shall fail to take and return the enumeration aforesaid, it shall be the duty of the township clerk to employ a competent person to take the same and allow him a reasonable compensation for his services, and shall proceed to recover the amount so paid for such services in a civil action, before any court having jurisdiction, in the name of the State of Ohio, against said directors in their individual capacity; and in such suits, said clerk shall be a competent witness; and the money so collected shall be applied to the use of common schools in the proper township. The township clerk shall make an abstract of the enumeration so returned to him, designating the number of youth in each sub-district, and transmit such abstract, duly certified, to the county auditor, within twenty days after the return made to him by the directors, or the person appointed to take such enumeration.

SEC. 9. If any civil township or part of a township composing a sub-district shall be partly situated in the Virginia Military District, the United States Military District, the Western Reserve, or in an original surveyed township or fractional township to which belongs any of section sixteen or other lands in lieu thereof, or any other lands for the use of schools or any interest in the proceeds of such school lands, the local directors shall, in taking the enumeration of youth resident within their jurisdiction, return separately those residing in the Virginia Military District, or United States Military District, or Western Reserve, or original surveyed township or fractional township to which belong any school lands or interest in the proceeds of school lands.

SEC. 10. The township board of education shall consist of the township clerk and of the local director from each sub-district of the township who has been appointed clerk in his sub-district, a majority of whom shall constitute a quorum for the transaction of business; and the clerk of the township shall be the clerk of the board, but shall not be entitled to a vote. It shall be the duty of the said clerk to be present at the meetings of the board and to record in a book to be provided for the purpose, all their official proceedings, which shall be a public record open to the inspection of any person interested therein, and all such proceedings when so recorded shall be signed by the chairman and clerk.

Township Boards of Education.

SEC. 11. The said township board of education in each township of the State, and their successors in office shall be a body politic and corporate in law, and as such may contract and be contracted with, sue and be sued, plead and be impleaded in any court of law or equity in this State, and may receive any gift, grant, donation or devise made for the use of any school or schools within their jurisdiction; and moreover they shall be and hereby are invested in their corporate capacity with the title, care and custody of all school houses, school house sites, school libraries, apparatus or other property belonging to the school districts as now organized or which may hereafter be organized within the limits of their jurisdiction, with full power to control the same in such manner as they

may think will best subserve the interests of common schools and the cause of education; and when in the opinion of the board any school house or school house site has become unnecessary, they may sell and convey the same in the name of the township board of education of the proper township; such conveyance to be executed by the chairman and clerk of said board, and shall pay the avails over to the township treasurer of the proper township for the benefit of schools, and all conveyances of real estate which may be made to said board shall be to said board in their corporate name and to their successors in office.

SEC. 12. It shall be the duty of the township board of education to hold regular sessions on the third Monday of April and on the third Monday of October in each year at the usual place of holding township elections, or at such place in the immediate neighborhood as may be convenient for the transaction of any business which may be necessary in relation to the subject of either the primary or graded schools of the township, with power to adjourn from time to time or to hold special meetings at any other time or place within the proper township as they may think desirable for the transaction of business as aforesaid, and at all such meetings shall appoint one of their number to the chair, and in case of the absence of the township clerk may appoint one of their own number to serve temporarily as clerk.

SEC. 13. The township board of education, shall have the management and control of all the central and high schools of their proper township which may be established therein under the authority of this act, with full power in respect to such schools, to employ, pay, and dismiss teachers, to build, repair and furnish the necessary school-houses, purchase or lease sites therefor, or rent suitable school-rooms, and make all other necessary provisions relative to such schools as they may deem proper; and it shall also be the duty of said board of education, to exercise all the powers conferred on local directors in respect to sub-district schools, whenever such local directors shall neglect to discharge their duties in any sub-district as required by this act; and it shall also be the further duty of said board to prescribe rules and regulations for the government of all the common schools within their jurisdiction; said board of education may provide for German schools for the instruction of such youth as may desire to study the German language, or the German and English languages together, and if the board shall deem it necessary, they may appoint one of their number the acting manager of schools for the township, who shall do and perform all such duties as the board may prescribe in relation to the management and supervision of the different schools, and the educational interests of the township, and may allow him a reasonable compensation for his services.

SEC. 14. The said board shall prepare, or cause to be prepared, a map of their township, as often as they deem necessary, on which shall be designated the sub-districts of the township, which they may change or alter at any regular session, and the number of scholars assigned to each; but no sub-district shall contain within its limits, less than sixty resident scholars by enumeration, except in cases where in the opinion of the board, it is necessary to reduce the number; and it shall be the duty of the board to establish a school in each sub-district of the township of such grade as the public good in their opinion may require; and in the location of primary schools, or schools of higher grade, the board shall have reference to population and neighborhood, paying due regard to any school-house already built, or site procured, as well as to all other circumstances proper to be considered so as to promote the best interests of schools.

SEC. 15. The board shall have power to assign such number of scholars to the several primary schools as they may think best, and when such assignment has been made, shall furnish the teacher a list of the scholars so assigned, and the board shall also have full power to regulate and control the admission of scholars to schools of a higher grade, according to age and attainments, and may admit scholars over twenty-one years of age, and may suspend, or authorize the local directors to suspend from the privileges of either of the schools, any pupil found guilty of disorderly conduct, which suspension shall not extend beyond the current session of the school.

SEC. 16. Whenever it shall happen that persons are so situated as to be better accommodated at the school of an adjoining township, or whenever it may be desirable to establish a school composed of parts of two or more townships, it shall be the duty of the respective boards of the townships in which such persons reside, or in which such schools may be situated, or of the townships or parts of which the school is to be composed, to transfer such persons for educational purposes to the township in which such school house is or may be located; but the enumeration of scholars shall be taken in each township as if no such transfer had been made, and such school when so composed shall be supported from the school funds of the respective townships from which the scholars may have been transferred; and the board of that township in which the school house is situated shall have the control and management of such school, and the board of the adjoining township or townships so connected for school purposes shall each make the proper estimates of their share of the expenses of every kind necessary to sustain said school, and certify the same to the auditor of their proper county as part of their annual estimates for school purposes, and draw orders on their respective township treasurers for such sum as will be in proportion to the enumeration of scholars so transferred, in favor of the board of that township in which such school is located, to be appropriated to the payment of teachers, and for other purposes connected with the establishment or maintenance of said school as far as applicable.

SEC. 17. The said board shall have power to determine the studies to be pursued and the school books to be used in the several schools under their control, and shall make and enforce such rules and regulations relative to the use and preservation of the school libraries and apparatus as they may think advisable, and shall appoint, or authorize the local directors to appoint a suitable person to act as librarian and to take charge of the school apparatus, resident at some convenient place in the neighborhood where the school is kept, and may require such librarian to give bond for the faithful discharge of his duties, and allow him such compensation as they may think reasonable.

SEC. 18. It shall be the duty of the school teacher to make out and file with the township clerk at the expiration of each term of the school a full and com-

Report required of Teachers.

plete report of the whole number of scholars admitted to the school during such term, distinguishing between male and female, the average attendance, the books used, the branches taught, the number of pupils engaged in the study of each of said branches, and such other statistics as he may be required to make by the township board or local directors, and until such report shall have been certified and filed by the said teacher as aforesaid, it shall not be lawful for said board or local directors to pay said teacher for his or her services.

SEC. 19. The board of education in each township shall prepare or cause to be prepared and forwarded to the county auditor at the same time when the

Statement required of Directors.

return of the enumeration of scholars is required to be made, a statement exhibiting the number of children in the township between the ages of five and twenty-one years, distinguishing between male and female, the number of schools, specifying the different grades, the number of teachers male and female, the number of children male and female who have attended school during the past year, the average attendance, the length of the terms of schools, compensation of teachers male and female, the number and condition of the school houses and furniture and the estimated value thereof; the number and condition of the books in the school libraries; the number of libraries; the kind of school books used in the schools; the number and value of school apparatus, and a full account of the expenditures for school purposes, together with such other statistics and information in relation to schools as the State commissioner of schools may require.

SEC. 20. Each township board of education shall have power, as hereinafter provided, to establish in their respective townships such number of graded schools, or such modifications of them as the public interests may require; and in case of the establishment of such graded schools, it shall be the duty of the board so to classify the children of the township as to secure to all as far as practicable an equitable participation in the advantages thereof, and the board shall designate the sub-districts by numbering them, and schools of a higher grade than primary shall be known by the appellation of central or high schools.

Central or High Schools.

SEC. 21. Whenever in the opinion of the board of education, it shall become necessary or desirable to provide one or more such central or high schools in their respective townships, the said board shall estimate the probable cost thereof, and call a special meeting of the qualified voters of the township and who are not residents of any of the territory or districts named in the first section of this act, over which the jurisdiction of the township and local directors is excluded, at the usual place of holding elections, first giving twenty days' notice of the time and object of holding such meeting, by posting the same in some public place in each of the several sub-districts of the township, in which notice the amount or rate of tax as estimated by the board shall be stated, and the electors when convened in pursuance of such notice shall decide by vote any questions which may be deemed important in relation to the cost and location of the building or buildings, or other provisions necessary for the establishment of any such school, and also the amount of township tax which may be levied for the purpose, and the chairman and clerk of the board shall be the chairman and clerk of the meeting, and the clerk shall record in the records of the board the action of the meeting, and the board shall be governed by the direction and vote of said meeting in relation to the subjects or matters so submitted.

SEC. 22. It shall be the duty of the board of education in any organized township of the State, annually, to determine by estimate as nearly as practicable, the entire amount of money necessary to be expended in the township for school purposes other than for the payment of teachers, and also such additional amount as the board may think necessary, not exceeding two mills on the dollar valuation of the taxable property of the township, for the exclusive purpose of sustaining teachers in the central or high schools, or for the purpose of prolonging, after the State funds have been exhausted, the terms of the several sub-districts or primary schools in the township, or for both purposes, as the board may adjudge best, which several amounts of money so

Annual Estimates to be certified by the Board.

estimated, the board shall make known by certificate in writing, on or before the first Monday in June in each year, including any tax which may have been voted by a special meeting of electors as provided in the preceding section, to the auditor of the proper county, who shall thereupon assess the entire amount of such estimates on all the taxable property of the township not included in any city or incorporated village or territory annexed thereto, forming any special district, to be entered by said auditor on the tax duplicate of the county and collected by the county treasurer at the same time and in the same manner as State and county taxes are collected; and when collected shall be paid over to the treasurer of the proper township on the order of the county auditor; and said county treasurer shall be entitled to receive for collection, one per cent. on all moneys by him collected for school purposes, and no more.

SEC. 23. The township board of education shall have power, when in their opinion justice and equity require it, to estimate separately the cost of purchasing a school house site and erecting or repairing a school house thereon, in any particular sub-district of the township wherein the inhabitants have not heretofore borne a reasonable share of the burden of taxation for such purpose in comparison with other sub-districts in the township, and certify such portion as they may deem just and equitable of the amount of such estimate to the county auditor of the proper county, together with a map of the lands and names of tax payers in any such sub-district, which amount so certified shall be assessed by the auditor on the property therein subject to taxation and placed on the county duplicate, specially, and be collected and paid over in the same manner as other school taxes, and be applied for the specific purpose of providing a school house in such sub-district.

SEC. 24. All school funds which may come into the hands of the township treasurer, from whatever source, shall be paid out only on the order of the clerk of the board of education, under the direction of the board; except in paying teachers for their services, the said clerk may, on such teachers presenting their certificates of qualification, and depositing with the clerk true copies thereof, draw the requisite orders on the treasurer for such amount as may have been certified to be due by any two of the local directors of the proper sub-district in which the teacher was employed; and so much of the school moneys coming into the hands of the treasurer, as may be derived from the state tax, or from any township tax levied for the continuation of schools after the state fund has been exhausted, shall be applicable only to the payment of teachers in the proper township, and shall be drawn for no other purpose whatever; and all school funds made applicable to the payment of teachers only, shall be distributed to the several sub-districts and fractional parts thereof, in the township, in proportion to the enumeration of scholars, with the exception of so much of the township tax as may have been levied and reserved by the board for sustaining teachers in the central or high schools; and such school funds as arise from the sale or rents of sections sixteen, or other lands in lieu thereof, shall be distributed to the localities to which such funds belong. All other school funds of the township, not raised for the central or high schools, nor made applicable to the payment of teachers, as aforesaid, shall be applied, under the direction of the board, in repairing, building, or furnishing school houses, in procuring school house sites, and in making such other provisions for schools in the sub-districts of the proper township, as may in the opinion of the board be necessary; and each township board shall make the necessary provisions for continuing the schools in operation in their respective townships for at least seven months in each year.

Disbursement of School Funds.

SEC. 25. The clerk of the board of education or any one or more of the board designated for that purpose, or the acting manager of schools of the township, may do and perform all such duties and services connected with the interests of schools as the board may direct, and report the same to the board for their action and approval; and it shall be the duty of the clerk of the board to keep a full record thereof in connection with the records of the other official proceedings of the board, and in case of failure to keep such record or other records required by this act, the clerk of the board shall be liable in a civil action for all loss or damages that may ensue to any person or persons or to the school district, in the name of such person or persons, or board of school directors, as the case may be, and shall moreover be liable on complaint filed in the name of the State of Ohio, before any justice of the peace or other court having jurisdiction, to a fine not exceeding one hundred dollars, which, when collected, shall be paid over to the treasurer of the proper township for the benefit of schools.

Division of Duties and Liability of Clerk.

SEC. 26. It shall be the duty of the board of education to make settlement with the township treasurer at their regular session in April annually; but if for want of time or other reason a settlement cannot be made at said session, then it shall be the duty of the board to appoint a committee composed of one or more of their own members to make such settlement as soon as practicable, and report the result to the clerk of the board, who shall record an abstract thereof in the records of the board.

Settlement with Treasurers.

SEC. 27. The township treasurer in each township shall be treasurer of all school funds for school purposes belonging to the township, arising from whatever sources, and on his election and before entering upon the duties of his office he shall give bond with sufficient security in double the probable amount of money that shall come into his hands, payable to the State of Ohio, to be approved by the trustees of the township, conditioned for the faithful disbursement according to law of all such funds as shall from time to time come into his hands, and on the forfeiture of such bond, it shall be the duty of the township clerk to prosecute and collect the same for the use of the schools in the township; if such township clerk shall neglect or refuse so to prosecute, then any freeholder may cause such prosecution to be instituted.

Treasurer and his Duties.

SEC. 28. Before the county auditor shall issue to the township treasurer any order on the county treasurer for the payment of any school funds belonging to the township, such township treasurer shall furnish the auditor with a certificate from the township clerk, that such treasurer has executed and filed with him a bond, as provided for in the foregoing section, and also stating the amount of said bond; and the auditor shall in no case permit the township treasurer to have in his hands at any one time an amount of school funds over one-half the amount of the penalty in such bond; and the township trustees shall allow the township treasurer a compensation equal to one per cent. on all school funds disbursed by him, to be paid on the order of the trustees out of the township treasury.

SEC. 29. The township treasurer shall annually between the first and twentieth of February, settle with the county auditor and account to him for all moneys received; from whom and on what account, and the amount paid out for school purposes in his township; the auditor shall examine the vouchers for such payments, and if satisfied with the correctness thereof, shall certify the same, which certificate shall be prima facie a discharge of such treasurer; and at the expiration of his term of service, said treasurer shall deliver over to his suc-

cessor in office, all books and papers with all moneys or other property in his hands belonging to said township, or the schools therein, and also all orders he may have redeemed since his last annual settlement with the county auditor, and take the receipt of his successor therefor, which he shall deposit with the township clerk within ten days thereafter, and for making such annual settlement he shall be entitled to receive the sum of one dollar, to be paid out of the county treasury on the order of the county auditor.

SEC. 30. In case the township treasurer shall fail to make such annual settlement within the time, as prescribed in the preceding section, he shall be liable to pay a fine of fifty dollars, to be recovered in a civil action in the name of the State of Ohio, and when collected, to be applied to the use of common schools in the proper township; and it is hereby made the duty of the county auditor, to proceed forthwith in case of such failure by suit against such treasurer, before any justice of the peace of his county, to recover the penalty aforesaid; but when it shall appear on trial to the satisfaction of said justice, that said treasurer was prevented from making such settlement within the time prescribed, by sickness, or unavoidable absence from home, and that such settlement has since been actually made, it shall be lawful for the justice to discharge such treasurer on payment of costs.

SEC. 31. The township boards of education in this State, in their respective townships, and the several other boards of education, and the trustees, visitors, and directors of schools, or other officers having authority in the premises, of each city or incorporated village, shall be, and they are hereby authorized and required to establish within their respective jurisdictions, one or more separate schools for colored children, when the whole number by enumeration exceeds thirty, so as to afford them as far as practicable under all the circumstances, the advantages and privileges of a common school education; and all such schools so established for colored children shall be under the control and management of the board of education, or other school officers who have in charge the educational interests of the other schools; but in case the average number of colored children in attendance shall be less than fifteen for any one month, it shall be the duty of said board of education, or other school officers, to discontinue said school or schools for any period not exceeding six months at any one time; and if the number of colored children shall be less than fifteen, the directors shall reserve the money raised on the number of said colored children, and the money so reserved shall be appropriated for the education of such colored children under the direction of the township board.

Schools for Colored Children.

SEC. 32. Each city or incorporated village, including the territory annexed to the same for school purposes, not otherwise specially regulated by charter or governed as to schools by laws as specified in the sixty-seventh section of this act, and which, with the territory annexed, contains not less than three hundred inhabitants, shall be and hereby is created a separate school district; and the qualified voters of such city or village, with the territory annexed, shall at the same time and in the same manner that local directors of the sub-districts of the township are elected by the provisions of this act, proceed to elect three persons who shall constitute a board of education for such city or village with the territory so annexed, and such board shall have the same powers, perform the same duties and be subject to the same penalties as township boards of education: provided, that by agreement between the board of education of the township in which such city or village with the territory annexed may be situated, and the board of education of such city or village with the territory

Of Cities, and Villages.

annexed, transfers of territory not within the limits of such corporation may be made to or from the districts provided for in this section.

SEC. 33. That said board of education in any city or incorporated village, shall be authorized, when they think it advisable, to divide such city or village into sub-districts; and they may establish schools of different grades, and ordain such rules and regulations for the government and discipline of such schools as they may think conducive to the public good; and it shall be lawful for the township board of education in any township in which such city or incorporated village is situate, by and with the consent of the board of education of any such city or incorporated village, to transfer thereto for educational purposes the scholars of such parts of their respective townships as lie adjacent thereto, and all such transfers shall be controlled and such schools supported in the same manner and on the same principles as in case of like transfers for the convenience of schools where two or more townships adjoin, as provided in this act.

SEC. 34. In all such cities or incorporated villages, the clerk or recorder of such incorporated body, shall be clerk of the board of education, and he shall do and perform all the duties required of the clerk of a township board of education, and such other duties as the board of education may, from time to time, prescribe; and all orders of the board of education for the payment of money shall be countersigned by the clerk or recorder of said corporation, and it shall be the duty of the treasurer of any such city or incorporated village, to receive and disburse the school funds of such city or village, in the same manner as is required of the township treasurers in their respective townships, and for his services shall be entitled to the same compensation; provided, that the board of education shall require the treasurer to enter into a bond as required of township treasurers, and that the said treasurer shall furnish the auditor a certificate from the clerk or recorder of such city or incorporated village, that such treasurer has executed and deposited such bond, stating also the amount, as is required of township treasurers in similar cases.

SEC. 35. The board of education of any city or incorporated village, shall have and may exercise all the powers which are by this act conferred upon the township boards of education, and shall do and perform the like duties in all respects as far as applicable, and the school funds shall be divided among the sub-districts so as to make the distribution as nearly equitable as possible. All taxes for building, purchasing, repairing or furnishing school houses and lots, shall be equally assessed on all the property subject to taxation in such city or incorporated village, and the board of education in expending the same shall make the necessary provisions for the sub-districts.

SEC. 36. In any district or sub-district composed in whole or in part of any city or incorporated village, the board of education may, at their discretion, provide a suitable number of evening schools, for the instruction of such youth, over twelve years of age, as are prevented by their daily avocation from attending day schools, subject to such regulations as said board, from time to time, may adopt for the government thereof.

SEC. 37. The auditor of state shall, annually, apportion the common school funds among the different counties, upon the enumeration and returns made to him by the state commissioner of common schools, and certify the amount so apportioned to the county auditor of each county, stating from what sources the same is derived, which said sum the several county treasurers shall retain in their respective treasuries from the state funds; and the county

Apportionment of School Funds.

auditors shall, annually, and immediately after their annual settlement with the county treasurer, apportion the school funds for their respective counties, according to the enumeration and returns in their respective offices; and no township or other district, city or village, which shall have failed to make and return such enumeration, shall be entitled to receive any portion of the common school funds. And in making such distribution, each county auditor shall apportion all moneys collected on the tax duplicate of any township, for the use of schools, to such township; all moneys received from the state treasury, on account of interest on the money accruing from the sale of section sixteen, or other lands in lieu thereof, to the civil townships and parts of civil townships in the original surveyed township, or fractional township to which such land belongs; all moneys received by the county treasurer on account of the Virginia Military School fund, United States Military District, and Connecticut Western Reserve, according to laws regulating the same; and all other moneys for the use of schools in the county, and not otherwise appropriated by law, to the proper township; and he shall, immediately after making said apportionment, enter the same in a book to be kept for that purpose, and shall furnish the township treasurers and township clerks, treasurers and recorders of incorporated cities or villages, as the case may be, each with a copy of said apportionment, and give an order on the county treasurer to each township treasurer, or to such treasurer as may be entitled to receive the same, for the amount of money belonging to his respective township, city or village, and take a receipt from such treasurer for the amount thus received; and the said county auditor shall collect, or cause to be collected, the fines and all other moneys for school purposes, in his county, and pay the same over to the county treasurer; and he shall inspect all accounts of interest for section sixteen, or other school lands, whether the interest is paid by the State or by the debtors, and take all the proper measures to secure to each township its full amount of school funds.

SEC. 38. When any original surveyed township in which section sixteen has been sold, shall lie in two or more counties, the auditors of the respective counties shall certify to the auditor of the county in which that portion of said township lies containing said section sixteen, the enumeration of the scholars in that part of said township embraced within their respective counties; and the auditor of said county in which said section sixteen is situate shall apportion the fund derived from said section sixteen to the different portions of said township according to said enumeration, and shall certify to the auditors of the other counties the amount belonging to the parts of said township situate in their respective counties, and draw an order in favor of the treasurers of the other counties on the treasurer of his own county for the amount going to each; and the auditors of the respective counties shall apportion the same, in their respective counties, to such portions or parts thereof as may be entitled thereto.

SEC. 39. The interest on the purchase of any such section sixteen belonging to any original surveyed township, so as aforesaid lying in two or more counties, shall be paid over on the order of the auditor of that county in which such section sixteen is embraced, to the treasurer of the same county, to be apportioned as is pointed out in the preceding section.

SEC. 40. The auditor of each and every county shall, on or before the twentieth day of December, annually, make out and transmit to the commissioner of common schools, at Columbus, an abstract of all the returns of school statistics made to him from the several townships in his county, according to the form that may be prescribed by the state commissioner, and he

Return of abstracts to State Commissioner.

shall cause to be distributed all such circulars, blanks, and other papers, including school laws and documents, in the several townships in the county as said commissioner shall lawfully require. In case the county auditor shall fail, from any cause, to make return of the abstract as aforesaid, it shall be the duty of the county commissioners to deduct for every such failure, from the annual salary or allowance made to the auditor for his services, the sum of fifty dollars.

SEC. 41. The county commissioners of each county in this state shall make the same allowance to the county auditors, out of their respective county treasuries, for services performed and expenses incurred under this act, as is allowed for other services of like nature.

SEC. 42. The township clerks and county auditors shall be responsible for all losses sustained by any township or county, by reason of any failure on their respective parts to make and return the enumerations and abstracts thereof as herein provided, and shall each be liable for the same, in a civil action, at the suit of the State of Ohio; and the amounts so recovered shall be apportioned in the same manner as the school funds would have been to the respective counties or townships, as the case may be.

SEC. 43. Each and every lot or parcel of land which heretofore has been, or hereafter shall be appropriated for the use of common schools in this State, on which there has been or shall be a school-house erected, and which has been or shall be occupied for the purpose of accommodating a common school of whatever grade, in the usual manner, from time to time, howsoever or by whomsoever the legal title to the same may be held and vested, shall be and the same is hereby exempted from sale, on any execution, or other writ, or order in the nature of an execution: provided, that the lot of land so exempted, shall not exceed four acres, and if there be any excess, that portion most convenient for school purposes shall remain exempt as aforesaid, to be determined by the proper school directors, or other officers having charge of schools.

School-house exempt from sale on execution.

SEC. 44. It shall be the duty of the probate judge in the several counties of the State, as soon after the election of school officers under the provisions of this act as practicable, to appoint a county board of school examiners, to consist of three competent persons, resident in the county, who shall hold their office for the term of two years, and until their successors are appointed; and all vacancies in said board which may thereafter occur, whether from expiration of the term of office, refusal to serve, or otherwise, shall be filled by like appointment by said judge.

Appointment of School Examiners and their duties.

SEC. 45. It shall be the duty of the examiners to fix upon the time of holding meetings for the examination of teachers, in such places in their respective counties as will, in their opinion, best accommodate the greatest number of candidates for examination: notice of all such meetings having been published in some newspaper of general circulation in their respective counties; and at such meetings, any two of said board shall be competent to examine applicants and grant certificates; but no fee or charge shall be made for a certificate. No certificate of qualification shall be valid in any county except that in which the examination took place, nor for a longer period than two years; and if at any time the recipient of the certificate shall be found incompetent or negligent, the examiners, or any two of them, may revoke the same, and require such teacher to be dismissed; but such teacher shall be entitled to receive payment for services only up to the time of such dismissal; and no person shall be employed as a teacher

in any primary common school, unless such person shall have first obtained from said examiners, or any two of them, a certificate of good moral character, and that he or she is qualified to teach orthography, reading, writing, arithmetic, geography, and English grammar; and in case such person intends to teach in any common school of higher grade, he or she shall first obtain a certificate of the requisite qualifications in addition to the branches aforesaid.

SEC. 46. The said board of examiners shall appoint one of their number to serve as clerk, who shall keep a record of their proceedings, noting the number and date of each certificate given, to whom, for what term of time, and for what branches of studies; and the said board may make all needful rules and regulations for the proper discharge of their duties. The members of the board shall be entitled to receive each one dollar and fifty cents for every day necessarily engaged in official service, to be paid out of the county treasury, on the order of the county auditor, exclusive of blank books and stationery which the county auditor shall furnish; and the county auditor may require the accounts, when presented, to be substantiated on oath, which said auditor may administer and file in his office.

SEC. 47. There shall be elected by the qualified electors of this state, at the next annual election for state and county officers, and every three years thereafter, a state commissioner of common schools, who shall hold his office for the term of three years, and until his successor is elected and qualified. The election of said commissioner, and the returns thereof, shall be the same, in all respects, as is provided for the election of judges of the supreme court; and in case a vacancy shall happen in said office, by death, resignation, or otherwise, the governor shall fill the same by appointment, for the unexpired term.

State Commissioner.

SEC. 48. Before entering upon the discharge of his official duties, the said commissioner shall give bond, in the penal sum of ten thousand dollars, to the State of Ohio, with two or more sureties, to the acceptance of the secretary of State, conditioned that he will truly account for and apply all moneys or other property which may come into his hands in his official capacity, for the use and benefit of common schools, and that he will faithfully perform the duties enjoined upon him according to law; and he shall also take and subscribe an oath or affirmation to support the constitution of the United States and of the State of Ohio, and diligently and faithfully to discharge the duties of his office as prescribed by law, which bond, with the certificate of his oath endorsed thereon, shall be filed with the treasurer of state.

SEC. 49. The books and papers of his department shall be kept at the seat of government, where a suitable office shall be furnished by the state, at which he shall give attendance when not absent on public business; and the state librarian shall, in addition to the duties of his office, discharge the duties of secretary to the commissioner of common schools, under his direction.

SEC. 50. It shall be the duty of the commissioner to spend, annually, on an average, at least ten days in each judicial district of the State, superintending and encouraging teachers' institutes, conferring with township boards of education or other school officers, counseling teachers, visiting schools, and delivering lectures on topics calculated to subserve the interests of popular education.

SEC. 51. As soon as the revenues, to be raised as hereinafter provided, for the purpose of furnishing the common schools with libraries and apparatus, will admit, it shall be the duty of the said commissioner, to purchase the same, and

the books and apparatus so purchased shall be distributed through the auditor's office of each county to the board of education in each township, city or incorporated village, according to the enumeration of scholars.

SEC. 52. He shall also exercise such supervision over the educational funds of the state as may be necessary to secure their safety and right application, and distribution according to law. He shall have power to require of county auditors, township boards of education, or other local school officers, clerks and treasurers of townships, county treasurers and clerks, recorders and treasurers of cities and villages, copies of all reports by them required to be made, and all such other information in relation to the funds and condition of schools, and the management thereof, as he may deem important.

SEC. 53. He shall prescribe suitable forms and regulations for making all reports, and conducting all necessary proceedings under this act, and shall cause the same, with such instructions as he shall deem necessary and proper for the organization and government of schools, to be transmitted to the local school officers, who shall be governed in accordance therewith.

SEC. 54. He shall cause as many copies of the laws relating to schools and teachers' institutes, with an appendix of appropriate forms and instructions for carrying into execution all such laws, to be printed in a separate volume, and distributed to each county with the laws, journals and other documents for the use of the school officers therein as often after the first distribution as any change in said laws may be made of sufficient importance in the opinion of the commissioner to require a republication and distribution thereof.

SEC. 55. It shall be the duty of said commissioner of common schools to make an annual report, on or before the twentieth day of January in each and every year, to the General Assembly, when that body shall be in session in any such year; and when not in session in any one year, then the said report shall be made to the governor, who shall cause the same to be published, and shall also communicate a copy thereof to the next General Assembly.

SEC. 56. The state commissioner, in the annual report of his labors and observations, shall present a statement of the condition and amount of all funds and property appropriated to purposes of education; a statement of the number of common schools in the state, the number of scholars attending such schools, their sex, and the branches taught; a statement of the number of private or select schools in the state, so far as the same can be ascertained, and the number of scholars attending such schools, their sex, and the branches taught; a statement of the number of teachers' institutes, and the number of teachers attending them; a statement of the estimates and accounts of the expenditures of the public school funds of every description; a statement of plans for the management and improvement of common schools, and such other information relative to the educational interests of the state as he may think of importance.

SEC. 57. The said commissioner shall be entitled to receive for his services the sum of fifteen hundred dollars annually, payable quarterly, out of the state treasury, on the warrant of the auditor of state.

School Libraries.

SEC. 58. For the purpose of furnishing school libraries and apparatus, to all common schools in the state, and for the further purpose of sustaining and increasing such libraries, and keeping up a supply of school apparatus in the schools, as aforesaid, from time to time, as may be considered necessary, in order to afford equal facilities to the said schools in this respect, as nearly as practicable, there shall hereafter be assessed, collected, and

paid annually, in the same manner as the state and county revenues are assessed, collected and paid on the grand list of property taxable for state purposes, a state tax of one-tenth of one mill on the dollar valuation, to be applied exclusively for the purposes aforesaid, and the attendant expenses, under the direction of the commissioner of common schools. In purchasing the libraries for the common schools, no books of a sectarian or denominational character shall be purchased for said libraries.

SEC. 59. The amount of said tax, when collected, shall be paid over by the county treasurers to the state treasurer, at the time of making their annual settlement, and shall be paid out by that officer, for the purposes aforesaid, upon the warrant of the state auditor.

SEC. 60. It shall be the duty of the county auditor, when the said libraries or apparatus shall be received, to distribute the same to the clerks of the township boards of education, or other local school officers, in their respective counties, having in charge the interests of common schools; and the books and apparatus, so furnished, shall be deemed the property of said several boards, or local school officers, to whom the same may have been delivered, and shall not be subject to execution, sale or alienation, for any cause whatever.

SEC. 61. The local boards of education, or other school officers having charge of common schools, shall be held accountable for the preservation of said libraries and apparatus; and they shall have power to prescribe the time of taking and the periods of returning the books belonging to the libraries, and also to assess and collect the damages which may be done to the books by persons entitled to their use; and also to provide for the safe keeping of the school apparatus.

SEC. 62. It shall be the duty of the local school boards, or other school officers having charge of schools, to appoint the librarians and determine the places where the libraries shall be deposited, selecting such central points as will best accommodate the schools and families of the districts or sub-districts, as hereinbefore provided; and every family in each district or sub-district shall be entitled to the use of one volume at a time from the school library, although no member of such family attends any of the schools of the township; and the library shall be open, under the inspection of the librarian, at stated periods throughout the year, to be prescribed by the board of education, or other proper school officers, without regard to the session of the schools.

SEC. 63. For the purpose of affording the advantages of a free education to all the youth of this state, the state common school fund shall hereafter consist of such sum as will be produced by the annual levy and assessment of two mills upon the dollar valuation, on the grand list of the taxable property of the state; and there is hereby levied and assessed annually, in addition to the revenues required for general purposes, the said two mills upon the dollar valuation, as aforesaid; and the amount so levied and assessed, shall be collected in the same manner as other state taxes, and, when collected, shall be annually distributed to the several counties of the state, in proportion to the enumeration of scholars, and be applied exclusively to the support of common schools.

State School Fund.

SEC. 64. The debts which have heretofore been contracted by any school district for school purposes, shall be provided for by the estimates of the proper school boards created under the provisions of this act.

Miscellaneous Provisions.

SEC. 65. The process in all suits against any township board of education, or other local officers having charge of any of the public schools under the provi-

sions of this act, shall be by summons, and shall be executed by leaving a copy thereof with the clerk or secretary of such board, or other school officers, at least ten days before the return day thereof. And any suit either in favor of or against any such board, or other school officers, shall be prosecuted or defended, as the case may be, by the prosecuting attorney of the proper county, as a part of his official duties.

SEC. 66. The local board of education, or other local officers having charge of schools in any city, township or village, in which common schools have been organized under the act for the better regulation of public schools in cities, towns, &c., or under any special act, shall be, and are hereby authorized, whenever they may deem it expedient, to call a meeting of the qualified voters of any such city, township or village, on giving thirty days' public notice thereof, to determine by vote whether the common schools of such city, township or village, shall be conducted and managed in accordance with the provisions of this act; and if a majority of the voters are found to be in favor of the change, then said local board, or other local school officers, shall thereafter proceed, in accordance with the provisions of this act, until their successors shall be elected and qualified; and such city or village may provide by ordinance for the election or appointment of a board of education, prescribing their number and terms of office; and such board, when so elected or appointed and qualified, shall, together with the clerk or recorder of such city or village, possess the same powers and discharge the same duties, within the limits of their jurisdiction, as local directors and boards of education in townships.

SEC. 67. This act shall not be so construed as to repeal, change, or modify in any respect, the several provisions of the Act for the support and better regulation of common schools in the town of Akron, passed February eighth, one thousand eight hundred and forty-seven, and the acts amendatory thereto; or the Act for the better regulation of public schools in cities, towns, &c., passed February twenty-one, one thousand eight hundred and forty-nine, and the acts amendatory thereto, nor the several acts creating special school districts, or any other special acts in relation to schools, except that it is hereby made the duty of the several boards of education, or other school officers acting under the provisions of any of the acts to which reference has been made in this section, to make similar reports of school statistics annually, as required of school officers by this act; nor shall it be lawful for any county treasurer to pay over any portion of the school fund to any local treasurer, board of education, or other school officers of any city, township or village organized as to schools either under a general or special law, except on the order of the auditor of the proper county; and no such order shall be drawn by the county auditor, unless the local treasurer, clerk, recorder or secretary of such board, or other school officers shall first deposit with said auditor annually, an abstract of the enumeration of scholars and other statistics relative to the schools under their charge, as required by this act, of teachers, local directors, and boards of education in townships.

SEC. 68. The respective township boards of education, and their successors in office, shall have power to take and hold in trust, for the use and benefit of any central or high school, or sub-district school in the township, any grant or devise of land, and any donation or bequest of money or other personal property, to be applied by the board to the maintenance and support of any such school or schools, according to the intention of the grant or donation.

SEC. 69. That An act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed March *Acts Repealed.* *seventh*, one thousand eight hundred and thirty-eight; An act to

amend an act entitled an act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed March sixteenth, one thousand eight hundred and thirty-nine; An act to abolish the office of superintendent of common schools, passed March twenty-third, one thousand eight hundred and forty; An act to amend the act entitled an act for the support and better regulation of common schools, and to create permanently the office of superintendent, of March seventh, one thousand eight hundred and thirty-eight, and the acts amendatory thereto, passed March twenty-ninth, one thousand eight hundred and forty-one; An act to amend the act entitled an act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed March seventh, one thousand eight hundred and forty-two; An act further to amend the act entitled an act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed March eleventh, one thousand eight hundred and forty-three; An act to amend the act entitled an act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed March twelfth, one thousand eight hundred and forty-four; An act to amend the sixth section of an act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed March twelfth, one thousand eight hundred and forty-five; An act to amend the act entitled an act to amend an act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed March twelfth, one thousand eight hundred and forty-five; An act authorizing school directors to establish libraries for the use of common schools, passed February twenty-eighth, one thousand eight hundred and forty-six; An act to amend an act, passed March eleventh, one thousand eight hundred and forty-three, entitled an act further to amend the act entitled an act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed March second, one thousand eight hundred and forty-six; An act to provide for the appointment of county superintendents of common schools, and defining their duties in certain counties therein named, passed February eighth, one thousand eight hundred and forty-seven; An act further to amend the act entitled an act to amend an act entitled an act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed February eighth, one thousand eight hundred and forty-seven; An act to amend an act entitled an act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed March seventh, one thousand eight hundred and thirty-eight, and the acts amendatory thereto, passed February twenty-fourth, one thousand eight hundred and forty-eight; An act to secure the returns of the statistics of common schools, passed January twenty-first, one thousand eight hundred and forty-eight; An act to provide for the establishment of common schools for the education of the children of black and mulatto persons, and to amend the act entitled an act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed March seventh, one thousand eight hundred and thirty-eight, and the acts amendatory thereto, passed February twenty-fourth, one thousand eight hundred and forty-eight; An act to amend the act entitled an act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed March seventh, one thousand eight hundred and thirty-eight, and the acts amendatory thereto, passed February twenty-fourth, one thousand eight hundred and forty-eight; An act to amend the eighteenth section of the school law of

March seventh, one thousand eight hundred and thirty-eight, passed February fourteenth, one thousand eight hundred and forty-eight; An act to authorize the establishment of separate schools for the education of colored children, and for other purposes, passed February tenth, one thousand eight hundred and forty-nine; An act to amend an act, passed February twenty-fourth, one thousand eight hundred and forty-eight, entitled an act to amend the act entitled an act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed March seventh, one thousand eight hundred and thirty-eight, and the acts amendatory thereto, passed March sixth, one thousand eight hundred and forty-nine; An act to amend an act entitled an act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed March twelfth, one thousand eight hundred and forty-nine; An act to amend an act entitled an act for the support and better regulation of common schools, and to create permanently the office of superintendent, passed March seventh, one thousand eight hundred and thirty-eight, and the acts amendatory thereto, passed March twenty-fourth, one thousand eight hundred and forty-nine; An act in relation to school district tax, providing for the annual school district meetings, and requiring maps of school districts, passed March seventh, one thousand eight hundred and fifty; An act for the appointment of a state board of public instruction, passed March twenty-second, one thousand eight hundred and fifty; An act supplementary to the act for the appointment of a state board of public instruction, passed March twenty-third, one thousand eight hundred and fifty; An act providing for school districts, and school district meetings, prescribing the duties of district officers and clerks and treasurers of townships, and increasing the state and county common school funds, passed March twenty-fourth, one thousand eight hundred and fifty-one,— be and the same are hereby repealed; provided that the obligations or liabilities incurred, and rights acquired under the provisions of any of the acts hereby repealed, shall remain, and be in no wise altered or affected, but may be enforced as if this act had not been passed: and the school officers in the several school districts of the State, as now organized, shall hold their respective offices, and perform their respective duties, until the local directors herein provided for, shall have been elected and qualified.

JAMES C. JOHNSON,
Speaker of the House of Representatives.
GEORGE REX,
Speaker of the Senate, pro tempore.

March 14th, 1853.

OFFICE OF THE SECRETARY OF STATE,
Columbus, Ohio, March 14, 1853.

I, William Trevitt, Secretary of State of the State aforesaid, do hereby certify that the foregoing law is truly copied from the original rolls remaining in this office.

WILLIAM TREVITT, *Secretary of State.*

AFTER a much longer delay than was expected, we are able to lay the School Law before our readers. As this edition has been compared with the copy in the office of the Secretary of State, and has the certificate of that officer, it can be relied upon in all cases.

Copies of this number of the Journal will be forwarded, free of postage, for 12 cents in postage stamps. Orders should be addressed to LORIN ANDREWS, Columbus, Ohio.

Annual Report

Of the Secretary of State on the Condition of Common Schools, for the year 1852.

To the General Assembly of the State of Ohio:

Gentlemen: In obedience to the resolution of the House of Representatives of the 28th ult., and in conformity to the provisions of the act passed March 23, 1840, by which the duties of superintendent of common schools were transferred to this department, I respectfully submit the following report:

In pursuance to the above, and deeply impressed with the importance of the interest that the State has in common schools, I have carefully and attentively examined and analyzed the statistical returns made to this office by the auditors of the several counties, together with the interesting, and in many instances, the wisely matured suggestions which accompany their reports.

To some of the above named reports I refer in a subsequent part of this communication; not only for the very important information they contain, but because they testify to the general, and almost unanimous desire of the people, to see this most important interest of the Government simplified, condensed, and rendered as plain and practicable as the wisdom of the General Assembly can devise.

From the uniform tenor of the reports of the county auditors received, it will be found that great imperfections and irregularities arise with regard to statistical matter, from the want of proper information of our present law upon the subject, on the part of the school district officers, who otherwise would cheerfully apply their energies to advance the general interests of schools, and thus add to the improvement and the future happiness and usefulness of the rising generation of the State.

I therefore humbly suggest, that as the New Constitution (Art. VI.) imposes upon the legislature of the State, the duty of fostering, by wise and prudent legislation this great interest, and as it is manifestly the purpose of the present General Assembly to meet fully the public expectation upon the subject, by the adoption of suitable enactments, I would respectfully urge the importance of giving the most extensive circulation to the law when enacted, so that every person interested in

the government of schools, or in their management in any manner, should be put in possession of it, that the important duties and responsibilities under it may be carefully and easily discharged.

I would also recommend that forms for statistics, as well as for all official papers, such as treasurer's bonds, &c., be prepared, and published in connection, and for distribution with the law.

In view of the fact, that the present is an *adjourned* session, and that the school bill now under consideration of the legislature is designed to take the place of our existing school laws, very materially changing the whole system, and which was pretty well matured at the last session of the present legislature, it was thought by a large portion of the county auditors, that no report would be made from this department at this time. This may to a great extent account for the tardiness of the county officers in making their returns, and consequently the late appearance of this report. But, as there appears to be a general concurrence of opinion as to the adoption of a new law, and as the report of my predecessor presented very elaborately and with ability the defects of the present laws, and the want of a new one, I shall not now repeat or dwell upon those recommendations, in this communication. His remarks are as applicable now as they were then.

In a republic like ours, where each man is a constituent part of the government, the common school system is wisely adapted to secure that equality which acknowledges no preëminence but that of intellectual attainments and integrity of character, and which secures the blessings of a free government more certainly and better than standing armies or expensive navies.

It is not now a utopian idea to contemplate the time when the means of intellectual culture will be so diffused through society, that the humblest child of poverty may receive the advantage of a thorough and perfect education, and when every one, however lowly his lot, may aspire to the highest honors of State, equally with the most favored votary of wealth.

Inasmuch as our entire population, or the greater part of them, are destined to receive a portion of their education in the common schools, and very probably nine-tenths of them the whole of it, the school system should be conducted on a broad and comprehensive basis, and the elevation of the standard of instruction therein, should be ever kept steadily in view.

There is a general concession on all hands, that our present school laws are poorly calculated to meet the high expectation of the people.

They are ill digested, inefficient, satisfactory to no one, scattered among the rubbish of years, requiring an amount of patience and industry to find them out, which is rarely to be met with.

So complicated are the laws, and so difficult to be understood, that this department has been in the almost daily receipt of letters of inquiry, as to the true construction of them; and usually, the inquiries are made at this office after a conflict of opinion among learned members of the legal profession.

For the purpose of obviating such difficulties, and making the duty of all parties interested clear and easily understood, there is a wish universally expressed, that upon the adoption of a new school law, those now in existence be entirely repealed, except so far as to rights acquired, or liabilities incurred under them.

I have before observed, that it was not my intention to discuss the details of a new school law in the present communication; but there is one subject, suggested by the experience of my professional life, to which duty imperiously demands me to call the attention of the General Assembly, namely: the health and physical development of the children or youth of the State, who are educated under her laws.

I allude to the construction, and especially to the location of school-houses. I would humbly propose that some legislative provision should be made, by which the future erection of school-houses should be regulated, so as to contribute to the preservation of *health* as well as to the convenience of pupils and teachers.

In this comparatively young and growing State, a great number of buildings for educational purposes are constantly in the progress of erection. Hence the importance of adopting at once, such means in regard to the subject, as will secure in future:

1st. A suitable location, an elevated or dry spot, at sufficient distance from malarial districts, from all stagnant waters, or other places that evolve contaminated air, or offensive gases.

2d. The buildings should be constructed after the most improved models: I therefore respectfully suggest the propriety of adopting measures for placing within the reach of every school district suitable plans for school-houses, and the means of acquiring a knowledge of school architecture. And in this connection I beg to refer to a recent work upon this subject, by Henry Barnard, Esq., and I most respectfully recommend the printing of an abridgment of the same, for circulation with the law which may be passed upon this subject during the present session, with the hope that a copy thereof may find its way *to the hands of every board* of school directors of the State.

3d. Ample room should be provided, as a site for the school-house, and the necessary appendages, together with a sufficient space for play grounds, to secure a suitable area for exercise, as well as a free circulation of air.

4th. School-houses should not be too contracted in size; and great care should be taken that they are properly warmed and ventilated.

These are most important considerations; considerations with which the health and vigor of the constitutions of the rising generation are intimately connected. Upon them depend the purity of the atmosphere, the healthy and vigorous, or the sickly and feeble condition of those who are subjected to scholastic discipline.

If a large number of children are crowded into a small space, and an ill-ventilated room, where the air has become poisonous by the process of breathing, by the deterioration caused by matter constantly evolved from the lungs and from the surface of the body; the consequences cannot fail to be destructive to the physical development of its inmates.

The fact is well known to scientific men, that the air we breathe contains a small portion of carbonic acid gas; which, when inhaled by itself, is a deadly poison; and it is as well known, that a portion of the air expelled from the lungs is nothing but this poison; and there are also many other sources of generating it, and vitiating the air in crowded and badly ventilated rooms. Calculations based on scientific researches prove, that the atmosphere of a crowded room becomes unfit for respiration in a very short space of time, just in proportion to the number, space, and means of ventilation.

The country expects us to provide her with a race of men possessed of vigorous minds in healthy bodies. On us she makes the requisition. If we fail to honor her draft, our credit must suffer. If by our acts, either of omission or of commission, we entail upon the State a degenerate race, either mentally or physically, we are answerable. A vigorous condition of mind cannot be expected where a poisonous atmosphere has destroyed the health and energy of the body.

Free Union Schools.—From the volume sent to this department entitled "The Ohio Journal of Education," and to which I take pleasure in referring as a periodical of justly acquired merit, I select, as one among many others, the statistical fact which commends this system seriously to the attention of the legislature. It is this:

"That in the five 'Free Union Schools,' of Toledo, Portsmouth, Sandusky City, Canton and Massillon, with a population of 20,156,

the cost of tuition was $16,252, while in the unclassified schools of Springfield, Mansfield, Mount Vernon, Steubenville and Wooster, the population being 20,216, (only sixty more,) the expense of tuition was $25,120, making a difference of eight thousand eight hundred and sixty-eight dollars, in favor of the 'Free Union System,' over that of the unclassified schools."

To the reports of these "Union Schools," which accompany this communication, I respectfully refer; and would also call attention to statistical table marked A, for which I am indebted to the politeness of Lorin Andrews, Esq., of this city, who prepared it with great care for "The Ohio Journal of Education;" and to table marked B, prepared by the same gentleman, entitled "Statistics of Teachers' Institutes," which constitute another link in the great and important chain of education. They consist in procuring for any county which may require it, "the assistance of teachers of ability and experience, who are required to visit such counties, and to give a course of instruction for one week to the teachers of the county, provided the county examiners, teachers themselves, and the friends of education, should coöperate in the measures proposed; and a reference to the reports of such Institutes will fully explain the purport and object of them, and of their intimate connection with the "Free Union School System;" and I would also particularly refer to the reports from the Auditor of Licking for interesting statistical matter on "Union Schools," and to that of Paulding for valuable suggestions, and to that of Pike for defects in the common school system, and to all for appropriate and interesting matter.

After the recommendations of many successive years from this department, in favor of a liberal provision for the support of common schools, and especially after the passage, through one branch of the General Assembly, of a bill upon the subject, based upon those suggestions of enlightened statesmanship, I deem it a work of supererogation for me to add my testimony in its favor.

That the public mind is prepared, and that the people will sustain, a liberal system of public instruction, I do not entertain the least doubt. For whatever may be the burdens of our Government, all admit the necessity, and acquiesce in the wisdom, of the expenditure of enormous sums upon the maintenance of a criminal jurisprudence, for the support of prisons and jails, and their formidable train of attendant expenses, in all the States of the Union.

If this be true, none can doubt but the people will more cheerfully contribute their means for the support of a system of education, the

effects of which, we may hope, will, to a great extent, dispense with the necessity of these expensive appendages of Government, by supplanting idleness, the parent of vice, with industry, virtue and morality; a system that will prepare for the country a race worthy of the high destiny of maintaining the dignity, the honor and the sovereignty of our noble State.

Respectfully submitted,

WILLIAM TREVITT, *Sec'y of State.*

STATISTICS for 1852, *showing the totals of each subject reported as far as they have been returned to this office.*

The whole number of youth	838,669
Common School Fund	$200,000 00 0
Special School Fund	109,474 92 9
Grand Total	$309,474 92 9
Number of whole Districts	8,597
Number of fractional Districts	1,285
Number of Common Schools	9,916
Number of Male Teachers	7,272
Number of Female Teachers	5,292
Number of Male scholars enrolled	240,152
Number of Female " "	197,560
Number of Male scholars in daily average attendance	144,982
Number of Female " " " "	121,285
Am't of wages paid Male Teachers from public fund	$181,379 73 0
" " " Female " " "	150,316 29 2
" " " Males from other sources	417,807 62 0
" " " Females " "	22,642 05 7
Number of months taught, Males	11,808
" " " Females	13,954
Number of School Houses built	171
Cost of Building	$61,837 41 0
Amount of building funds raised	58,299 11 0
" tax on Duplicate	309,738 76 9
Interest on proceeds of Section 16	89,605 51 0
Rent of Section 16	3,949 85 4
Virginia Military Fund	2,268 23 4
United States Military	9,661 25 9
Connecticut Western Reserve	7,880 05 3
Other sources	14,387 34 9
State Fund	94,748 52 8

THE

Ohio Journal of Education.

COLUMBUS, APRIL, 1853.

To the Friends of Common Schools in Ohio.

CITIZENS of Ohio, who have confidence and hope in the capacity of the common school system to make our country more prosperous and our people more happy, will rejoice that a school law, so wise and liberal, has found favor, at last, with the legislators of the State. But let it be remembered, friends, that what has been gained is the result of much hard labor and personal sacrifice, not only on the part of school friends, during the recent sessions of the Legislature, but also of disinterested private citizens, for many years past; and that the advantages now proffered to the people, can only fully be realized by the continued exertions of the friends of liberal measures.

Allow us, therefore, to invite your early attention to the *proper administration* of the new school law, as a matter of the very first importance to its success and permanence.

Within a few days it will be necessary to choose the local directors and boards of education for all the country districts of the State; and it should be well understood, that the *first election* under the law will, to a great extent, determine its success and favor with the people. If the *best men*—men who are true friends of the law *and of progress*—shall be chosen at the outset to constitute the local boards and the township boards of education, it is scarcely to be doubted, that, with the aid of the increased State school fund, an excellent school organization can be adopted in every township in Ohio, within a very brief period. On the other hand, the election of men indifferent to the success, or opposed to the liberality of the law, would, of course, thwart all of its aims at improvement.

By the abolition of a fee for a teacher's certificate, and the inconvenience, if not impracticability and illegality of private examinations, it is hoped that teachers of better qualifications only can find employment.

Within a few months it will devolve upon the people of the State to elect an officer especially entrusted with the duty of guarding and promoting the great interests of popular education in our State. It is scarcely to be questioned, that the best talents and the best virtues which the country can furnish, will find ample scope for active exercise in the duties assigned to the State Commissioner of Common Schools. It becomes, therefore, a matter of the gravest importance, that the selection of this officer should be made with reference singly to his ability to meet the responsibilities of this station. No greater calamity could well, at this period in our educational history, occur to our common school interests, than to suffer partizan animosities and prejudices to govern the people in the selection of the man to preside over these sacred interests. It is greatly to be regretted that the provision in the original bill should have been so changed as to afford even a poor excuse for selecting this officer from party ranks.

In view, therefore, of the interests involved, and of the manifest impropriety of making any man's political opinions a basis for preference and nomination, we whose names are appended below, practical teachers, and members of the different political parties of the State, would most respectfully and most cordially present, for the suffrages of all political parties, the name of our highly esteemed fellow-laborer and fellow-citizen, LORIN ANDREWS, as every way worthy of the confidence of every good citizen of Ohio, for our first State Commissioner of Common Schools.

Mr. Andrews is a scholar. He pursued his collegiate course at Kenyon College, where he afterwards received the degree of A. M.

Mr. Andrews has been many years a practical and successful teacher, a consideration of no trifling importance to one who shall direct the educational interests of the State.

Mr. Andrews has pursued the course of study required in the legal profession, and has for some years held a license to practice law in our State.

Mr. Andrews has been almost continually engaged, for the last five years, in labors for the cause of general education in Ohio, and, for a considerable portion of the time, at much personal sacrifice. These considerations alone, we think entitled to great weight, in comparison with whoever may now suddenly espouse this cause, in view of the honors or the patronage to be dispensed.

But, *five years' experience* we believe worth to the State more than the salary of an inexperienced man for *ten years*. Plans that are

practical, can be adopted without loss of time or money to the State. Wants that are now felt are now well understood, and the agencies to meet those wants can be most promptly provided by a man of the requisite experience.

Mr. Andrews' capacity as a *business man* is such, as everywhere to command public confidence, where he is known.

Lastly, Mr. Andrews' integrity and honor as a man are above reproach or suspicion. A clear head, a good heart, and a wide range of active sympathies, are to be added to the qualifications before enumerated.

We therefore commend him to the confidence and suffrages of all classes of our fellow-citizens, and most respectfully and earnestly request the political papers of our State, *of all parties*, to publish this circular, and then to place the name of LORIN ANDREWS in a proper place as a suitable candidate for *all parties* to support for the office of *State Commissioner of Common Schools.*

M. F. COWDERY, Sup't of the Pub. Schools of Sandusky City.
A. D. LORD, " " Columbus.
JOHN LYNCH, " " Circleville.
H. S. MARTIN, " " Newark.

[For additional signatures, see Editor's Portfolio.]

State Reform School.

Remarks of HON. H. RICE *of the Senate, on the Bill providing for the establishment of a State Reform School for juvenile offenders.*

MR. PRESIDENT: It is not my intention, sir, to discuss at length the subject of prison discipline. The principal object I have in view at this time, is to call the attention of the Senate to the provisions of this bill, and to the importance of modifying our Penitentiary system in reference to juvenile offenders.

The leading object of punishment should be the reformation of the offender. The age and capacity of the accused should be taken into consideration in the administration of criminal justice. There is much more hope of reforming the juvenile convict than the hardened villain who has grown gray in the commission of crime.

The fact cannot be disguised, I am sorry to say, that there has been within the last few years an alarming increase of crime in this State, especially among the juvenile portion of the community. At the pres-

ent fearful rate of increase, the State will soon be under the necessity of establishing one or more additional Penitentiaries. Though crime may be expected to increase with population, yet the alarming evil to which I allude can not, as it seems to me, be satisfactorily accounted for on this principle. What then is the cause? Is there not something defective, something radically wrong in our legislation, or in our system of juvenile education? Or is it true that there are characteristics peculiar to this boasted age of progress—this money-loving age—incompatible with the stern morality of our early history as a State? Whatever may be attributed to the influence of moral or other causes, much may be traced to the defects in our present system of prison discipline.

There are, at this time, at least 515 convicts in the Penitentiary, one-fifth of whom are minors. The whole number of minors sent to the Penitentiary in the last twenty years, is 528; in the last ten years 281; in the last five years, 177; and in the last year 44. From forty to fifty minors are committed to the Penitentiary yearly. In some instances, young lads from ten to fifteen years of age have been sentenced—or rather sent to this high school of vice and crime, to complete their education under the instruction and debasing influences of old and accomplished masters in iniquity.

Ought a system so inconsistent with every reasonable hope of reforming the juvenile delinquent, to be continued in this enlightened age? I think not. It is the object of this bill, sir, to afford a remedy; to *reform* as well as to *punish*, by placing all minors convicted of Penitentiary offences, in a separate institution — a Reform School — with a view to train them to industrious habits in some of the mechanic arts, in agriculture, or in some other useful occupation, combined with a suitable course of mental cultivation and moral instruction.

The bill provides for the acquisition, by donation or purchase, of not less than one hundred and fifty, nor more than three hundred acres of land, at some convenient point in the State, and for the erection of suitable buildings at a cost not to exceed thirty thousand dollars. It also provides for the appointment of Trustees, a Superintendent, and the requisite number of teachers and assistants, and for the transfer of the juvenile convicts now in the Penitentiary. The object of the bill, therefore, is of an important character, both in a moral and social point of view. If the Senate, however, should deem it advisable to postpone its further consideration until the next session, I trust its passage, or the passage of a similar bill, will then be effected.

[The bill was postponed till the next session of the Legislature.—ED.]

PROFESSIONAL.

The Eye and the Ear in Elementary Instruction.

No. II.

We have spoken of the part performed by the eye in the acquisition of a knowledge of orthography, and in the application of that knowledge. We have seen that the superiority of the method by writing over the oral—a superiority admitted by all—arises from the fact that in the former, the eye, which is to be the judge in all actual spelling, in distinction from that which is merely recitative, is continually appealed to; while in the latter, the appeal is made to the ear. The principle may be extended to punctuation. How many candidates for a Teacher's certificate will write a sentence, or a number of sentences, dictated to them, and make neither comma nor period, colon or dash, from the beginning to the end. And when their attention is directed to the omission, they will say with great simplicity, that they did not know as you wished the pauses put in. As if the sentence were a sentence without them, any more than a number of words articulated, without any inflections, would constitute a spoken sentence. They could define all the punctuation marks, and tell the pupil how many he must stop to count in each case—a most miserably artificial mode of explaining the object and use of pauses—but evidently they have no knowledge of them as constituent elements of written language.

Let us now examine the method of teaching to read, and ascertain which needs special attention in this department of instruction, the eye or the ear. As has been already stated, the question should not be, which of a number of modes has an individual teacher found to be most successful in his own experience, but what mode can be shown to be best adapted to the attainment of the end. A particular teacher has been more successful with one than with another, perhaps, because he understands it better; or it may be because he likes it better, and so, unwittingly perhaps, he gives it a fairer trial. The question should be decided according to some principle. That method will in the end be the most successful which can be supported by the best reasons. We shall never make progress if each teacher's individual experience is to decide every question.

There are two kinds of reading, the silent and the audible. By the first we gain information from the printed page: by the second, we

manner. For example, suppose the lesson to be upon Ohio: I should direct each member of the class to copy the outlines of the State from his atlas, and repeat the process until he was able to execute an accurate drawing of the map, independent of the atlas. At the recitation, I might proceed in this manner: the first scholar steps to the board and traces simply the outlines of the State—the perimeter, if you please. This is criticised by the class. One perhaps remarks that its length is too great for its width: another, that the Ohio river should have a greater bend to the south in a particular place. Alterations are made agreeably to these suggestions, if truth should be found to warrant them, when another pupil is called upon to introduce the rivers. This done, criticisms are invited as before. A third is now requested to locate the principal cities and towns. Here a lively discussion would be likely to spring up respecting the relative distance between them, and their direction from each other. It is finally settled, perhaps, that two or three changes should be made. One, we will suppose, is that the capital should be removed from the centre of the State to a little distance south of it, and that Sandusky City should occupy a place on Lake Erie midway between the east and west lines of the State. The principal railroads and canals are now traced, and criticisms made upon these.

I presume you would sometimes think it best to send the whole class to the board at once, and require each to sketch the map for himself. This would be very well. The same opportunities for criticism might be given, and perhaps they would be equally profitable and interesting. I once saw all the States in the Union drawn upon the board in less than five minutes' time, by a large class of pupils who had been trained in the manner described.

You will find that there is a great difference in scholars in regard to their conceptions of locality and form. Some, for example, in drawing a map of Pennsylvania, will make it three times as long as it is wide, while others will draw it nearly square. They would not notice, in locating the towns in Ohio, whether Zanesville is situated directly east of Chillicothe, or directly east of Columbus; nor observe whether Dayton is on a direct line between Cincinnati and the Capital, or considerably west of such a line. Hence you should often call the attention of your pupils to these particulars. Lead them to notice the fact that the State of Pennsylvania is about twice as long as it is wide; that Springfield, Columbus and Zanesville have nearly the same latitude; and that a line through the State, east and west, is divided by them into four equal

parts. This is not strictly true. Your pupils would notice the discrepancies in five minutes and point them out. In drawing their maps, they could vary these points a little as the truth of the case demanded. Again, call their attention to the situation of Portsmouth and Chillicothe in respect to Columbus. They would discover, in a moment, that Portsmouth is located on the Ohio river directly south of Columbus, and that Chillicothe is half way between them. In a little time, your pupils would very readily see these relations for themselves, and would need no assistance or direction in the matter.

Allow me to say one word here in regard to drawing generally. You have doubtless noticed that your young pupils are very fond of making pictures. Perhaps you discourage the practice, and even go so far as to forbid it, for in this you would only be acting as most teachers do. Now I should advise you not only to permit your pupils to draw houses, dogs, ships, etc., but to furnish them with facilities for doing so, and encourage them in it. The art of drawing should be taught in all of our public schools, and ere long it will be, and teachers will be obliged to qualify themselves for teaching it. But I have no time now to enlarge.

Thine truly, A. F.

CLEVELAND, April, 1853.

True Education Threefold.

No. III.

INTELLECTUAL EDUCATION.

SINCE the cultivation of the *intellect* is regarded by almost all as the chief, if not the only, duty of the teacher, it may seem, at first thought, that this branch of my subject calls for no remark. But a little reflection will convince the thoughtful observer, that although teachers generally confine their efforts to intellectual, to the almost entire neglect of physical and moral education, few, very few, comparatively, seem to take a comprehensive and scientific view of even *this* branch of true education. Most teachers are content to plod along in the path which *their* teachers trod, to teach their pupils as they themselves were taught to read, to spell, to write, to solve the various arithmetical, algebraic and geometric problems which their text books chance to contain, to repeat verbatim the rules of Grammar, and parse select examples by a prescribed formula; and doing all this, good in its place, as an *end* rather than as a *means* to an end.

Few seem to think anything of the object of the usual exercises of the school room, beyond the mere learning of what the text book contains, the storing of the mind with facts and principles; few have, at best, any other than a very vague and general conception of the object of these exercises, the development of mind. To most, this is a mystery which they never attempted to solve; and this mysterious work is accomplished, in some way, by a continued repetition of the daily routine of school duties, they know not, they care not *how*. But what is the surest, safest and best mode, the mode liable to the least objections —are questions which they never cared to consider. The filling up of the requisite number of hours of instruction on their part, and the learning of the lessons assigned on the part of their pupils, are, to them, a satisfactory completion of the day's duties. But this is not true education, nor is such a teacher a true educator.

The child, like a rude block from the quarry, possesses, in a latent state, it is true, the elements of beauty almost divine; and the true teacher is the skilful artist, whose delightful task it is, *educare*, to draw out, to develop those elements of intellectual and moral beauty and strength, to give to each faculty of the mind its due culture, to make that heaven-born intellect stand forth in matchless symmetry, as near as may be the image of its Creator; in short, to make it just what God designed it to be here, and fit it to enter and reap the boundless fields of knowledge reserved for it hereafter. To do this, the teacher must be intimately acquainted with the science of mind. The philosophy of intellect should be his daily study. All he does, every task imposed, every duty assigned, every exercise of his school room should have a definite object, should be designed and wisely adapted to the development, the strengthening, or in some way improving of some faculty of the mind, and *he should know which* faculty. Nor is this all: he should know what faculties, of each individual pupil, have been most neglected, and consequently most need his attention, and so order all his exercises as to give to each pupil, so far as possible, just that kind of mental discipline which he most needs. He should therefore know and recognize the distinction as well as the relation existing between intellectual states of external and those of internal origin, the distinction between sensation, perception and conception, between abstraction and attention, between suggestion and consciousness, association and memory, reasoning and imagination, and between the regular and the irregular, the sane and the insane action of all these faculties.

As the sculptor first forms a model, as near as may be a perfect transcript of his own ideal, and then, chisel in hand, prosecutes his task for months and years together, never once losing sight of his model, nor of his more perfect ideal; so should the teacher have before him, as a model, a perfectly developed intellect, with all its faculties and powers fully and symmetrically formed; then he should assign every task, order each exercise, conduct each recitation, occupy the time of each pupil, temper all his lectures and his oral instructions, and order his whole deportment with a view to perfect, as far as human instrumentality can, the full development of the god-like intellect committed to his care. Thus, and thus only, can he fulfill his high and holy mission, and merit the plaudit, "*Well done, good and faithful servant.*"

S. N. S.

GRANVILLE EP. FEM. SEM.

For the Ohio Journal of Education.

Prizes in Schools.

ARE pupils benefited by the offering of prizes in schools? This inquiry is often made, and frequently answered, by the unreflecting, penurious, or ill-paid teacher, in the negative. But let us look at the matter a little.

What is meant by a prize? Do you mean a single reward offered to the best scholar in a school, to the best scholar in a class, to the best scholar in some particular study; or do you mean a reward offered to each scholar who will strive to obtain it? If either of the former is intended, then I answer decidedly, unequivocally, and distinctly, they are not benefited; but if you mean the latter, then I answer as decidedly, unequivocally, and distinctly, they are benefited. There is nothing new in this: it is simply the natural operation of a rule both in nature and art. Reward follows effort every where, and every where effort is made in *hope* and *expectation* of reward. Man makes constant use of this principle in his treatment of his dependents, and, with the deepest reverence I would add, so does God. Effort and reward are, by the very conditions of our nature, necessarily connected. With this fact upon the mind let us go into a school, which, like many about us, has long suffered for the want of faithful, thorough instruction. Here are thirty or forty minds to be operated upon, and perhaps the

season of labor is limited to three or four months. As a most remarkable incident, we will place in the teacher's chair a *well-qualified* and *efficient* incumbent. Shall he drag out his time with a set of restless, yet lazy, unproductive beings, take his money and go his way? or shall he devise some plan to set himself and his pupils in productive motion? No one can doubt that active minds, it may be brilliant ones, are looking to him for direction; but they see no pleasure in the path to which he points. *They* see no *reward*, because the nature of that reward is to them incomprehensible: the way looks dark and difficult: they fear the entrance. He tells them, if they will enter and overcome some of the first obstacles, they will find pleasure. This is not enough: slight efforts they may occasionally make, but they soon fall back into indolence: the uncultivated human mind loves to sleep. He may tell them they should learn their lessons, because it is their duty to do so; because their parents desire it; because the good will love them for it; and because God will be better pleased with them on account of it. A few may be thus influenced, the mass not at all. A degree of mental and moral maturity, not yet attained, is necessary to the just appreciation of such motives. The savage can not know the value of gold until he is brought into circumstances where he sees clearly that gold, properly used, will increase his happiness; nor can the child or youth learn the value of *truth*, in whatever form it is presented to his mind, unless he is brought under circumstances in which he sees clearly that *truth*, properly used, will contribute to *his* happiness.

The question then arises—How shall the teacher induce his pupils to enter upon and pursue the path of mental labor long enough to qualify them to understand, appreciate, and yield to the higher motives for exertion? Shall he offer a prize to that scholar who shall excel in all the branches taught? No. Shall he offer a prize to that scholar who shall excel in any one of the branches taught? No. Shall he offer a prize to the best scholar in each class? No. In either of these methods but few minds can be acted upon, and the effect, even upon these, may be injurious. What shall he do? Is there any way by which he can secure the influence of the connection between effort and reward, causing it to operate upon all alike, and so beckon along the little wayward things, until they arrive at a point in the journey where they can perceive, understand, and enjoy the true reward of study? Yes, verily; but, I foresee, the teacher, being a gentleman, can not stoop to *little* things, even though he might thereby accomplish great ones, and that he will overlook the efficiency of the plan, on account of its simplicity. Well, step down

if you please, sir, and let a *lady* take your place. Done. We proceed. Let the teacher offer, not to one, but to all, some small testimony of approbation, as a reward for successful labor united with correct behavior. Let the periods of trial be short, say two or three weeks, that, if any fail, as they certainly will, in one period, they may have a second, third, or fourth trial. Let these little rewards be spoken of, and understood to be, not prizes, but testimonials of approval. Keep your accounts with them as accurately, and as punctually meet your payments, as if you were negotiating with a bank, and do not quail if you should chance to become debtor to ten, twenty, or even thirty. Be careful that the ragged little fellow at your left is not overlooked. He dare not ask for his dues like the well-dressed child. The *printed* "Rewards of Merit," however gay and flaunty they may be, are not prized by little folks as highly as a hundred other things which an observant teacher can cull from the candy jar, the toy shop, or the bookseller's table. Being thus encouraged to try their powers, it will not be long before they will begin to feel a pleasure in using their minds; and as they proceed, these little incentives by the roadside may gradually be dispensed with, and higher motives be brought to bear upon them.

Let every teacher, male as well as female, ponder upon the following questions:

Which is the most humane course, to adopt the above or some similar method, and thereby rouse, at once, the energies of the forty or fifty scholars in your school, or to lecture them from a stand point entirely above them, and thus allow them to remain stupid and inactive through the whole term of your teaching? Which, think you, will be productive of the greatest good? Remember, also, that if these poor neglected immortals are subjected to the treatment of a succession of teachers who adopt the *non-awakening* system of management, their minds, from disuse, will become so stiff at last, as to be almost incapable of exertion.

M. F. C. WORCESTER.

Socrates as a Teacher.

In the last number of the *Bibliotheca Sacra* is an article on "Socrates as a Teacher," which contains many valuable suggestions in addition to the insight it gives us into the character of this illustrious teacher of antiquity. We make a few extracts:

"There always have been, and probably always will be two sorts of teachers in the world. Those of one sort know everything. Of course they can teach everything, and they can learn nothing. They never make a mistake, and never change their doctrine. If they do, they cannot be convicted of it, and will not be charged with it: they will never acknowledge it, and will never take it back. They are infallible as an Oracle, and immutable as the decrees of Fate. They can inspire like Apollo, and govern like Jove. They magnify, not only themselves, but their office and their school. It is the teacher that makes the scholar, and the school that makes the man; and they are the only teachers, and theirs the only school. Their pupils were made forever when they came under their instruction. * * *

"The other sort of teachers arrogate little to themselves or their office. Wisdom was not born with them and will not die with them. They know but little, and they can teach still less. They claim for themselves no sovereign efficiency—for their office no creative power. Their pupils will be what God has made them and what they make themselves. Teachers are but *guide-posts** to knowledge, and those not infallible. At best, they can only go along with their pupils as *guides*, who know some portions of the way, and can see a little farther in the dark. Of course, they make mistakes, and are happy to correct them. Questions are often asked them which they cannot answer, and they are frank to confess their ignorance. * * *

"It need not be said, which of these two sorts of teachers will be most likely to discover the truth, nor which will be the most acceptable and the most successful in its communication. The sophists, for the most part, belonged to the former of these two classes; Socrates was the model representative of the latter.

"Socrates taught one thing at a time with most unwearied patience and exemplary thoroughness.

"His predecessors seem scarcely to have attained to any such idea as division of labor, or distribution of the sciences. * * * The sophists professed to teach everything in one all-comprehensive art—an art or wisdom which enabled its possessor to comprehend alike, and at once, all kinds of knowledge, and to discourse with equal fluency and conclusiveness, not only on every subject, but on every side of a subject—an art or wisdom which they perfectly understood and could

* This was a favorite illustration of the late Professor Stuart, who was one of the ablest, because one of the most suggestive and impulsive teachers of our age.

infallibly teach to all their pupils in a very limited amount of time. They were, in fact, the prototypes of our modern itinerant lecturers, and patent-right professors, and high pressure steam-engine teachers, who will undertake to put a scholar through a science, as conductors engage to carry a passenger over a road, in so many hours and so many minutes, and each party will give the other a certificate at the end, testifying that the work has been done according to agreement. * *

"The disciples of Socrates learned to believe that the quickest as well as the best method of comprehending the whole of a great truth, or assemblage of truths, is to master them *one by one*, and *little by little*. This was the way in which God taught by his prophets; and we have often thought that the best system of education could not be better expressed than in these words of holy writ: 'Line upon line, precept upon precept, here a little and there a little.' One thing at a time, a little at a lesson, and that dwelt upon till it is thoroughly understood, and *repeated* till it is graven on the memory, or rather brought into the habits of the mind, and incorporated into the very elements of the soul; this is the great secret of successful education. * * *

"Socrates insisted on definite ideas and exact statements; on carrying everything back to its first principle or cause, and reducing all knowledge to a scientific form. For this purpose he resorted continually to explicit definitions, which he required his pupils to express at the outset in the best way they could, and, in the progress of the discussion, to vary the language, to narrow or widen the compass of the definitions, till they answered all the demands of the subject, till they expressed the thing, the whole thing, and nothing but the thing under consideration." * * *

The perfection to which the mathematics and the physical sciences have been carried in our day, affords peculiar facilities and excellent models for the wider application of this part of the Socratic method. It is one of the great advantages attending the introduction of these sciences into our system of academic education, that they tend to promote definiteness of conception, orderly arrangement, and precision in the use of language.

TEACHING AND LEARNING.—*To teach* is one thing; *to learn* is another; and though related to the former act, is entirely distinct from it, and performed by a different agent. *To teach*, is to communicate knowledge—to give instruction: *to learn*, is to acquire knowledge—to be instructed. The teacher gives; the learner receives: the teacher imparts; the learner acquires.—*Mass. Teacher.*

SCIENTIFIC.

Meteorology.

No. I.

In announcing a series of short articles, upon a subject respecting which our text-books on Natural Science are nearly silent, and yet one whose importance both in a scientific and a practical point of view is daily increasing, no apology I presume is necessary. I shall aim to have each article complete in itself, and thus obviate, as far as may be, the objection to a series.

That the reader may have in his mind a general outline of the science, to which to refer the facts and principles which may be given, I will here quote Prof. Brocklesby's definition and classification, as the best for our purpose with which I am acquainted.

"Meteorology is that branch of natural science which treats of the Atmosphere and its phenomena. The subject may be properly divided into *six parts*.

1. The Atmosphere.
2. Aerial Phenomena — comprehending Winds in general, Hurricanes, Tornados, and Water-spouts.
3. Aqueous Phenomena — including Rains, Fogs, Clouds, Dew, Hoar-frost and Snow, and Hail.
4. Electrical Phenomena — comprising Atmospheric Electricity and Thunder-storms.
5. Optical Phenomena — including the Color of the Atmosphere and Clouds, Rainbow, Mirage, Coronas, and Halos.
6. Luminous Phenomena — embracing Meteorites, Shooting Stars and Meteoric Showers, and the Aurora Borealis."

Although it is not my intention to give, in these articles, anything like a complete and connected view of Meteorology, but only such facts and principles as are of especial interest and importance, and at the same time not the most obvious, I can not perhaps do better than mainly to follow the above plan.

PART I.—THE ATMOSPHERE.

1. We may regard the Atmosphere as made up of a vast number of separate columns of air, whose bases, when taken together, cover the surface of the earth, and whose common altitude is at least forty-five

miles. The *weight* of each column is equal to that of a column of mercury having the same base, and an altitude of about thirty inches; i. e. the weight or pressure of the whole atmosphere, is equal to that of a sea of mercury covering the whole earth to the depth of nearly thirty inches, or in other words, it is equal to 5,000,000,000,000 tons.

2. The *Density* or *Specific Gravity* of each of these columns is not uniform throughout its whole length, but rapidly decreases as we ascend. This is due to two causes; or, it may be said, to one cause, viz: — its extreme *elasticity*, influenced by two circumstances; first, the lower portion of the column sustains the pressure of all above it, amounting to fifteen lbs. to every square inch, by which its density is greatly increased; and second, being nearer the center of the earth's attraction, its particles are drawn nearer together by gravity; while the upper portion is almost entirely free from these influences.

3. As a barometer is carried upward, in a balloon or otherwise, it leaves below it a portion, and that the denser portion of the atmosphere, and consequently it indicates a rapid decrease of atmospheric pressure. Near the surface this *decrease is one-tenth of an inch for every eighty-seven feet* in altitude. At a height of 20,000 feet, De Luc found that his barometer sunk from near *thirty* to *twelve* inches, thus indicating that though the air extends at least *forty-five miles* above the earth, and many contend much farther, more than *half* of it is within a little more than *three* miles of the surface.

4. If we take various altitudes, such as will form an increasing *arithmetical series*, the corresponding densities will form a *geometrical progression:* Thus—

Altitudes,	0 ft.	18,000 ft.	36,000 ft.	54,000 ft.	72,000 ft.	90,000 ft.	108,000 ft.
Densities,	1.	.5	.25	.125	.0625	.08125	.015625

5. The Barometer indicates a continual variation in atmospheric pressure at all places, due to, and indicative of changes in the weather, but subject to no known law. These variations are *least* in the region of the equator, where the range of the barometer is only .25 of an inch; and *greatest* between 30° and 60° of latitude, being in England three inches. In seven years' observation at Hudson, O., the greatest range was 1.72 inch; but I find from my Meteorological Journal, that at Granville, O., (lat. 40° 4′,) 3 P. M., Jan. 31, 1851, the barometer stood at 29.83 in., and at 9 P. M., Jan. 23, 1853, it stood at 28.03 in., showing a range of 1.80 in.; and with the proper corrections it would have been at least 1.85 inch.

6. The *Averaye Pressure* of the atmosphere, when all corrections

are made, is nearly the same all over the globe. The *greatest* average pressure for the year is found to be at the equator, and between 75° and 76° of latitude, where, at the level of the sea, it is about 30.043 inches; and least at about 30° of latitude, where it is 29.598 inches.

7. Besides these variations there is also a *daily variation*, which as a general rule is as follows, though subject to frequent interruptions. The barometer usually rises a little from 4 A. M. to 10 A. M., falls a little from 10 A. M. till 4 P. M., rises again from 4 P. M. till 10 P. M., and again falls till 4 A. M. These daily fluctuations are very minute, averaging at the equator .100 in., at this place about .012 in., and disappearing at about 60° of latitude.

8. If one of the supposed columns be heated at any point, the air thus heated expands, thus becoming specifically lighter, and consequently rises, (as a cork in water,) leaving a partial vacuum; which is immediately filled by the flowing in of the colder air of the surrounding columns.

9. The temperature of the atmosphere is due chiefly to the rays of the sun, from which it absorbs *directly* about one-half, the other half being first absorbed by the earth and then radiated to the air. Many causes combine to distribute, very unequally, the heat received from the sun. Among the chief of these may be mentioned the spheroidal figure of the earth, in consequence of which, only a narrow belt receives the *direct* rays of the sun; and the unequal time of exposure to, and exclusion from the influence of the sun, (the length of days and nights varying from 12 hours to 6 months,) the different absorbing power of different portions of the earth's surface, land absorbing much more than water, and darker portions of land more than lighter.

10. The *capacity* of the air for heat, i. e. its ability to render heat insensible, increases as its density decreases; and as the rarified air is condensed, its latent heat again becomes sensible; just as a sponge increases its capacity for moisture as it expands, but when compressed is forced to give out its moisture.

11. Consequently, if from *any* part of the earth's surface we ascend sufficiently far, we shall reach a point at which snow would never melt. This point is called the point of *perpetual congelation;* and a line passing through such points, from the equator towards the poles, is called the *curve of perpetual congelation.*

12. The altitude of this curve, and the average temperature of the surface, both decrease from the equator towards the poles, as will be seen from the following table:

Latitude, and	0°	10°	20°	30°	40°	50°	60°	70°	80°	90°
Temperat., at level of the sea	84.2°	82.6°	87°	71°	62.6°	53.6°	45°	38°	33.6°	32°
Alt. of curve of congelation,	15,207 ft.	14,764 ft.	13,478 ft.	11,484 ft.	9,001 ft.	6,334 ft.	3,818 ft.	1,778 ft.	457 ft.	0 ft.

13. Places in the same latitude differ greatly, from local causes, in their average temperature. The isothermal line which passes through northern Ohio, passes through New York city, lat. about 40° 40′, bears northward till near the coast of Britain it reaches lat. 52° N., then bears rapidly southward, crossing England on the 50th deg. of latitude, bearing north a little; then turning southward through Europe and Asia, crossing the Caspian Sea on the 45th deg., and China at about the 35th deg., approaching our Pacific coast at about 50 deg. N., and bearing southward nearly 10 deg., reënters Ohio.

14. In the vicinity of the equator, heat is distributed quite equally over the whole year. At Bogota, lat. 4° 35′ N., the difference between the hottest and coldest months is 3 deg. The seasons *there*, are not recognizable. In proportion as we go farther from the equator, the seasons differ more in their temperature, so that even at the polar circles the summers are very hot. The difference in *mean* temperature between the hottest and coldest *months* in Mexico, lat. 19° 25′ N., is 14 deg.; at Paris, lat. 48° 50′ N., 48 deg.; and at St. Petersburg, lat. 59° 56′ N., 57 deg.

The following table gives a few of the highest and lowest degrees of temperature observed on the globe, and the greatest range:

	Max.	Min.	Range.		Max.	Min.	Range.
Surinam,	90.1°	70.8°	19.8°	Paris,	101.1°	— 9.3°	110.4°
Pondicherry,	112.3°	71.°	41.3°	Prague,	95.9°	—17.5°	113.4°
Esna (Egypt),	117.3°	——	——	Moscow,	89.6°	—38°	127.6°
Cairo,	104.2°	48.3°	55.9°	Ft. Reliance, (N. A.)		—70°	
Rome,	100.4°	22.1°	78.3°				

15. *Humidity of the Atmosphere.* At all temperatures the air contains moisture or water, the particles of which, so small as to be invisible, are self-sustained in the interstitial spaces of the air; the larger these spaces, or the more rarified the air, the greater is its *capacity for moisture*, and hence heat, as it *expands* the air, *increases*, and cold, as it *contracts*, *decreases the capacity*. But here is a very important fact, which must not be overlooked, viz: That the *capacity for moisture increases in a greater ratio than the temperature;* the latter increasing in an *arithmetical series*, while the former increases in a *geometrical progression;* as will be seen below. A quantity of air at 32 deg., when saturated, contains, of water, 1-160th of its own weight; but for every 27 deg. additional heat, the quantity of water is *doubled*. Thus:

Temperature,	32°	59°	86°	113°
Proportion of Water,	1-160th.	1-80th.	1-40th.	1-20th.

16. The *absolute humidity* is therefore greater in summer and less in winter, greater at midday and less at night, greater in the equatorial regions and less towards the poles. The air resting upon the ocean is always *saturated*, and that resting upon equatorial seas, contains the greatest possible amount of moisture.

17. By *relative humidity* is meant the "dampness of the atmosphere, or its proximity to saturation; a state dependent upon the mutual influence of its *absolute humidity* and its temperature; for a given volume of air may be made to pass from a state of dampness to one of extreme dryness, by merely elevating its temperature, without altering, in the least, the amount of moisture it contains." S. N. S.

GRANVILLE EP. FEMALE SEMINARY.

Notes on the Quincy School, Boston.

THE next morning I visited one of the lower rooms in the building. There was a class of forty boys present, each one occupying a separate desk. The room wore a very pleasant appearance, and seemed to be kept scrupulously clean. It was the time allotted to the recitation in English Grammar, when I came in. The teacher said to his pupils, "Grammar class—stand—forward." At the first word, the scholars simultaneously arose in their seats, and each one folding his arms behind him, and straightening himself up, filed silently around to his position. In a moment the whole class was standing, with heads erect, on a line with the rear wall, and ready for the lesson. The teacher spoke with a full, deliberate voice, so that every person in the room might have heard him distinctly, and the pupils answered in the same deliberate, full tone. I was much pleased with the precise and easily audible voice with which every exercise was conducted. No one was obliged to repeat what was once uttered, nor twist his body around, and prick out his ears, in order to catch a half-smothered utterance.

The recitation was conducted by question and answer. I could distinctly hear pupils in other rooms, at some distance, reciting at the same time, though the doors were all closed and the brick partition walls were quite thick. Teacher and pupil seemed to be impressed with the conviction that a good volume of sound, issuing vigorously from the lungs

three times a day, constituted a very good form of physical exercise, and, aside from the pleasure and satisfaction arising to visitors and trustees therefrom, was something fully worthy to be cultivated for its own sake. How often, on the occasion of some examination or other public performance, have teachers and parents been pained and chagrined, because, in spite of all their pains to hear, the sounds intended for their ears would stop in the pupils' throats. I have often told my scholars that any intelligent audience would be much more indulgent to a downright mistake, if uttered with an energetic tone of voice, than to a perfectly correct recitation in other respects, if given so feebly that none could well hear. Every audience is pleased with life and vigor; and all are much more pleased with it than with any other quality in a recitation. Vigor in a recitation is an earnest of something better than any mere lesson. It is a fair promise of an ability to do much more than learn a lesson; and I am persuaded that the existence of this quality in an examination is the origin of all that secret pleasure visitors feel, on witnessing the performances of a mass of pupils.

On the close of the recitation the order was given, "face—forward," and the class filed, in perfect order, each one to his seat. I saw no tripping of feet, no jostling against each other, nor any thing of the kind.

I then went into another department, called the fourth division. This was a miscellaneous division, composed mostly of Irish boys, who are frequently detained at home to assist their parents, and for a multitude of other reasons. All the pupils in this whole building who are frequently absent from school, or are deficient in intellect and not able to progress as rapidly as their classmates, are transferred to this room, where the exercises are adapted as perfectly to their circumstances as possible.

In the government of the pupils, the teacher was assisted by monitors. One of them sat in a separate desk on the platform, in a position which enabled him to overlook every pupil in the room. He reports all the cases of misconduct not noticed by the teacher. On going out at recess, one monitor stood at the door opening into the hall; another monitor stood at the sink, where the pupils came to drink and wash their hands; and another stood in the yard, to notice all misconduct. If a monitor sees anything in the conduct of a pupil which he considers wrong, he tells the offender to report himself, with his offence, to the teacher.

In the discipline of the school a card is used, on which is recorded

each pupil's absence, tardiness, merits, or lessons, and sent to the parents each week.

I noticed that the floor of the room was perfectly clean. I did not discover a piece of paper, nor any other litter, of the size of my thumb nail. When the teacher observed any dirt, or anything of the kind, near a pupil's desk, he reminded him of it, and the pupil either picked it up with his fingers, or went and obtained a dust-brush and pan, and took it up. If a boy's face is dirty, he is requested to go to the sink and wash it.

The teacher informed me that in summer the schools open at 8 A. M. and continue until 11 A. M., and open at 2 P. M. and continue until 5 P. M. They teach six hours in the summer, but only five hours in the winter. C. K.

Teachers' Associations.

THE question has often been asked, what is the object and utility of Teachers' Associations? Their existence supposes Teachers to be a class of persons similar to other men, possessed of an equal proportion of intellect, and influenced by similar motives. Lawyers have their Associations at each sitting of the Court, when they *all* meet, whether they have business or not. They measure swords, (intellectual), learn from each other, and are benefited. Physicians have their State and County Associations, where they confer, debate, and relate cases, and manner of treatment, and are profited. *Intelligent* Agriculturists have their societies and few are so ignorant as not to know their utility. Mechanics have their Institutes; and those who attend know with how much profit. The object of all these associations is the *improvement* of their members, or those of the same profession. Where these do not exist, but little improvement is expected, and the presumption is, that not an extra amount of science or intelligence exists among the members of that profession or art.

What would the profession think of a law student who would never attend Court, before he was admitted, nor then until he had a cause to defend? What is the reputation of a physician who has not interest enough even to attend the county meetings of the profession; and what class of farmers stay at home, and take no interest in Agricultural Fairs? The same end is obtained by Teachers' Associations for the Teacher, as for men of other professions, in their meetings; and we may justly attribute the lack of advancement among teachers to the fact that so

few have taken any interest in benefiting themselves by such associations. Many are content, if they can only get certificates, (and that is no task), so as to get their pittance of pay, often much more than an equivalent for the real benefit conferred by them upon the children of their employers. Communities are generally ready to pay, or lay out money, when they see that they are to get an equivalent, and their liberality is directly in proportion to the "*quid pro quo.*" So in other interests and so in schools. Why will a man pay one lawyer a large fee, while to another he would pay nothing to defend his cause? Why is one physician employed at a high price, while another would not be had at a small fee?

Why is it that teachers have been harping away at a tune of a beggarly subsistence, of $65 or $75 per quarter—wages not equal to our best mechanics, while other men who labor intellectually, get rich on their fees? The reason is, teachers have made themselves worth no more. Those who have been members of an Association from the first, now have schools worth from 50 to 200 per cent. more than their neighbors, who know enough without; and those same teachers are already offered an advance on their salaries of 25 to 40 per cent., while others who could not afford to take an Educational Journal or spend a day or two in Institutes, can grind away at the same old tune, without any improvement in themselves, in their schools, or in their salaries. But few, who have been engaged in keeping our Common Schools, have ever thought that knowledge was requisite, much less professional skill; while every other business is to be learned, even to making shoes, few parents or teachers have regarded it at all necessary that a teacher should learn *his trade.* Hence, when no other employment can be found more profitable, there are enough ready to take shelter in a school house for a quarter, when patrons and directors are so unwise as to throw away their money and murder the intellect of their children; but these persons see no need of improving themselves, so they have no need of attending Associations or Institutes.

Were directors to ask an applicant, are you a member of a Teachers' Association? or, have you attended an Institute? before they employ him, they would not so often be imposed upon by unworthy teachers. For he who has not interest enough to spend one day each month, to attend Associations, or one week in a year at an Institute, can have but little interest in the case, and will not be likely to *teach* much as it ought to be taught. Were the members to make themselves worth it, there is no doubt but that nearly every district in the State would rather pay them $100 per quarter, than what they now pay. And

those teachers who devote their energies and means to improvement in their profession, will soon be sought for, even at that price; while others, in the more intelligent parts of the community will not find employment.

There is much labor to be performed ere schools and teachers become what they should he. Who can more appropriately engage in it than teachers, and where can they better commence than with thmselves?

J. HURTY.

LEBANON UNION SCHOOL.

School Affairs in Cincinnati.

OUR community is very much agitated, at this time, on the question of Common Schools. The late simultaneous attempt on the part of the Roman Catholics, in every part of the United States, to do what they can to destroy our American system of free education, has met with a bold and hearty rebuke from the press of our city. In Cincinnati, the influence of the Roman Catholics is very strong indeed. Their magnificent cathedral towers up in our midst; and thousands on thousands weekly crowd to it to witness the imposing ceremonies of the Romish ritual. They all act as one body. I am very glad that the agitation of this question has occurred at a time when there is no political question to divide the strength of our citizens at the ballot box; otherwise, Cincinnati and the West might receive a great and lasting injury.

The Roman Catholics of this city have sworn a vow of deadly hate against our system of instruction. They are determined to do all in their power to cripple its energies, and ultimately exterminate it. They hold weekly meetings, which are harrangued by Jesuits and others interested in the movements, in words of the bitterest denunciation. Organizations have been made in every ward in the city for the purpose of concentrating all their energies. The fanaticism of our ignorant Irish and German Catholic population is being excited to the highest pitch, by every appeal to their blind bigotry and religious superstition. They are determined to try their power at the ballot box, and, we are assured, that no effort will be spared on their part to make themselves felt.

From present appearances, however, I think that they will find that

they have been biting a file. The agitation has come on when there is nothing to draw tight the party lines. The coming election in April has little to bring out a strictly party vote. So far as the school question is concerned, both whigs and democrats, it is well understood all over the city, will lay aside their party differences and vote as citizens merely.

Father TAYLOR, of the *Times*, has been flailing these advocates of such a system of education as is practised at Rome, most unmercifully. He has ferreted out the whole secret plot of the conspirators, and has most thoroughly roused the whole community and put them on their guard. Nor have his independent and fearless exertions passed unnoticed. In a few hours, a sum of money was raised sufficient to purchase a $50 silver pitcher, and a $10 gold pencil and pen. These were presented to him with appropriate ceremonies, because he had taken such a noble stand in regard to Common Schools. The friends of free education are looking with much interest and some anxiety for the result of the next election.

SALARIES OF TEACHERS.

A short time since, the body of our teachers made a movement to secure an advance in their yearly salaries. The principal teachers are now receiving $780 per annum; and the first assistants $45 per month. A petition was prepared and sent up to the School Board, stating the wishes of the petitioners and the reasons for presenting themselves.

The profession of teaching in our city is ranked with that of common clerks of the third, fourth and fifth classes, so far as salary is concerned. The price of the necessary articles of living has increased to such a degree within the last two or three years, that, with a family, a principal teacher finds it rather hard to live and lay aside anything for sickness or coming wants. Several of our best teachers have become discouraged. Within about two years, almost every district has changed all its male teachers.

The Board graciously received the petition, and appointed a committee to consider it and report. After considerable examination aud inquiry, the committee reported a scale of salaries for the males and the females. By this scale, the male principals are to receive $1,000 per annum; and the two grades of male assistants $800 and $600, respectively. The Board are now holding the matter under advisement. All are in favor of raising the salaries. C. K.

Editors' Portfolio.

As a part of the history of education in the State, we insert the account of the recent movements of the Catholics in Cincinnati, in regard to public schools. We have no wish to enter into any controversy on this subject. All intelligent Catholics must perceive, at once, that they constitute only one of the religious denominations, all of which our Constitution binds us to tolerate and protect, while it positively prohibits exclusive privileges to any.

The new school law, as published in our last, has reached every paper in the State. With hardly a single exception the press has given it a cordial welcome, and commended it to the confidence and hearty support of the people. The tax required by it (two mills on the dollar) is the same as that levied by the school law of 1838; though, it is true, that sum was afterward diminished by some of the many acts by which the efficiency of the original law was impaired. The power to change the boundaries of districts, entrusted to the township board, is almost precisely the same as that which has been exercised, from time immemorial, by township trustees. Can any one doubt that a township board, constituted according to this law, is far more likely to exercise this power judiciously, than a board of three trustees elected mainly for other purposes?

It now devolves upon the friends of education, upon the people of the State, to see to it that this law goes into effect under favorable auspices, and provide for its successful administration, by selecting proper men for school directors. Lightly as this office is generally regarded, it is of far more importance to the best interests of society than that of a justice of the peace or township trustee.

The office of county school examiner is one of very much greater responsibility than most suppose. It is hoped that the probate judge, by whom the examiners are now to be appointed, will select men with reference solely to their qualifications for the duties of the office; and we venture to suggest, that the interests both of schools and teachers will be promoted by appointing a board of active and intelligent teachers.

So far as we have heard, the opinion of good men of all parties is, that the State Commissioner of Schools should be selected without reference to party preferences. We believe that the teachers of the State, and the active friends of education, are unanimous in desiring that Mr. LORIN ANDREWS should be the People's candidate. His qualifications for the office are known to be such as no other man in the State possesses. He has a wider acquaintance with teachers and the friends of education, with schools and their wants, in nearly every county, than any other man in Ohio has, or ever had. The friends of good schools have expended nearly $3,000 for the purpose of sustaining him in the field he has occupied during the past two years. Can any man in his senses doubt that he has, during this time, acquired an amount of practical experience worth more to the cause of education, to the State, than the salary of the Commissioner for three years? And can we afford to lose this invaluable experience by electing any other? It must require nearly the whole of his term of service for any other man to become as well prepared for the duties, as Mr. ANDREWS would be on entering upon the office.

The following names have been received, to be appended to the Circular commencing on the first page of this number. Many more would be given, could our paper be delayed to hear from other parts of the State:

ANDREW FREESE, Principal of the Public High School, Cleveland,
L. M. OVIATT, " " Prospect Street " "
WM. G. LAWRENCE, " " Champlain " " "
R. F. HUMISTON, " " Rockwell " " "
R. FRY, " " Third Ward " "
E. E. WHITE, " " ——— " "
JAMES P. SMART, Superint'nt " Union School, Xenia,
W. E. PIERCE, " " " " London,
W. L. TIRRILL, " " " " Marion,
J. A. SMITH, Principal of Springfield Female Seminary,
JOHN W. WEAKLY, " " Ohio Conference High School,
W. C. ANDERSON, President of Miami University,
R. H. BISHOP, Prof. of Latin in "
O. N. STODDARD, Prof. of Chem. & Nat. Philosophy in "
MILTON SAYLER, Principal of Prepar. Department in "
CHARLES ELLIOTT, Prof. of Greek in "
A. G. CHAMBERS, Principal of Eng. Department in "
T. A. WYLIE, Prof. of Mathematics in "
JNO. W. SCOTT, Principal of Oxford Female Institute,
JAS. CAMPBELL, Principal of Central High School, Dayton,
JOHN W. HALL, Central High School, "
M. N. WHEATON, Principal S. E. School, "
WM. H. BUTTERFIELD, " N. W. " "
CHAS. ROGERS, " S. W. " "
HARMAN ANDERSON, " N. E. " "
A. GEMEIN, " 1st German School, "
P. DIETZ, " 2d " " "
H. LORENS, Teacher First " " "
A. LAMAN, " S. E. School, "
WM. DENTON, " N. E. " "
A. A. BUTTERFIELD, " N. W. " "
L. BURKE, " S. W. " "
CARL SOCHNER, Music Teacher, "

Correspondence.

DR. LORD:—The Institute just closed has truly been a refreshing season, and will give a fresh impetus to the cause in this region. The ability of the lecturers, and the novelty of the subjects presented, drew together numbers, who, as they said, had resolved to attend no more Institutes. The regular attendance was over 350. This, I think, is the *largest* Institute yet held in the State, and, if we take the unvarying expression of all who were in attendance, the *best*.

JOEL TIFFANY presented the latest form of Mental and Moral Philosophy, as held by the Spiritualists. It was done in a very able manner, and elicited deep interest on the part of the hearers. He likewise gave us a plausible theory of the formation of the Lakes and the lake ridges; (the substance of which was, that the Lakes occupy the place, geographically, of an ancient arm of the sea, and that by successive elevations and faults the several lakes had been formed.)

JESSE MARHAM, of Salem, gave several well-arranged lectures on Geology.

Mr. T. W. HARVEY, of Massillon, awakened a good degree of attention to the subject of Physical Geography. His lectures will do good in that direction.

Mr. PARSONS, of Wellsville, devoted his portion of the time to Orthography, and in a spicy manner drilled the class in the elements of sound, and their application.

Miss B. M. COWLES, of Canton, read an essay entitled "Teaching and Keeping," which, by a resolution, is sent for publication in the Journal. It was received with warm expressions of approval, and is decidedly a racy, practical thing, in its way.

Mr. LORIN ANDREWS was the "lion" of the Institute, and won for himself golden opinions. It can hardly be otherwise than gratifying to Mr. Andrews to witness the good fruit of his earlier efforts in Stark. No other man could have drawn together so large a number of teachers, or exerted perhaps a tithe of the influence for good that Mr. Andrews has exerted in the Institute.

Among many resolutions, the enclosed were adopted unanimously, or rather by acclamation.

Resolved, That the earnest, energetic, and self-sacrificing efforts of Mr. LORIN ANDREWS in the educational cause, merit the gratitude of every citizen of our State.

Resolved, That the office of Commissioner of Common Schools, created by the new school law, should be entirely freed from the influence of sectional bias and political intrigue: that the interests of the free school system demand the services of one thoroughly versed in the details of school matters and educational feeling throughout the State, and that we nominate Mr. LORIN ANDREWS to fill that office, believing that his zeal and extensive acquaintance with teachers and friends of education peculiarly qualify him for performing its onerous duties.

We have sent them for publication to all the papers in this vicinity, and to some at more remote points. Truly yours, A. HOLBROOK, Marlboro', Stark Co.

Notices of Colleges, Schools, etc.

WE copy from the *Springfield Gazette* the following interesting communication from the President of the Ohio University:

"As you are well aware, this University, in former times, has been distinguished for the number and character of its graduates. Its Alumni are found throughout our State and adjoining States, in all the departments of professional life. Some of the most talented men, both of our ministers and statesmen, are found among its graduates. We need only to mention the names of Ewing, Vinton, Ames, Sehon and Trimble. For some years past, however, the College, for some reason not necessary now to mention, has been in a state of decline. The prospects, however, are now much better, and such as to encourage all those who take an interest in our State institutions. The number of Students has already doubled, and is still rapidly increasing. The internal condition of the College is sound and healthy. A more moral and religious company of students never congregated in the halls of a University. The College buildings are ample and commodious: located in the middle of a Campus containing ten acres of ground filled with a choice variety of forest trees, a site surpassed by no other for natural beauty in the State. The library of the College is large and well selected; there are also respectable libraries belonging to the two literary societies connected with the University. Moreover, we have a good and full supply of Philosophical, Chemical, and Astronomical Apparatus; and a Mineralogical and Geological Cabinet, admitted, by those who know, to be equal to, and indeed superior to any

other in the West. Tuition fees are extremely low. Scholarships may be purchased for $15.00, which entitle the owner to tuition in any of the departments for three years—this, as you will perceive, is only $5.00 per year; lower than even common school tuition. And this, too, you will recollect, in a State University. Rooms may be had by young men who may wish to board themselves. Boarding in private families $1.50 per week. The whole expense of acquiring a collegiate education is much lower than in any other institution with which I am acquainted. We would not speak disparagingly of the other institutions of learning, yet we think that our State Universities, Ohio and Miami, have many and decided advantages over those of a merely denominational or sectarian character. They are liberally endowed by the State and they ought, *ceteris paribus*, to be preferred, and efficiently and zealously sustained by the citizens of the State. We rejoice to hear of the prosperity of the Miami University, under the management of its efficient and accomplished President, Dr. ANDERSON. And we hope the time is near when the halls of both the Ohio and Miami Universities will be filled with students, and stand preëminent, as they ought and must do among the Colleges of the State.

"This portion of the State is rapidly improving. The railroads already commenced and projected will work a complete revolution in its industrial prospects. By means of these roads a market will be opened for the almost inexhaustible supplies of iron, coal and salt which abound here. And all this, you will perceive, will contribute to the prosperity of the Ohio University. I would, through you, say to the many young men in your city and adjoining or neighboring counties, with whom I have been associated and acquainted, come on, and we will give you a hearty welcome, and do all in our power to promote your interests."

The following constitute the Faculty of the University:

Rev. S. HOWARD, A. M., President, and Prof. of Mental and Moral Philosophy.
Rev. J. G. BLAIR, A. M., V. President, and Prof. of Nat. Phil., Chem. and Geol.
Rev. AARON WILLIAMS, A. M., Professor of the Latin and Greek Languages.
Rev. ADDISON BALLARD, A. M., Professor of Mathematics.
Rev. JAMES GIVEN, A. M., Principal of the Preparatory Department.

Prof. T. A. WYLIE, late of the University of Indiana, has been elected Professor of Mathematics in Miami University, in place of Prof. T. J. MATTHEWS, recently deceased. Prof. C. HARVEY, late of the University of Prague, has been appointed Instructor in Modern languages. This completes the corps of instructors at Oxford, and the University is said to have more students, and to be possessed of the public confidence more fully than ever before. Rev. J. Y. SCHOOLER, of Fairhaven, has been appointed by the Governor to fill the vacancy in the Board of Trustees.—*Highland News.*

PUBLIC SCHOOLS.—The second annual exhibition of the Marion High School took place in the M. E. Church, on the 16th, 17th, and 18th days of March.

It was out of our power to attend the examinations during the daytime of each day, hence we can say nothing in relation to them, save that from our knowledge of the abilities and faithfulness of the teachers, we are fully satisfied that we were deprived of a highly gratifying recreation. We were much pleased with the evening exercises—they were such as to reflect honor upon Mr. Tirrill, the Principal, and his co-laborers, Mr. Chase, Miss Haft, and Miss Gooding. The exercises were declamation and reading original compositions, with music, by Miss Jameson and her scholars, on the piano, accompanied by the sweet melody of their voices. The compositions were generally well written, and the declamations were delivered in good spirit.—*Marion Eagle.*

The Examinations of the Massillon Union School commenced on Monday of last week, and ended on the Friday following. The exhibitions of the Grammar School and High School were given on Wednesday, Thursday and Friday evenings. We were highly gratified at all we heard and saw during the week. The examinations of the various classes were thorough, and gave evidence of the most gratifying progress on the part of the scholars, and of the skill and competency of the teachers. We cannot, of course, particularize, and must therefore speak of things generally.

We must say that the school contains more good readers than any school that we have ever seen, and we should judge that the system of teaching this branch was highly successful. Every class that we heard examined answered with promptness and correctness and appeared to understand and comprehend the studies it had been pursuing.

But the greatest occasion of the week was the Exhibition. On Wednesday evening the scholars of the Grammar School occupied the attention of visitors and acquitted themselves with honor. The little ladies read their compositions most charmingly, and sang and played with great skill and proficiency. Some pieces of music were exceedingly beautiful and well executed. The boys acted their part well. The declamations were good, and the dialogues were acted with considerable skill, and were very amusing. The evening passed off pleasantly, and all seemed highly pleased.

Thursday evening was occupied by the young ladies of the High School, and, if possible, a greater crowd was present than on the previous evening. The exercises were commenced early and closed before 9 o'clock, which was a most fortunate arrangement. The entire exercises, from the beginning to the close, were highly gratifying; a most agreeable variety prevailed, and no part of the performance was permitted to become monotonous and tedious. The music was most excellent, and we could not but think that Massillon possessed a large share of musical talent, which, when fully developed, will give to our churches most excellent choirs.

The last evening, Friday, was occupied by the young gentlemen of the High School. And although the three days and two evenings previous had been spent in the examination and exhibition of the School, and the hall crowded on all occasions, this evening it was filled, at an early hour, almost to suffocation. It must have been gratifying to the numerous friends of the Union School, to witness the interest and feeling which the hundreds present manifested in the exercises. But to speak of the performances of the young men, we can scarcely command language sufficient to express our admiration. The declamations were delivered in excellent style. In their selections, and in the choice of themes for original orations, there was such a pleasant variety maintained, that every one in the house was interested and entertained. The original orations possessed rare merit, and would have done honor to older and more experienced writers. The exercises were interspersed with vocal and instrumental music. The songs sung were very beautiful, and were executed with a skill and taste highly creditable.

Thus closed one of the most satisfactory and interesting exhibitions ever held in our Union School. The universal sentiment of those who witnessed the examination and exhibitions was one of perfect satisfaction.—*Massillon News, March 24.*

The people of New Lisbon have decided, by a majority of 74, to erect one large Union School House, instead of four or five small ones. A most wise and praiseworthy decision.

Editors' Table.

REPORT OF THE GEOLOGICAL SURVEY OF WISCONSIN, IOWA & MINNESOTA, and incidentally of a portion of Nebraska Territory, made under instructions from the U. S. Treasury Department, by DAVID DALE OWEN, U. S. Geologist. Philadelphia: Printed by Lippincott, Grambo & Co.—This is a large quarto of 638 pages, finely printed, and copiously illustrated with Geological maps, sections, etc. Altogether, it is one of the grandest contributions to science of the day. We sincerely wish it could find its way into the hands of the Teachers in all the larger schools in the State; and we sincerely hope that the Senators and Members of Congress will ever remember TEACHERS in the distribution of all the scientific and statistical publications ordered by Congress. The thanks of the Resident Editor are due to Senator CHASE for a copy of the above, and for other valuable works.

LARDNER'S NATURAL PHILOSOPHY: second course, including Heat, Magnetism, Common Electricity, Voltaic Electricity. Illustrated by upwards of 200 Engravings on wood. Philadelphia: Blanchard & Lea, 1853. A beautifully printed volume of 451 pages; making a most valuable work of reference on the subjects upon which it treats. The third course is to contain Astronomy and Meteorology.

FAMILIAR SCIENCE, or the Scientific Explanation of Common Things. Edited and published by R. E. PETERSON, Member of the Academy of Natural Sciences, Philadelphia. This is one of the best works of reference for the Common School Teacher. It is divided into six parts, the subjects of which are as follows: Heat, Non-Metallic Elements, Metals, Organic Chemistry, Meteorology, Optics, Sound.

SIXTEENTH ANNUAL REPORT of the Board of Education in Massachusetts, with the Sixteenth Report of the Secretary of the Board.—A document of more than 200 pages. The following are the more important statistics it contains: number of towns in the State, 325; No. of Public Schools, 4,056; No. of children between 5 and 15 years of age, 202,880; No. of scholars in the Public Schools in summer, 185,752; in winter, 199,183; average attendance in summer, 136,309; in winter, 152,645; No. of Teachers in summer, males 369, females 3,973 — total 4,342; Teachers in winter, males 2,085, females 2,483 — total 4,568; No. of different persons employed as Teachers during the year, males 2,150, females 4,856 — total 7,006; average wages of Teachers per month, including board, males $37.26, females $15.36; average length of schools, 7 months and 15 days; whole sum expended for Public Schools, $1,036,646; sum raised for each scholar between 5 and 15, $4.54; No. of incorporated Academies returned 71, average No. of scholars in them 4,220, paid for tuition $82,580; No of private schools 749, (decrease from last year 36), estimated average attendance upon them 16,131, estimated amount of tuition paid in them $231,967; total expended on public and private Schools, (exclusive of building and repairs), $1,351,193.89.

The OHIO CULTIVATOR commenced its ninth volume in January last: its appearance is greatly improved, and its circulation, amounting to some ten or eleven thousand, is proof that it is appreciated somewhat as it deserves. Edited by Messrs. BATEHAM and HARRIS and Mrs. J. C. BATEHAM, and published by M. B. Bateham, at $1 per year; four copies, $3.

The OHIO FARMER, a large newspaper devoted to Agriculture, the Mechanic Arts, and General Intelligence, is published weekly, at $2 per year, by THOMAS BROWN, of Cleveland.

Items.

Rev. A. SMYTH, Superintendent of the Public Schools of Toledo, is hereafter to receive $1,000 per annum.

Mr. M. F. COWDERY, Superintendent of the Schools of Sandusky, has recently had his salary increased from $1,000 to $1,200, to which are added perquisites making it worth $1,300.

Mr. S. S. COTTON, Teacher in the High School department of the same Schools now receives $700. The salaries of the Female Teachers have also been increased.

Mr. JOHN A. STALEY, late of Wyandot, has been employed in the Grammar School department of the Union School in Newark.

Mr. WM. STURGES, of Zanesville, has offered $10,000 to commence a Library in the Wesleyan University at Delaware, provided $15,000 can be raised to erect a building for it before the first of June next.

An effort is now in progress to secure a more efficient supervision of the Public Schools in Cleveland.

The Hancock County Institute was attended by some seventy or seventy-five Teachers. The papers of Findlay say that the evening meetings were better attended than ever before on any similar occasion, and that a deeper interest in Public Schools was awakened.

Melancthon was denounced by some one for changing his views on a certain subject. He replied, "Do you think I have been studying assiduously for thirty years without learning anything?"

The Portland Mirror says, that a gentleman has given $2,000 to Bowdoin College to aid indigent young men in getting an education, but no one is to derive any benefit from it who uses either rum or *tobacco*.

There are 57,919 children, over four years of age, in Cincinnati.

By some mistake, the names of the following delegates to the last annual meeting of the State Teachers' Association were omitted in the report published in the February number:

Ashland County.

S. W. Barber,	Rev. J. Robinson,	Miss S. Andrews,	Miss C. J. McClusky,
Peter Beveridge,	Mrs. J. Robinson,	" S. Bushnell,	" H. Wasson.
D. N. Hiffner,	" S. W. Barber,	" Isabella Farr,	
James Lynch,	" W. Wasson,	" — McClusky,	

THE NEW SCHOOL LAW.—Copies of this, in pamphlet form, can be furnished from this office for 4 cents each, prepaid; or at 45 cents per dozen, or $3 per hundred. Orders, enclosing money or stamps, may be addressed—Journal of Education, Columbus, O.

Subscribers will confer a favor, by forwarding us, as far as may be, bills of Ohio banks.

Those who wish to have the direction of the Journal changed, should name explicitly the post office and county to which it has been forwarded, as well as that to which they wish to have it sent.

TEACHERS' INSTITUTES TO BE HELD DURING THE SPRING.

Carroll Co.	at Carrollton,	April 4th,	One week.
Muskingum Co.	at Zanesville,	April 4th,	" "
Montgomery Co.	at Dayton,	April 11th,	" "
Clermont Co.	at ———	April 11th,	" "
Coshocton Co.	at Coshocton,	April 11th,	" "
Jeff. & Harrison,	at ———	April 25th	" "

THE

Ohio Journal of Education.

COLUMBUS, MAY, 1853.

State Commissioner of Common Schools.

OUGHT the man who shall be chosen to fill the office of State Commissioner of Common Schools, to be selected with reference, first, to his political tenets, and next, with reference to his educational qualifications; or, first, with reference to his educational fitness, and lastly, if at all, with reference to his partizan preferences?

We feel some confidence that there is a prevailing sentiment among the people of our State, that there is at least *one* public station that ought not, and by their aid and consent, shall not be forced into the arena of political strife, and that that office is the office of State Commissioner of Common Schools. We feel assured that disinterested, thinking men, every where, will instinctively disapprove, if they do not openly oppose, such an open degradation of this office, and such a paralyzing blow upon the Educational progress of our State. Yet it is quite certain that many men of strong party feelings, are anxious to see this office take its chances upon the agitated waters of political strife, and that many more, who profess to deplore such a calamity, will not make a single effort to prevent it.

It becomes necessary, therefore, to meet this question in some form before the people; and while it would not be consistent with the character for candor and dignity which an Educational Journal should sustain, to notice all the low appeals which may be made to the passions and prejudices of those who have a vote to give, it will still remain an imperative duty for the conductors of such a Journal to speak fearlessly, temperately and firmly upon this subject.

It is our wish, so far as it may be our duty to participate in this

controversy, to state facts, and address fair arguments, only, to considerate men; and we here respectfully, yet earnestly, make the appeal in behalf of the school interests of our State, and in behalf of a profession that we love and honor, and which has so many important interests involved in the issue, that the discussion shall always be upon the *merits*, and the decision given by the people, given upon *its merits only*. Let us have no evasions, no sophistry, no yielding to expediency for a present emergency. Let no friend of schools submit to the foregone conclusion, that the office in question MUST be given up to the contentions of party. Until we are compelled to believe to the contrary, let us regard such an expression as an imputation upon the intelligence, and an outrage upon the common sense of our people.

It is true that a grievous wrong to the best interests of our State has been done by creating this office, and then most mercilessly exposing it, to take its chances for life or death, in a political scramble, and this, too, in the first few months of its existence; yet this, instead of discouraging true school friends, should only stimulate to more vigorous exertion.

Upon the question of selecting the State Commissioner of Common Schools now, and in all future time, from the State, and not from a party, and from the Professional Educationists, instead of from *any other profession*, we commence with the postulate that the interests of the public are uniformly best promoted, where the best general and special previous preparation for public stations has been made. In the executive, legislative and judicial departments of our government, an extended and accurate acquaintance with common and constitutional law, is deemed an essential, if not an indispensable requisite. To this is frequently to be added an acquaintance with the commercial interests and relations of our country, its agricultural and manufacturing interests; together with its history, geography, and topography; as well as information, on similar subjects, respecting other countries.

For an ambassadorship, or a consulship, other attainments are still to be added. A knowledge of the language, literature and history of foreign countries, seems an almost indispensable qualification for such stations. Again, the corps of scientific men in the employ of our government, are supposed to possess still other attainments; and the common sentiment of the world would doubtless concur in the decision, that each and all of the selections made should be with reference to previous preparation for a particular post. The country would suffer a great loss pecuniarily, perhaps an irreparable one in other respects, if all the

necessary preparation for the duties of an office is to be made after the incumbent is chosen. Whatever may be the variations in practice from this theory, we trust that the theory itself will stand approved.

Are the duties of the office of State Commissioner of Common Schools of such a nature as to require either general or special preparation, in order to meet the reasonable expectations of the friends of schools, and the people of our State? The law which creates this office, places the Commissioner at the head of Public Instruction for three years—AT THE HEAD OF PUBLIC INSTRUCTION FOR THREE YEARS!!

Who can fix bounds to the attainments requisite in such an officer? Who can predict what extensive and varied acquirements, may find ample scope for exercise in such an employment? Required to conduct not merely the careful culture and nice development of the powers and faculties of a single child—a work of itself immeasurably more difficult than to govern a state—but expected to direct our whole educational progress; to devise and carry forward plans for the true and faithful culture of some hundreds of thousands of children: it may well be conceded, that the longest life of the most diligent preparation for this especial purpose, would still be insufficient for the perfect completion of such a task.

Besides an extended and accurate acquaintance with all the departments of science now known among men, all the existing methods of instruction, good, medium, worthless, and positively injurious, both in our own and other countries, should be as familiar to him as the planets and constellations to the eye of the practiced astronomer. All those obstacles which ignorance or prejudice are now interposing to the general diffusion of knowledge among men, and the introduction of better methods of instruction, should be as well known to him as the chart of dangerous seas to the experienced navigator. More than all, higher than all, *and rarer than all* other qualifications, our future State Commissioner should possess a *noble and pure ideal* of the sort of culture which is desirable and attainable for every child in the land; united, at the same time, with the ability, energy and prudence, to carry forward such culture for all the children and youth, and, in them, embody his best and purest conceptions.

Is there danger, then, of obtaining *too much* preparation for such duties? Is it reasonable to suppose that *any man* of the best abilities, even, can undertake such labors successfully, if his whole life has been devoted to pursuits foreign to such reflections and duties? And, if *all* the preparation that is desirable can not be found, is not *some* prepara-

tion better than *none*? Will not a few years of study of the exact sciences, united with a few years of actual service in teaching, combined still further with a few years of study and labor in the departments of general public instruction, be quite as likely to qualify a man for this station, as eighteen months' study of Blackstone, Starkey and Chitty, united with five, six, or ten years' experience in defending criminals at one dollar and fifty cents per head?

But allowing, for a moment, that all men stand on an equality, so far as relates to the advantages of previous preparation, we still think the State Commissioner should be selected from the class of public Instructors. If it is the duty of the public to provide as far as possible, either by private liberality or at the common expense, the pecuniary means for the instruction of all children and youth, it is equally a duty to encourage and honor, so far as they may merit it, all classes of public Instructors. How grossly inconsistent would it appear for the corporate authorities of a University to provide buildings, apparatus and a liberal endowment of funds for the support of competent Professors, and, at the same time, to stipulate that no instructor should ever enter upon his duties but upon such terms as would dishonor or disgrace him! How paradoxical would it appear in the State to provide large sums of money for the purposes of public instruction, and yet take good care to express the opinion that all who were to receive this money for their services, were an incompetent and unworthy class of our fellow citizens! And yet, by selecting the highest officer for the department of public Instruction from the ranks of political aspirants, from the legal profession, or from *any other profession*, instead of from the class of educational men, we think a severe sentence of public rebuke is passed upon the public Instructors of the State. No greater indignity could well be offered to them, than for the public to say—Gentlemen of the Colleges and Public Schools, attend faithfully to your duties, go on with the work of elevating your race, *your salaries* shall be secured to you, but the *highest honors* of your calling constitute a portion of the spoils of party. Men who do *party work* MUST be compensated. The *pure principles* of party must be carefully guarded, lest our free system of government be overthrown.

We feel some confidence that a better sense of justice than is contained in the foregoing language, exists among the best men of all political creeds in the State, and that it will be exhibited in the choice of the man who shall fill the office of State Commissioner of Common Schools.

In conclusion, it is respectfully urged that the public interest would be promoted, and the rights of all persons properly regarded, by leaving the nomination of this officer to a convention or college of teachers, embracing all Instructors in collegiate and academic Institutions, as well as Public School Teachers, and, as the present Ohio State Teachers' Association is composed of just this class of persons, that a candidate should be, in some proper manner, designated by this Association at its approaching semi-annual meeting at Dayton.

SANDUSKY, April, 1853. M. F. C.

For the Ohio Journal of Education.

Thorough Rudimental Instruction:

ITS IMPORTANCE, AND THE MEANS OF SECURING IT.

THE foundation of a building has ever been deemed worthy of the most careful attention. Upon it all other parts depend, for their permanency and support. The folly of building upon the sand, and the wisdom of selecting a firm and abiding foundation, are taught alike by revelation and common sense. It matters not that marble columns adorn, or splendid domes surmount, the superstructure; if the foundation is defective, the stability of the edifice is endangered, and its durability and utility greatly diminished.

Nor is it sufficient that the foundation walls rest on a proper basis, and are constructed of proper materials. They must be symmetrical. Though they consist of solid masonry, and are reared on solid rock, as ancient and immovable as the hills; yet, if they lack due proportion, adaptation and symmetry, the edifice erected thereon will be a deformed and tottering fabric, liable to be agitated or overturned by every gale of wind that attacks it.

Rudimental education is the foundation of all after acquisition. It is not merely the stepping-stone to the more difficult and complicated parts of education, but the basis, upon the extent and firmness of which, depend the height and breadth to which the superstructure can safely be extended.

Thorough rudimental instruction embraces three particulars:—first, giving as great an amount and variety of instruction as are necessary to develop the various faculties of mind and body, and enkindling them into activity; second, requiring an exact and complete performance of

tasks assigned, or, in other words, teaching scholars how to study and how to recite; third, making all the explanations, and giving all the illustrations, necessary to a clear and thorough understanding of the various sciences taught.

A strict and faithful observance of the first particular is essential to symmetry of character. Well-balanced minds, vigorous constitutions, and correct motive power, can in no other way be secured. The education of one faculty, or set of faculties, at the expense of another, is always attended with a lamentable obliquity of character, destructive alike of one's own happiness and of his ability to do good to others.

Justly to entitle elementary instruction to the name of thoroughness, it should embrace the first principles of every science and subject, a knowledge and practice of which are essential to man's happiness and usefulness; and hence must necessarily include the rudiments of the three great divisions of education, viz: moral, physical, and intellectual.

A knowledge and practice of the great fundamental principles of morality and virtue, are not only important, but *indispensable* to man's happiness and the well-being of society; and they should be among the first lessons impressed upon the young and susceptible minds of children. It is dangerous to defer the inculcation of these principles until the mind is filled with those which are evil and vicious. Without good morals at the helm, as the prompter and regulator of their actions, strength and vigor of mental and physical faculties could scarcely prove a blessing to them, or to the world.

High in importance stand the knowledge and practice of the laws of our physical being. A great proportion of human suffering and misery is the legitimate result of a violation of nature's laws, the principles of which, if ever revealed to the sufferers, were only made known after incorrect habits had become so firmly seated as to rebel against the dictates of an enlightened understanding; thus rendering their knowledge unavailing, and affording the strongest evidence of the importance of early and thorough rudimental instruction in this important branch of education. But as any one of the three great divisions of education is more than sufficient for one essay, I shall at this time confine myself to that part of the subject which relates to intellectual education.

Instruction in this department, even during the first years of a child's education, should extend beyond mere reading and spelling. It is unphilosophical to suppose that, because the mind of the child is not strong and capable of long-continued exertion, it is therefore unwise and unsafe to exercise it on more than one or two simple subjects. It

is *because* the mind is so weak, yet so active and restless, that a greater *variety* of simple mental exercises is necessary to a healthful and vigorous growth. They should not, it is true, be promiscuously crowded upon the mind in such rapid succession that nothing can be seen but a motley and undistinguishable mass of ideas, but separately, systematically and intelligibly presented. Every new idea suggested by these exercises to an active mind, may, like a little spark, by prudent encouragement be fostered into a steady and healthful flame, from which will forever radiate the richest gems of thought; and instead of enervating the mind, will prove its most prolific source of vigor and strength. But if repressed, as an unhealthful development, it may forever lie dormant; or, if ever reënkindled, it will be at a great loss of its native energy. The truth of this is plainly evinced, by the dullness of those scholars whose early education was neglected; who have barely been taught to read and spell; whose minds have been disturbed by the fewest ideas possible. Though advanced in years, they are easily outstripped by brothers and sisters of half their age; and for the very obvious reason, that the faculties of their minds, once active, were not encouraged, but allowed to fall into a lethargic state, from which it is almost impossible to arouse them. Let me not be understood as recommending a close application to study for little children, or in any way advocating a hot-bed system of education; than which nothing is more destructive of that thoroughness so indispensable to real progress. Children should not be sent to school until they are five or six years old; and then the most of their exercises should be other than those of close study: exercises, nevertheless, important and essential to proper mental culture. But what I would be understood to say is, that, within reasonable limits, the greater the *variety* of mental exercises, equally simple, and each requiring the exercise of different faculties, the more full and symmetrical will be the mental development, and the more vigorous its energies. A hasty or rapid advancement in any of them is not desirable, much less a sudden transition from studies and exercises, simple and easy, to those difficult and abstruse. But it seems to me that simple lessons in drawing, singing, numbering, and in various other things, would improve the taste, promote habits of observation, strengthen the judgment, and accelerate, rather than retard, the progress in other pursuits. Without prescribing a particular course of study necessary to constitute a thorough rudimental education, I will simply say, that it should include so great a number and variety of branches as is necessary to call into exercise all the faculties of the

mind. Many different branches require the exercise of the same faculties; and a knowledge of all their details is not indispensable to thorough mental culture. The great object of mental discipline is to enable one to think accurately, to reason correctly, and to investigate, readily and thoroughly, any subject which may be presented for examination; and any branch which furnishes essential aid in producing this result, is a desirable object of pursuit.

II. An exact and complete performance of tasks assigned, should be required. Unless the pupil perform well his appropriate work, it were in vain that a judicious course of study be prescribed, or fitting tasks assigned. No half-learned lesson should be excused or tolerated. Nothing can be successfully substituted for the mental exertion required in learning it. Accurate and thorough recitations should be as strictly required of the youngest scholar in school, as of the oldest. Practising upon the popular fallacy, that it is inhumane to enforce the requirements made upon *young* scholars, has laid the foundation for many a superficial, as well as willful and disobedient scholar. It is true, their lessons should be adapted to their juvenile capacities, requiring no great mental exertion; but the simple task which it is proper to assign them, should be most scrupulously exacted; and those parents or teachers who allow their commands to be violated with impunity, because "the dear, cunning little things are so young," deserve all the trouble and perplexity which the adoption of such a course necessarily produces in their future management.

In order to secure prompt and thorough recitations, first, make all the exercises of school *uniform* and *systematic*. If the pupil has to *guess* when his lessons will be required, and has reason to believe, from past experience, that the chances for a superficial test of his knowledge are quite as great as for a thorough one, his hope of concealing his ignorance will usually outweigh his ambition or his exertion, and imperfect recitations will be the legitimate result. The lessons assigned should be uniform in length and intricacy. To give a lesson to-day, requiring little or no effort to master it, and to-morrow one so long and perplexing as to preclude the possibility of its being committed or comprehended within the time allotted, is one of the surest means of discouraging a scholar and insuring poor recitations. Order and system should be required of pupils in all their pursuits. Teachers should see not only that each is pursuing his appropriate lesson, but that he does not leave it half finished, to follow the inclinations of fancy, rather than the dictates of wisdom. This fickle-mindedness, or want of systematic

and persevering application, is not confined to scholastic pursuits, but is a most prolific source of failure in business of every kind, and can not be too early or too carefully guarded against.

Second, to secure and to *test* thoroughness, *individual recitations* should be required. Though *concert* recitation may occasionally be adopted with profit, it can never safely supersede separate recitation. If too extensively practiced, it destroys individual independence and exertion. Each class soon learns to lean upon its leader, like a choir upon its chorister. In recitations, scholars should be taught to tell what they know, without having their answers elicited or suggested by the question proposed. This so-called "Inductive" system, so far as it relates to drawing out, or leading to an inference of answers, is properly named; but as it relates to drawing out or expanding the powers of the mind, it might, with greater propriety, be styled *Reductive*. Yet this and similar practices, evincing the same propensity to make the acquisition of knowledge easy, at the expense of thoroughness, are too common. Scholars, under such training, foolishly estimate their progress by the number of pages they have been over, or lessons they have recited, though of the practical application of the subject of their study they have not the most distant conception. Such knowledge is worse than useless; for it is not only of no practical utility, but it is casting the mind in a narrow and circumscribed mould, to do menial service, instead of exerting its rightful kingly power in the unbounded field of thought and originality.

III To secure thorough recitations, timely and appropriate *explanations* and *illustrations* should be given. This brings us to the last, and perhaps most important, particular comprised in thorough rudimental instruction.

A teacher's duties are not made up entirely of unyielding exactions. It is his duty to infuse such an interest into all the exercises of school, as shall elicit and enkindle an ardent *love* and *zeal* for them. If faithful and energetic in the discharge of this duty, coercive measures of any kind will rarely be needed to secure a close application to study. Lessons will be learned cheerfully and well: well, *because* cheerfully. Scholars, ordinarily, dislike only those studies which they do not easily comprehend; and the radiant smile and beaming countenance, that ever welcome any new accession of light upon a difficult subject, are evidences, strong and convincing, that the surest means of awakening in them a love for their studies, is to make them intelligible. Unless an interest is excited and maintained, it is next to impossible to secure

even tolerable recitations, for any great length of time. This can usually be done by making thorough explanations, and giving copious illustrations of the subject of each lesson. And in the performance of this duty will the teacher reveal his true character. If he cheerfully exercise his patience, and tax his ingenuity to devise and present appropriate illustrations to his pupils, his interest in their welfare admits of little question; and if judicious in other respects, his labors will be crowned with success, and meet a rich reward in the growing interest and steady advancement of his pupils.

But why the importance of *thoroughness* in rudimental instruction? First, it is important because succeeding principles can not be comprehended without a thorough knowledge of elementary ones. The ease and facility with which the more difficult and abstruse principles of any science are mastered, always depend upon the character of previous rudimental instruction. If this has been thorough, the pupil soon becomes master of any science which he undertakes; but if superficial, he is compelled blindly to grope his dark and tedious way under the guidance of rules, the principles of which he is entirely unprepared to comprehend. In the former case, he becomes a practical thinker, a dealer in principles, a person capable of looking beyond the beaten track of the particular author he may have studied, and marking out an untraversed course of his own; while in the latter case, he is narrowed down to the circumscribed limits of a few blind and arbitrary rules, and becomes a parrot-like imitator, unoriginal and unthinking. Progress in study, with him, is out of the question; he becomes more and more disheartened at each succeeding step; and if again put back to first principles, he engages in the work with much less ardor and zeal than at first inspired him; and the prospect that he will ever become master of the subject of his study, is very much lessened.

Second, thorough rudimental instruction is important as a precedent or foundation of habits which will attend the learner, in business and in study, through all after life. Even though succeeding principles were not dependent upon rudimental ones, the heedless habits contracted in passing superficially over these rudiments, would disqualify one for close application to any thing else. "Whatever is worth doing at all, is worth doing well," is an important maxim; and if more generally followed, would prevent much of the vexation, disappointment, and failure, which so commonly attend almost every branch of business. And there is no time when the lesson can be so successfully taught, as when no bad habits are to be overcome.

From this imperfect view of the subject, I infer, first, that a thorough rudimental education will be more generally attained under a system of classified schools, with an enlightened board to prescribe the course of study, than under a system of unclassified schools, in which the course of study pursued is usually in accordance with the freak or fancy of the pupil; second, that the duties of those who impart rudimental instruction are no less arduous and responsible than those of the instructors who have charge of pupils at a more advanced stage of their education; and that the proper performance of those duties requires a knowledge and experience no less extensive, and a judgment no less mature, than are required at any other period of their education. The time has fully come for the explosion of the fallacious idea, that cheapness, inexperience and youth, are sufficient qualifications for instructors of the young. How absurd, that the qualification of one who is to mold the character and form the habits of immortal beings, is a matter of trivial importance. If there is one department, in the whole range of scholastic instruction, requiring for its proper management a superior knowledge of human nature, an unshaken firmness of principle, and a complete maturity of judgment, it is the primary department.

TOLEDO, O. A. B. WEST.

PROFESSIONAL.

Letters to a Young Teacher.

No. IX.

DEAR FRIEND: — I propose in this communication to describe to you how I would teach mental arithmetic to young pupils, or rather how I would use it as a means of developing their reasoning faculties, for this would be the chief object I should have in view. When a child apprehends for the first time that two and two make four, or is made clearly to understand any other equally simple mathematical truth, an important step has been taken in his education; the bounds of his reason have been enlarged, and his mind benefited.

While I would recommend arithmetic as an exercise for the youngest pupils in your school, I would by no means think it advisable to urge them forward so fast as to tax their minds severely. Let your lessons

be short and simple, and given in the form of conversational instruction. At first I would confine myself to exercises involving concrete numbers rather than abstract ones. This, I think, is the natural method. Ask a young pupil how much three and two make, added together, and he would not so readily answer as he would if asked how many apples three apples and two apples make added together. Still more promptly would the reply be made, if he could *see* the apples before him. In giving first lessons in numbers, therefore, I should have real objects about me upon which to perform the various operations of addition, subtraction, multiplication and division. Besides the Numerical Frame, which I should regard as almost indispensable, I should provide myself with two or three dozen cubical blocks, a couple of shillings' worth of coppers; and, as "variety is the spice of life," (indeed, it may almost be said to be the very life of children,) I should keep in one box of my drawer beans, and in another smooth pebbles, to be used when my little learners had become tired of seeing the balls slide on the Numerical Frame, and *money* was no object. In the season of fruit, I should lay aside all dull objects for cherries, grapes, apples, etc.

Surrounded by such apparatus as I have now enumerated, I should proceed to teach somewhat after the following manner: "Now, my little pupils"—gathering them about me—"I should like to hear you count. Who can count these blocks?" "I can," "I can," several answer. "Very well, I will hear you try." John steps resolutely forward, and commences the task. He goes on bravely, we will suppose, until he reaches the *teens*, when he gets tangled, and says "*thirteen, sixteen, fourteen*," much to the amusement of those who think they can do better. Several little hands are raised, by way of petition for John's place; but John insists that he is competent to count them, and he is permitted to try again. The second time he succeeds better, and gets through with the task without making more than one or two errors. Others now go through the same operation, with more or less accuracy, and some even count as high as a hundred. This would answer for the first lesson. The next exercise might be conducted, perhaps, as follows: "Here are three grapes in my hand; I have now added two more; how many are there in all?" "Five." "Three grapes and two grapes are how many grapes?" "Five grapes," all answer. "Now, if I eat one of them how many will there be left?" "Four." "One grape from five grapes leaves how many grapes?" "Four grapes." "If I eat two of them how many will there be left?" Some answer this wrong; but by placing them upon the table, and

pushing off two to a little distance, so that the remainder can be *seen*, all answer correctly, "three." "Two grapes, then, from five grapes, leave how many grapes?" "Three grapes."

At another time, perhaps, the Numerical Frame is used, and a similar lesson given upon that. The cubical blocks answer an excellent purpose, especially for adding and subtracting. "Four blocks and two blocks are how many blocks? Two blocks from six blocks leave how many blocks?" These questions are asked while the hand actually performs the operations of adding and subtracting, so that the eye and the ear are addressed at the same time. Here let me say to you, in teaching, whatever may be the subject, always address the eye when you can; for it is the surest and quickest avenue to the mind. Use your black board for this purpose, and learn to use your crayon with skill, so as to *picture* to the mind whenever you think an ocular illustration can be made more available than any other.

Perhaps this will be sufficient to give you an idea of the *manner* in which I would lead my little scholars along in their first steps. What I desire particularly to have you understand is, that the mind must be kept *awake*—the eye must be kept *constantly sparkling*. There can be no successful teaching without this condition. If you have not the ability to secure it, you may seriously question whether you were "cut out" for a teacher. Thine truly, A. F.

True Education Threefold.

No. IV.

MORAL EDUCATION.

THANKS to a correspondent, whose communication on "Moral Character" was published in the March No. of the Journal, little need be said by me on the importance of moral education, or on the propriety and absolute need of moral instruction in schools, public as well as private. No truth can be more evident, than that vice and crime are daily increasing. Do any doubt this, let them consult the daily and weekly press, the records of our criminal courts, and the reports of our penitentiaries, and they will find indubitable evidence of its truth. Indeed, happy is he who has not this evidence in his own town, in his immediate neighborhood, yea, in his own house even. What is the cause of this alarming state of things? and what is the cure? These

to do it most effectually. Study carefully the mental, and especially the moral, peculiarities and eccentricities, the inherited or acquired aberrations or tendencies to evil, as well as the good qualities of your children. Teach them their relations to God and to man—their parents, their teachers, their neighbors, their country, the heathen, the world—with the rights and obligations which grow out of these relations, respectively. Teach them to know, respect, and regard as inviolable, *the rights of others;* to regard their *word* as sacred as an oath, and its violation, *in the least*, as no less than perjury; to look upon dishonesty, deceit and fraud, as upon theft, as *mean* and *sinful*, unworthy a high-minded youth. Inculcate, both by precept and example, piety towards God, and love towards man. Devise means of *exercising* their benevolent affections; cultivate in them, as well as in yourself, *active, systematic benevolence;* give them, if necessary, an opportunity to *earn*, that they may be able to give, systematically, a trifle, at least, for the good of others.*

Parents and fellow-teachers, ours is a most responsible, a high and holy mission. Its duties are arduous; its cares numerous, and sometimes almost distracting; but if faithful, a glorious reward awaits us. Let us labor diligently, perseveringly, prayerfully, to make ourselves, what we would have our pupils be, *thoroughly educated, physically, intellectually, morally.*

S. N. S.

GRANVILLE EP. FEMALE SEMINARY.

For the Ohio Journal of Education.

The School-keeper and the Teacher.

SCHOOL-KEEPING and Teaching are terms often used as synonymous. Analysis, however, will show a vast difference in meaning, notwithstanding their application as one and the same thing. They differ in purpose and pursuit: in work accomplished or proposed to be accomplished. The Teacher and School-keeper are very different personages:

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* I have no happier hour during the month, than that in which each pupil pays into the treasury of our "School Missionary Society" the trifle which she has voluntarily decided to take, for that purpose, each month, from her "pocket money;" nor is any exercise of the month more profitable than the silent teaching of that hour.

the country abounds in the former article, while specimens of the latter are rare. In public and private, democratic and aristocratic schools, "school-keepers" plenty, Teachers few.

A "keeper" is one whose business is to keep articles entrusted to his care; as, for instance, a keeper of a prison is entrusted with the persons of criminals; and for the performance of his duty receives his weekly, monthly, or annual stipend, which is the chief incitement to action. So with him who keeps goods, and vends them; or wares of various descriptions: the object being to keep them ready for barter, as opportunity offers. The school-keeper differs from these in the commodity rather in the office. A Teacher is one who not only has the power of imparting knowledge to others, but the still greater power of developing thought in the one taught; of unfolding the latent power which lies concealed in the breast of every proper human being, and which only needs the training of the "Teacher," together with the stimulus of contact with developed mind, to enable it to compete with highest human power. To do this, is the business and greatest pleasure of the Teacher.

The business of school-keeper is, to enter the school room at a stipulated hour; keep the persons and intellects of those to be kept, in a circumscribed sphere during the day; at night dismiss them and himself from farther thought of the matter, until the next day, when the same routine is passed through, with the same aim, and the same result accomplished. Too often the highest aim is, to get through the time as easily as possible: the highest motive being *pay*, by means of which to step into other business.

The young man who seeks this office, labors honorably through the summer months, but finding his labors less profitable during the winter, seeks the office of school-keeper; not because he likes it, or is fitted for teaching, but for the greater amount of pecuniary profit. He might, during his leisure moments, while engaged in manual labor, have fitted himself to teach, but *keeping*, not *teaching*, was his object. He keeps his time, receives his money: in the spring returns to his occupation, neither himself nor pupils wiser or better than when they commenced.

One finds manual labor too much for his muscles; another, for his nerves; hence seeks relaxation in school-keeping; and another still, has his eye on a profession, and, as a stepping-stone, earns money by school-keeping. He enters upon his profession with suitable feelings of disgust at the necessary compromise of dignity, but with an eye "to the recompense of reward," submits. He enters the school room fresh

from his law, medicine, or theology, large in his own estimation, and, impatient to finish the task of the day, proceeds with the business of "keeping" his charge. At night he returns to his books, or, perchance, to writing poetry for the "pretty girls," who swarm around the "learned master."

With female school-keepers the picture is equally sombre; though, as some justification, it is the only occupation offered to woman, therefore is not a matter of choice, but necessity; for whether fond or averse, fitted or unfitted for the employment, she may take this, or choose between the laborious routine of the kitchen or the more killing business of stitching. It is no wonder so many choose to fill up the interval of time, between coming out a young lady and marriage, with "keeping," rather than either of the above named occupations. A majority of Misses pass through their school days with little or no thought of the future. At the age of fifteen or sixteen at farthest, they feel it quite beneath them to continue at school—are "tired of study" and school; or feel that, having gone nearly through arithmetic, and being able in most cases to distinguish a noun from a verb, there is no farther need of effort. But in very many instances, between this period of leaving school and marriage, there is necessity for the employment of time, and this is the only occupation offered. Then the only obstacle in the way is obtaining a certificate; but as this is seldom an impassable "Rubicon," the successful competitors soon find themselves ensconced in the school room, with perhaps no more fitness for the work than that possessed by the youngest child present. Six hours a day is to be devoted to the "keeping" of school: these gone, the remainder is devoted to any and every thing, rather than what pertains to school. A few hours may be devoted to making up reports, if required; but preparing lessons, or reading with a view to interest or instruct, beyond the ordinary routine, is what there is no time for.

Is there a proposition having for its object mental improvement, there is no time for it; for purchasing books, "can't afford it." Considering the scanty pittance paid to woman, there is some excuse, for in a multitude of instances, there is absolute necessity for employing time on the wardrobe; and after thus supplying the necessities of the physical, little is left for the intellectual; but where "there is a will, there is a way." Making all allowance for absolute necessities, there is fault in the case; for where intellectual culture is really valued, there is time to attend to it: time will be found. Adorning the person is usually first; of the mind second, or entirely out of view. The standard of

intellectual acquirements for women is very low, and female "school-keepers" aim at nothing higher.

Few mechanics or artists would find employ if destitute of implements with which to work, and yet hundreds of "school-keepers" are employed whose libraries might easily be contained in a satchel; yet they never think of expending for such superfluities as books. "Can't afford," is the excuse; but, again, "where there is a will, there is a way." And people who earn money, even though it be by "keeping" at a dollar per week, find way to obtain what they want most, and certainly, if that want corresponds with a necessity. Books, the means by which men and women need to be aided in the business of teaching, are not thought of as essential by "school-keepers," either male or female. The mind as well as the body is most effectually kept within prescribed precincts, and well would it be if as much could be said of the morals. But often here is a development, the influence of which is felt through life, and how far beyond, eternity alone can reveal. In many instances there is continual warfare between the keepers and the kept; the latter yielding to the superior physical force of the former, to the entire sacrifice of all the better feelings of nature on the part of both parties; brute force, exercised without reason, being triumphant.

The motive which actuates the "school-keeper" is the office, for its loaves, scanty as they may be; the work to be accomplished, is stepping from one business to another, or passing through an interval of time and receiving pay.

Not thus with the Teacher. True, there are few, if any, so transcendental as to labor without at least the expectation of requital. Whether labor is expended for the salvation of soul or body, the laborer is considered worthy of his hire. There may be those who teach, as they affirm, for the sole purpose of "doing good;" but these are rare.

Whatever may be the profession, there is generally an eye "to the recompense of reward," but it is not the only or ruling motive with the teacher. The moral and intellectual good of his pupils lies near his heart; and to secure this, he cheerfully labors in season and out of season. This is the work which he aims to accomplish, and for this purpose expends time, money and strength. To a preparation for this work he devotes himself exclusively.

If teaching is imparting knowledge, he first labors to acquire knowledge, that he may have it to impart: not a mere smattering which will push him through an examination, but a thorough knowledge of the sciences; that he may always have a supply of facts and illustrations at command, ready *for use at* every recitation.

Take the common sin of falsehood, a sin not only common among children, but *very* common in *even* nominally Christian communities. The correction of this will call into exercise the most careful, watchful efforts of the Teacher; and "line upon line," "precept upon precept" is required to show the sin itself; for in hundreds of cases the child is taught deception and falsehood by the parents, and by those, too, who bear the name of Christian. To correct this would seem a hopeless task; yet the Teacher will not rest satisfied with any thing short of life itself, if demanded in effort, to correct such a degrading, soul-destroying sin.

The subject of moral training and moral influence of the Teacher, is enough for the study of a life, in place of a few lines here.

The civilized world is sufficiently advanced to demand "school-keepers;" hence every town has its districts, its school houses, and its men appointed to secure the "keepers" of these houses. In a majority of cases, the highest ideal of these men is to secure the person to fill the office of "keeper" who will do it for the least amount of money; though in this particular — indicative of the "good time coming" — there is a change, showing a higher appreciation of those qualities needed. Still there is most woful deficiency, and the present demand is for "Keepers" instead of "Teachers." Not until the market demands a supply of Teachers will it be supplied; and this demand will not be made until "School-keepers" are converted into "Teachers;" therefore, upon them rests the responsibility of creating and supplying the demand.

B. M. COWLES.

CANTON, April, 1853.

SCIENTIFIC.

Meteorology.

No. II.

PART II.—AERIAL PHENOMENA.

18. Air in motion is called wind; and winds may be divided into *three classes:* CONSTANT, PERIODICAL, and VARIABLE. Under some one of these heads may be classed all strictly aërial phenomena.

19. Wind is produced by anything which disturbs the equilibrium of the atmosphere. The most important, and the almost universal disturbing causes, are the unequal distribution of heat received from the

sun (see §9), and changes in the temperature of the atmosphere, from local or other causes. (12, 13, and 14.)

20. CONSTANT WINDS are those which continue to blow, with little or no interruption, in the same direction. The most remarkable of these are the *trade winds*, those extensive currents in the torrid zone, which are continually sweeping around the earth: the one in a *south-westerly*, the other in a *north-westerly* direction.

21. The former of these extends from 2° to 25° north latitude; the latter, from 10° to 21° south latitude. The space between these two currents, from 2° north to 10° south, is called the *region of calms;* which is only visited by fitful gusts of wind, frequently varying to every point of the compass, accompanied by terrific storms of thunder and lightning, with torrents of rain.

22. Many of the phenomena of the constant winds may be thus illustrated:—Take a joint of stove-pipe, closed at both ends; make four holes, one inch in diameter, two at each end, and on opposite sides; place it on end, so that two holes look towards the north, and two towards the south, and put coals of fire within. Let the heated air within represent the heated atmosphere within the tropics; and any light substance, suspended in the four holes, will illustrate what would be the regular motion of the atmosphere, *had the earth no motion on its axis.* In that case, the wind at the surface would blow directly north, in the southern, and directly south, in the northern hemisphere; while the upper return currents would blow in the opposite directions, towards the poles. Let, now, the apparatus be moved gently towards the east, and let this motion represent the excess of the earth's equatorial motion over that of the higher latitudes, whence the wind comes. This eastward motion, combined with that of the air rushing inward from the north and south, will, if we keep in mind the laws of compound motion, afford a good illustration of the trade winds, the upper return currents, and the true causes of both; and we shall readily understand that the *direction* of these winds must be as follows, viz: in the northern hemisphere, from N.E., at the surface, and from the S.W., above; and in the southern hemisphere, from the S.E., at the surface, and from N.W., above.

23. These *upper return currents* of heated air gradually lose their heat by radiation; and in their progress towards the polar regions soon settle to the surface, and, combining their motion with that of various local currents, and yielding, in every possible degree, to the innumerable local causes of disturbance with which they meet, such as proximity,

size, form, direction, color and temperature, of oceans, lakes, rivers, plains and mountains, give rise to the *variable winds* of the higher latitudes; making, however, the prevailing direction of these winds in the northern temperate zone S.W., and in the southern temperate zone N.W.

23. That the *prevailing* direction of the wind is as just stated, will be evident from a few facts. The average length of time in which a packet makes her trip from New York to Liverpool is *twenty-three* days; but to return requires *forty* days. McCord found, by observations continued for five years, at Montreal, that westerly winds constituted more than half of all the winds that blew, bearing the ratio of 54 to 150.

From the manuscript observations of the late Dr. Wm. S. Richards, kept at this place (Granville, O.) from 1837 to 1852, I find that, out of 5000 records of the wind, 3600 are westerly (N.W., W. or S.W.), 938 are easterly (N.E., E. or S.E.), 345 due S., and 117 due N.

24. To the superficial observer, the *changes of the wind* appear to be governed by no law, to follow no order of succession; but it is found that winds *usually* succeed each other in the following order: S., S.W., W., N.W., N., N.E., E., S.E., S. This alternation is most common in the winter. For a satisfactory explanation of these changes, and the attending fluctuations of the barometer and the thermometer, the reader is referred to "Muller's Physics and Meteorology," pages 586–7.

25. Of PERIODICAL WINDS, *monsoons*, and *land* and *sea breezes* are the most important. The former is a wind which prevails in some tropical countries, at certain seasons of the year, in a direction *differing* from that of the regular trade winds; and derives its name from the Malay word *Moussin*, meaning *seasons*. Most of the time from April to October it blows from S.E., *south* of the equator; at the equator it changes its direction, and blows from S.W., *north* of the equator; and between October and April it blows from N.E., north of the equator, and from N.W., south of the equator.

26. The *cause* of the monsoon will readily be understood, if we bear in mind that the wind always blows from a cooler towards a hotter portion of the earth's surface, because *there* is the ascending column of air, and *there* is the tendency to a vacuum. The equatorial region is, in general, this heated portion of the earth's surface, towards which the wind blows from all other portions of the globe, as explained in §22. It is evident, however, that the sun's rays are vertical *on the equator only* in March and September; and that in July these vertical rays, and, consequently, the ascending column of air, are on the northern

limit of the torrid zone 23° 30′ north of the equator, and in December they are on the southern limit of the same zone, 23° 30′ south. Now, the removal of the sun north or south from the equator, combined with favorable circumstances, such as exist in Asia and the Indian Ocean, (a vast extent of land, under the vertical rays of the sun, and skirted on the south by an ocean near at hand,) we might well expect, would materially interfere with the trade winds. From April till October, the sun daily pours his burning rays upon the plains of China, the Burman empire, Hindostan, and Arabia, extending over nearly one-fourth of the earth's circumference. This immense tract of land becomes intensely heated (§9, last clauses), while the water of the neighboring ocean (the Indian) remains comparatively cool. A powerful current therefore sets in from the ocean, towards the highly heated lands. While that current is south of the equator, it falls behind the earth, in her rotation on her axis, and thus has an apparent motion in the opposite direction, or from the east, which, combined with its motion from the south, gives us a S.E. monsoon. After crossing the equator, however, its eastward motion is *greater* than that of the region towards which it is moving, which combines with its northward motion, and it proceeds from the equator to the northern tropic, as a S.W. monsoon.

27. *Land* and *sea breezes* are those daily alternating winds which visit islands and sea coasts generally. About 9 A. M., each day, the land becomes more heated than the adjacent water, and consequently a gentle breeze springs up, blowing from the sea to the land, and is called the sea breeze. It gradually increases to a gale in the middle of the day, then gradually dies away, and is succeeded, in the evening, by the *land breeze*, which, through the night, blows from the land to the sea; because the land, being heated only upon the surface, quickly radiates off its heat, and becomes cold, while the sea, being heated many feet below the surface, cools more slowly. The ascending column is therefore over the water at night, and over the land by day.

28. The PUNA WINDS are those *dry* and *piercingly cold* winds which, for four months each year, sweep from the snow-capped peaks of the Cordilleras, over the *puna* or *table lands* between the Cordilleras and the Andes. The Peruvians preserve the bodies of their dead for ages, by simply exposing them to these winds, or to the cold dry air of the mountains.

29. The SIMOON, from the Arabic *summa*, signifying *hot* and *poisonous*, is the name applied to the intensely *hot* and *dry* wind which occasionally prevails on the plains of Asia, and on the deserts of Africa.

The temperature of the air rises to from 120° to 130° F., and the air is filled with fine particles of quartz sand, which are hot and burning to the touch, and intensely irritating to the eyes, throat and lungs of the luckless traveler who is overtaken by this fearful blast. The thirsty air drinks up, with equal avidity, the moisture of his body, through the pores of his skin, (thus increasing his already raging thirst,) and through the pores of his leathern bottle, his only means of alleviating his suffering.

30. The SIROCCO is the name given to an extremely *hot* but *moist* wind, which prevails from the S.E., on the islands of the Mediterranean, and along the Italian shores. It, like the simoon, is charged with fine sand, which it receives from the African deserts, while its moisture is taken from the Mediterranean. "During the summer and autumn it is peculiarly distressing to the inhabitants of those regions; an oppressive sensation of heat is then felt, the skin is bathed in perspiration, the body becomes weak and languid, and the mind dispirited." These effects are produced by the great *heat*, which creates a *need of increased perspiration*, and by the *moisture*, which, at the same time, almost entirely prevents perspiration. S. N. S.

GRANVILLE FEMALE SEMINARY.

MISCELLANEOUS.

Notes on the Boston Schools.

WHILE visiting the rooms of the Quincy School House, the teacher caused his pupils to go through a series of actions and positions, which showed how the whole school would sometimes work together. After calling his pupils to order, he called for the following positions, and the scholars deported themselves accordingly:

First position—in which every pupil sat erect, with his arms closely folded before him, and looking steadily at his teacher.

Second position—in which the pupil leaned slightly forward, and placed his hands behind him.

Third position—in which the hands were clasped, and the arms raised to a position nearly horizontal with the eye.

Fourth position—in which the hands were separated, and one raised above the other, in the position for striking them together with considerable force.

Fifth position—in which the palms of the hands were brought quickly together, producing from all parts of the school room a simultaneous crack.

Sixth position—in which the hands were clasped on the breast, and the body leaned forward on the desk.

Seventh position—in which the head was thrown down upon the hands, as in devotion.

On some of the warm days in summer, whenever the pupils were disposed to yield to the enervating influence of weather, the teacher informed me that, putting his pupils through with a portion of these positions, would drive all drowsiness from their heads, and soon restore a wholesome spirit of study to his room. While I was looking on, one and all seemed to enjoy themselves much with the gymnastics they were called upon to practice. Their eyes sparkled, and when the clapping position came along, they brought their hands together in a way that showed action and noise to be a congenial element to boys.

I noticed that whenever a pupil wished to make any inquiry of his teacher, he always elevated his hand to attract his teacher's attention; and that when his teacher had signified his willingness to hear him, either by a nod or otherwise, the pupil always arose in his seat and made his request. This practice is as it should be, for the rude practice of calling out to a teacher at any time, and without any ceremony, savors too much of a total disregard of all the best established rules of good breeding, to be tolerated in a well regulated school. The pupils generally, so far as I had an opportunity of observing, seemed to be practically familiar with the most important laws of polite society.

In the Boston Grammar Schools, the principals or head masters, as they are sometimes called, receive $1500 per annum; the first assistant in the Grammar Schools, or the sub-master, as he is there styled, receives $1000; and the second assistant, or usher, $800.

I went into one of the apartments devoted to the smallest pupils, under the charge of a female teacher. A class was taking its place upon the floor, for the spelling exercise. The leader of the class, the one standing at the head, took his place first, and called out the others by number; as, No. 2d, No. 3d, etc. All rapidly and quietly took their places, with their hands folded behind them. The words to be spelled were pronounced with clear and distinct articulation by the teacher. The pupils spoke out in a very clear and loud voice, so that any one could be heard without difficulty. I saw that the drilling, which gave such beautiful readers to the highest classes of the school,

was commenced in the lowest departments, and continued every step of the progress until the pupil left the school.

Blackboards, with maps and drawings of plants upon them, stretched around the entire room, with the exception of the windows and doors. One pupil, I noticed while reading, made a very slovenly piece of work of his performance. The teacher remarked, that that pupil had but a few days before come in from a private school, and had not had quite time enough to learn the customary drilling. C. K.

Editors' Portfolio.

FROM nearly every part of the State we learn that the election of directors under the new law awakened a good degree of interest, and that the Township Boards have organized with a determination to secure an efficient administration of the system. We feel perfectly confident that, if this is effected, it will be the beginning of a new era in the cause of education in our State. Let the friends of education do their utmost to secure for the system a fair trial. The editors of the Journal will do all in their power to aid in this great work of securing to every child in the State a good education. Our pages will contain articles on every topic of interest connected with the organization and classification of schools, school houses, libraries, etc. We should be glad to have the Journal reach every school district in the State.

It is not a little gratifying to learn that in a large number of counties professional Teachers have been appointed school examiners. We should be glad to publish in the next number the names of the examiners in every county. It is hoped that they will find the Journal to be a valuable work, and one which may aid them in the proper discharge of their duties. Will some friend in every county send us the names and the employment of each of the examiners appointed?

A large number of papers, some from each of the three political parties, have concurred in recommending Mr. ANDREWS for the office of Commissioner of Schools. It should be distinctly understood that Teachers do not claim the right of *dictating* to the people in regard to this office, nor do they present Mr. ANDREWS as the *Teachers'* candidate; believing him to be preëminently qualified for the office, they have recommended him as worthy of the suffrages of the *people*—of all who have at heart the interests of schools and the cause of education.

In addition to the signatures to the circular contained in our last, we are authorized to append the following:

A. ESSICK, Prof. of Anc. Lang., Capital Univ., Columbus.		W. L. TERRILL, Sup't of Union School, Marion.	
LEWIS HEYL, Sup't Female Seminary, "		JAS. S. SMEDLEY, " " Berea.	
A. SAMSON, Teacher in Pub. Schools, "		A. SCHUYLER, " " Republic.	
D. C. PEARSON, " " "		A. C. DEUEL, " " Urbana.	
W. MITCHELL, " " "		L. G. PARKER, Teacher in " "	
GEO. C. SMITH, " " "		D. W. LITTLEFIELD, " " "	
G. SCHMELTZ, " Ger. Schools, "		R. R. SLOAN, Prin. of Male & Fem. Academy, Mt. Vernon.	
P. JOHNSON, " " "		H. BIXBY, Prin. of 5th Ward Pub. School, "	
C. PAPE, " " "		W. A. MCKEE, Sup't of Union School, Coshocton.	
JAMES P. SMART, Sup't of Union School, Xenia.		S. N. SANFORD, Prin. Granville Fem. Seminary.	
W. E. PIERCE, " " London.		T. W. HARVEY, " Union School, Massillon.	

DAVID GREEN, Teacher in Union School, Newark.
R. A. SAWYER, Prin. of Granville Male Academy.
L. P. ROSE, Teacher in Pub. Schools, Granville.
T. M. STEVENS, Prin. of Union School, Dresden.
GEO. W. HALL, " " Delaware.
S. S. COTTON, Teach. in Pub. High School, San'y.
JOHN JONES, " Public Schools, "
I. W. ANDREWS, Prof. Mat. & Nat. Phil., M. Col.
JOHN KENDRICK, " Latin and Greek, "
E. D. KINGSLEY, Sup't of Pub. Schools, Marietta.
E. THOMSON, Pres't O. Wes. University, Delaware.
L. D. MCCABE, Professor in " "
W. G. WILLIAMS, " " "
W. L. HARRIS, " " "
S W. WILLIAMS, " " "
T. C. O'KANE, Tutor in " "
JOHN OGDEN, T'r Nor. Dep't " "
W. W. COLMERY, Prin. Verm'n Inst., Hayesville.
W. T. ADAMS, late Prof. in " "
C. S. ROYCE, Prin. of Union School, Plymouth.
P. DAWLEY, Prin. of Rotch Institute, Massillon.
ISAAC BAILEY, Teacher in Stark county.
A. HOLBROOK, Prin. of Union School, Marlboro.
SAMUEL HESLETT, Sup't Pub. Schools, Portsm'th.
MARK BAILEY, Teacher in " "
JAMES H. POE, " " "
ANSON SMYTH, Superintend't " Toledo.

D. A. PEASE, Teacher in Pub. Schools, Toledo.
A. B. WEST, " " "
EDWARD OLNEY, Prin. of U. School, Perrysburg.
F. HOLLENBECK, Teacher in " "
M. A. PAGE, Principal of " Maumee City.
A. H. DRUMMOND, Teacher in " "
S. A. SPEAR, Prin. Findlay Academic Institute.
S. M. BARBER, Prin. of Union School, Ashland.
D. F. DEWOLF, Sup't Public Schools, Norwalk.
G. M. BARBER, Prin. Baldwin Institute, Berea.
JAMES PARKER, Teacher in " "
WM. K. LEONARD, Teacher in Hancock county.
JAMES HAYS, " "
ALONZO L. KIMBER, " "
WM. RUSSELL, " "
ALMON CLARK, " "
PETER LINE, " "
J. E. MORRIS, " "
BURR MORRIS, " "
JOHN BOWMAN, " "
JAMES FOSTER, " "
WM. GRIBBEN, " "
G. W. BATCHELDER, Sup't Pub. Schools, Zanes'e.
JAMES M. MCLANE, Teacher in " "
D. C. SMITH, " " "
Z. M. CHANDLER, " " "
J. DAVISSON, " " "

Correspondence.

The following resolutions have been communicated from the different Teachers' Associations and Institutes named below:

MUSKINGUM COUNTY TEACHERS' ASSOCIATION.—*Resolved*, That we respectfully recommend LORIN ANDREWS to the qualified electors of Ohio, as a person every way suitable for the office of State Commissioner of Common Schools, and that we hereby pledge ourselves to the support of that man of those nominated for the office, who is a *practical* teacher, without regard to any political consideration.

GUERNSEY COUNTY TEACHERS' INSTITUTE.—*Resolved*, That we, teachers of Guernsey county, irrespective of party, are in favor of the election of LORIN ANDREWS as School Commissioner, and that we will cheerfully tender him our influence and suffrages at the election in October next.

MONTGOMERY COUNTY TEACHERS' INSTITUTE.—*Resolved*, That we believe Mr. LORIN ANDREWS to be the proper person to fill the office of Commissioner, and that we would call on our citizens, without distinction of party, to unite in his support.

Similar resolutions have been passed at other Institutes and Conventions, which have not been communicated.

Notices of Colleges, Schools, etc.

Prof. Conrad has published a strong appeal in behalf of Wittenberg College, from which it appears that the Institution is now in debt nearly $14,000. "The session recently closed was the most prosperous ever enjoyed; more than fifty new students were enrolled, and about 140 were in attendance." We sincerely hope that the effort to endow this worthy Institution will succeed.

Madison College, at Antrim, Guernsey co., commences its first term under the presidency of Rev. SAMUEL FINDLEY, Jr., on the 11th instant. The President will be aided by a full corps of Instructors.

Antrim Female Seminary, under the charge of President FINDLEY, will also commence on the 11th instant.

PUBLIC SCHOOLS.—The winter term of the Public Schools of Marietta, closed last week. The examination of the High School commenced on Thursday, and

closed on Friday evening. We were unable to attend to it, but are told by one who was there, that it was an examination to be proud of—evincing the excellence of our school system, as well as the faithfulness and thoroughness of the teachers, and the commendable application and industry of the pupils. The Exhibition, on Thursday evening, is also highly spoken of. The advanced department of these schools was in charge of Mr. KINGSLEY, Mrs. MERRIAM and Miss BIGELOW, during the term just closed.—*Marietta Republican, April 7th.*

Absence from town prevented an attendance at the public schools, during examination week. It gives us pleasure to learn that in nearly every case, the public examination was satisfactory alike to the directors and visiters in attendance. The Board have in their service some excellent teachers at this time, and for the sake of the scholars and the reputation of the schools, we trust no effort will be spared to retain such, so as to avoid the many and serious evils incident to frequent changes. We may here remark, in behalf of the teachers as well as scholars, that the parental visitations would be a source alike of profit and interest to all concerned, if they were extended to every week, instead of examination week alone. This is not thought of half so much as it should be. We can hardly conceive of a slight expenditure of time, which yields so rich a return as this of school visitation.—*Summit Beacon, Akron.*

From the quarterly Report of Mr. J. HURTY, Principal of the Lebanon Union School, we learn that the number of pupils enrolled during the quarter ending April 15th, was 459, and the average attendance 340. Mr. Hurty reports, that every boy in school who had used it, has ceased the use of tobacco. He pays a tribute to the fidelity of the Teachers associated with him; returns thanks to parents who have visited the school; and gives the *names* of five clergymen, Revs. Messrs. COULTER, BLACK, DALE, WHITE and JONES, who have visited it during the term.

We frequently hear it boasted about, that such a school has had but seven, ten or twenty tardy marks recorded against the pupils. But in the Grammar School and High School Departments of the Perrysburg Union School, there is a clean sheet—*not a single tardy mark* can be found on the registers of the school during the present term. Come, now, all you Union Schools of Ohio, here is a pattern for you—who will *equal* it?—*N. W. Democrat.*

The Union School at West Jefferson, Madison county, numbered during the last term 115 pupils, and had an average attendance of 85. Mr. J. O. SAMPSON is principal, and is aided by two female teachers. The Board of Education are efficient, and a good degree of interest in the school is felt by the citizens.

From the Annual Report of Rev. A. SMYTH, Superintendent of the Public Schools of Toledo, we learn that, "for the Primary and Secondary Departments, three fine brick edifices have been erected, one of which is the most valuable public edifice in the city. For the Grammar and High Schools, an appropriate building is to be erected, to be ready for use next autumn. Twelve Teachers now have charge of ten different schools. During the school year, there have been instructed in these schools 1040 pupils. These hundreds of youth have acquired lessons of useful knowledge which will tend to qualify them for respectability and happiness; and, what is of the highest possible importance, moral principles, order, decorum, truthfulness, purity and virtue have been inculcated."

From the Report of Mr. S. F. COOPER, Superintendent of the Union School in Youngstown, it appears that one High, one Grammar, one Secondary and three Primary Schools have been taught. The number of scholars enumerated was *517, enrolled 418,* average attendance 366. The schools were taught 38 weeks, at *an expense of* $1,908.64,—an average of $4.56 per scholar.

Editors' Table.

A LATIN-ENGLISH AND ENGLISH-LATIN DICTIONARY, for the use of schools, by CHARLES ANTHON, LL.D. New York: Harper and Brothers.—A work of 1260 closely printed pages, containing all the words found in the authors read in fitting for college, and nearly all of those read in the college course, with the proper names found in the same. We know of no work of the kind sold for $2, which is so well arranged, so convenient and valuable for a young student.

A MANUAL OF GRECIAN ANTIQUITIES: with numerous Illustrations. By C. ANTHON, LL.D. Harper and Brothers.—A book of 437 pages, on the plan of the Author's Roman Antiquities: it is well arranged, and will be found a most valuable work of reference for students.

AN ELEMENTARY TREATISE ON BOOK-KEEPING, by Single and Double Entry, designed for Common Schools: containing four sets of Books by single entry, and six sets by double entry. By S. W. CRITTENDEN, Accountant. Philadelphia: E. C. & J. Biddle, 1853.—This work, with the Blank Books for writing out the exercises, will be found well suited for elementary instruction in this art, which is daily becoming more important as a department of instruction.

MATHEMATICS.—*Elements of Plane and Spherical Trigonometry*, with their applications to Surveying, Mensuration and Navigation.

Elements of Geometry and Conic Sections.

A Treatise on Algebra, for Schools and Colleges.

The Elements of Algebra, designed for Beginners. By ELIAS LOOMIS, M. A., Prof. of Math. and Natural Philosophy in the University of the city of New York.

Elementary Course of Geometry, for the use of Schools and Colleges. By CHAS. W. HACKLEY, S. T. D., Prof. of Mathematics and Astronomy in Columbia College. New York: Harper and Brothers. Cincinnati: H. W. Derby & Co.

Gradations in Algebra, in which the first principles of Analysis are inductively explained. By RICHARD W. GREEN, A. M.

The Grammar School Arithmetic: containing much valuable commercial information. By HORACE MANN, LL.D., and PLINY E. CHASE, A. M. Philadelphia: E. H. Butler & Co.

Arithmetic on the Productive System, accompanied by a Key and Cubical Blocks. By ROSWELL C. SMITH, A. M. New York: D. BURGESS & Co.

PHILOSOPHY AND CHEMISTRY.—*Elements of Natural Philosophy*, designed as a text-book for Academies, High Schools and Colleges. Illustrated by 360 wood cuts. By ALONZO GRAY, A. M., Prof. of Chemistry and Natural Philosophy in Brooklyn Female Academy.

A Text-Book on Natural Philosophy, for the use of Schools and Colleges: containing the most recently discovered facts. By JOHN WM. DRAPER, M. D.

A Text-Book on Chemistry, for the use of Schools and Colleges. By JOHN WM. DRAPER, M. D. New York: Harper & Brothers. Cincinnati: H. W. Derby & Co.

GEOGRAPHIES.—*Goodrich's Series.* Primer of Geography: Parley's Geography for Beginners; new edition, with Catechetical Introduction. The New National Geography; new edition, with the late Census. A Comprehensive Geography and History, Ancient and Modern; 272-quarto pages, with 79 Maps and numerous Engravings. By S. G. GOODRICH. New York: GEO. SAVAGE.

DRAWING.—Elementary Principles of Plane and Perspective Drawing: in two parts. By JEHU BRAINERD. Second stereotype edition, revised and enlarged: price 50 cents. Cleveland, O.: Tooker & Gatchell, Publishers. 1853

Items.

Rev. HENRY E. WHIPPLE, late Principal of the Preparatory Department in Oberlin College, has been appointed a Professor in Michigan Central College.

Mr. A. J. RICKOFF, for several years Principal of the sixth district Public School in Cincinnati, resigned his place a short time since, and is to engage in another field of labor for the promotion of education. Mr. JOHN HANCOCK, the first Assistant in the same school, is to succeed Mr. Rickoff.

The Board of Education in Paris, Stark co., (elected under the New Law,) have voted a tax of $1,000 for a new school house, and adopted a uniform series of books to be used in the school.

Mr. W. A. MCKEE, late Principal of the Union School in Utica, Licking co., is now Superintendent of the Union Schools of Coshocton.

Mr. CHARLES R. COBURN, for many years connected with the Academy at Owego, is now Associate Principal of Binghamton Academy, New York.

Ex-Governor WHITCOMB bequeathed his valuable library to the Indiana Asbury University; it numbers about 3,500 volumes.

A Superintendent is wanted to take charge of the Union School in West Liberty: salary, from $500 to $600, according to the qualifications and experience of the applicant. Address SAMUEL TAYLOR, West Liberty, Logan Co., O.

A graduate of one of the best Western Colleges wishes to secure a situation as Principal of a good Academy or Union School. Letters may be addressed to LORIN ANDREWS, Columbus, O.

Mr. JOHN FERGUSON, a Teacher in New Richmond, Clermont co., examined the substance which fell on the 25th of March, 1853, (and has been so generally spoken of as the "sulphur shower,") and found that it had none of the properties of sulphur. It has been supposed by some to be the pollen from the pines of the vicinity of Lake Superior; but a report on the subject, by Dr. J. A. WARDER of Cincinnati, says that it is more probably pollen from the cypress swamps of the Mississippi, which are now in bloom.

We are pleased to see Teachers making investigations of this kind. What an influence would intelligent, observing Teachers in every neighborhood exert on the youth of the State!

It is the opinion of the Secretary of State, that certificates issued by former Boards of School Examiners, are valid till they expire by their own limitation. This is undoubtedly correct.

In the June number, we wish to publish the number of subscribers in each county. Several counties have already done nobly, but it is hoped that still more will be accomplished before the 20th of this month.

Copies of the New School Law will be forwarded by mail prepaid, single copies for 4 cents, 25 copies for $1.00. For gratuitous distribution they will be furnished at $3.00 per hundred, where they can be forwarded by express.

From the Ohio Statesman.

MESSRS. EDITORS:—In several of the newspapers of the State I see that my name, with others, has been suggested with reference to a nomination for the office of State Commissioner of Common Schools. I write you this to say that I wish it distinctly understood, that I decline being considered a candidate. I regard the office, however, as one of the most important in the State, and trust that the selection of a Commissioner will be made with a view to the requisite qualifications. Yours very respectfully, &c., H. RICE.

Cleveland, April 25, 1853.

THE

Ohio Journal of Education.

COLUMBUS, JUNE, 1853.

The New School Law.

FROM present indications, there seems to be a very general disposition on the part both of the press and the people, to give the New School Law a fair trial. It is to be hoped that every one who thinks it might be improved in some slight particular, will not feel bound to find fault with it, or to suggest some slight amendment. Let it be fairly and faithfully tried.

It has been objected to the Law by some, that it confers too much power upon the Township Boards of Education. We respectfully ask all who have said or thought thus, to look at the provisions of the Act for the organization of cities: speaking of this, one of the leading papers in the State says it "confers upon the City Council almost unlimited powers, and among others, that of removing, by a majority vote, any city officer appointed by themselves or *elected by the people.*" Does the election of a man to the office of School Director, render him unworthy of the confidence of his fellow-citizens? Are not men, elected by the people for the express purpose of managing the Schools, and often with sole reference to their fitness for this office, without regard to political or other considerations, as worthy to be entrusted with power as the members of city councils, or township trustees? It has been regarded as one of the best features of the Union School Law of 1849, of the Akron Law and other special acts, by which the schools of towns and cities are governed, that they do confer such liberal powers upon the Board of Education; and we have yet to hear of the first instance in which the people of any town or city have petitioned the Legislature for a restriction of these powers. On the contrary, from the enactment of the Law establishing the Common Schools of Cincinnati, in 1834, in which most of the power was vested in the City Council, the tendency

has been to increase the powers of Boards of Education, and to divorce them more and more entirely from the City Council. This we believe to be the correct, and the only correct course: give them the power to do all that needs to be done for schools in city or township, and hold them responsible to the people for the faithful performance of their duties. In proof of the correctness of this view, we invite examination and inquiry into the administration of the affairs of schools, in the seventy-five or eighty towns and cities of the State which have schools organized under any of the laws above named; and from our own knowledge on this subject, we unhesitatingly affirm that there is not to be found, in the case of any class of public officers, such an example of fidelity in the discharge of responsible trusts, and impartiality in the performance of self-denying and delicate duties, as is afforded by these eighty Boards of Education. That this is true, the unexampled prosperity and the constantly increasing popularity of these schools, is incontestible evidence.

But, really, we hardly know how to treat the ignorance, both of the recent acts of the Legislature and of our former school system, which this objection discloses. The 23d section of the School Law of 1838, provided that in case the Directors in any school district refuse to serve, the Township Clerk shall appoint three persons to serve as Directors; and the 25th section provided that in case these Directors should refuse to serve, the Clerk himself should proceed to discharge all the duties of the Directors, viz: assess taxes, employ and pay teachers, purchase sites for school houses, etc. Was there ever a more glaring example of absolute authority, of one-man power? And yet, during these fifteen years, has a petition from a single school district ever reached the Legislature on this subject, a word of remonstrance against the bestowment of such authority, or an intimation that its continuance was endangering the rights or threatening the liberties of the people?

We sincerely believe that the people, the masses, who depend mainly upon the Common Schools for the education of their children, and who have been so long asking the Legislature for a compact, intelligible and efficient school system, will not be deceived by any such trifling objections to this Law. Even granting the charge in full, it will be seen that it assumes either that there are not in every township a sufficient number of men competent to manage the schools and worthy to be entrusted with some discretionary power, or that the people have not intelligence and discernment enough to select such men for the office. We believe that all good citizens will repudiate both these implications.

PROFESSIONAL.

The Eye and the Ear in Elementary Instruction.

No. III.

According to the old method of teaching to read, the pupil must first learn the alphabet, and then be drilled for months in *a-b ab*, *e-b eb*, etc., for the purpose of becoming familiar with the combinations. It is not at all strange that reading, under such instruction, was a monotonous, mechanical exercise. These *abs* and *ebs*, *bas* and *bis*, are utterly meaningless, and when the child passed to actual words, the habit of regarding them as mere sounds had become firmly fixed. The method has been pronounced unphilosophical by the best writers on elementary instruction, and the best teachers have discarded it. In accordance with this, most of our modern primers and first reading books are arranged for a different mode. But though the bookmakers have discarded this absurd system, for the most part, lingering traces of it are still seen in most of their works; as though they were afraid to carry out, to their legitimate extent, the principles whose correctness they themselves affirm.

Keeping in mind what was said in our last number as to the province of the eye in reading, let us examine spelling, *oral spelling*, as a branch of elementary instruction. We mean that species of spelling referred to by a teacher, when he directs a child, who hesitates at the pronunciation of a word, to *spell it*. It is the pronunciation of the letters of a word, with the book open before him, as preliminary to the pronunciation of the word itself. Says the author of the "Grammar of Arithmetic," who is endeavoring to trace an analogy between the method of learning to read, and that of acquiring a knowledge of arithmetic, "we first learn the alphabet, then we pronounce each letter in a word, and finally, we pronounce the word." He speaks of this mode as if there could be no doubt about its correctness, and attempts to show that there ought to be an analogous mode in arithmetic. It is this method which we seriously question, and whose merits we propose to discuss. The child spells the word, that is, pronounces each letter in it, as a preparation for the pronunciation of the word. Does this spelling afford any help, and if so, what is it?

Let us suppose that the word *boy* is before the eye of the child. He sees the letters in the word, and knows them. Now is it necessary that,

to this eye-knowledge of the three letters composing the word, there should be superadded the ear-knowledge of them? Before he can pronounce the word *boy*, must he wait for the testimony of the ear in addition to that of the eye, already received? As well might we affirm the necessity of employing the sense of feeling in addition to that of sight, in recognizing one's friends. What propriety is there in teaching a child to distrust the testimony of the eye as to the words he is called on to read? For all but blind people, the eye is the great inlet of knowledge; and especially is this true in gaining knowledge from books. Yet in this very branch, in which expertness, or even tolerable performance, can never be attained until the mind knows the words at sight; in this very branch, the child is taught to depend almost entirely on his ear—to reject the testimony of the eye until the ear indorses it.

No one will deny that there is no natural resemblance or connection between the sound of the word *boy*, and the three name-sounds of the letters composing it; and that a child might pronounce the three letters, *b-o-y*, till he had attained the age of three score and ten, and yet never arrive, by himself, at the knowledge that these three letters composed the word *boy*. For that knowledge, he is dependent upon his teacher. Now why is it not as easy to associate the sound of the word with the letters as *visible* things, as to associate it with them as *audible* things, so that the instant the eye falls upon them arranged in that order, the mind may know the name of the word? Instead of this short, natural process, the child must be instructed in a roundabout method, which seems to have no argument in its favor except the single one, that many teachers have practiced it, and indeed many have known no other way. How awkward and circuitous it is! The mind, through the eye, takes cognizance of the letters as *single things*—then they are pronounced by the vocal organs, still as single things, in order that the mind may take cognizance of them through the ear; and now, at last, the mind proceeds to combine them into a word. It cannot be said that the mind does not know the letters till they are pronounced, for they must be known or they could not be pronounced. What is the object of pronouncing them at all? Is it not an entirely superfluous work?

I take a child out into the fields and show him a tree. His attention is directed to its various parts, the trunk, branches, leaves. I tell him we call it a *tree*. That is its name. Another is shown him, and another, till a tree becomes a familiar object. At a subsequent time, I point to a tree and ask him its name: shall he answer at once, or shall

he begin to spell it—not the *word* tree, but the *thing*—thus: *trunk, branches, leaves—tree?* And suppose I should give him to understand that I expected him, for a year or two, to go through with this long operation, whenever, looking upon a tree, he wished to speak the word *tree*. Yet this would be no more preposterous than it is to require a child to pronounce the letters of a word, (when the word itself is before his eyes,) as a supposed help to the pronunciation of the word itself.

There are two objections to this mode of teaching to read. The *first* is, that *it involves unnecessary labor*. The eye must be used at any rate, and we cannot see that anything is gained by using the ear also. No new knowledge is brought to the mind. If the child can call the name of the word any better, after hearing the letters pronounced, than from merely seeing those letters, it is because he has been taught to associate the sound of the word with the sound of the individual letters, rather than with their appearance. He could be taught to associate it with the sight of the letters just as well, and, in fact, must do this before he can ever be a reader. And the eye can do its work in a tenth of the time that the ear requires. While the voice is presenting to the ear the letters of a single word, the eye can take in a line or a sentence. This appealing to the ear, then, is absolutely *useless*, and involves great waste of time. But more than this, it is positively *injurious*. It induces slow, hesitating, stumbling habits. The reading of every child who stops now and then to spell out a word, will be but calling words. It is not reading. There is no expression of ideas. To the child reading, the words are as meaningless as the *abs* and *ebs* of the spelling-book. The mind is made dependent on the ear, unduly. How many men cannot read a paragraph in a newspaper without speaking the words in a whisper, if not louder. Here is the old distrust of the eye, which was begotten and fostered at school. It makes reading a laborious, unpleasant process.

If the principles we have been endeavoring to state are correct, it follows that the main work of learning to read, consists in a knowledge of words—the ability to call words at sight. The child should learn two words, actual words, that have a meaning, and then read them. Then another is added, and all the sentences are read which can be formed from the three. Each lesson gives a new word, and abundant practice on those already known. In this way reading will continue natural, and easy, and graceful. Monotonous habits will not be formed. No sentence should be given to the child to read, which contains a word that he cannot call the moment his eye lights upon it. And if by chance he *does hesitate at* a word, he should never be required or per-

mitted to spell it, in order to pronounce it, but the teacher should give its name. Almost without exception, the teachers of our primary schools allow their pupils to pass over the ground too rapidly. They are in the Second Reader, and very likely in the Third, before they can read properly in the First. In most of our reading books there is not enough easy reading. The hard words come too soon. Most elementary books now contain columns of words at the beginning of each lesson. This is an excellent arrangement, if the teacher will have the pupils pronounce the words, and not suffer them to attempt to read a lesson until they can call these words at sight. Indeed, a large part of the time devoted to the reading exercise, should be spent in pronouncing, with the book open, the words in these columns. And for the first two years or more, this is the only use we should make of the spelling book. If the time now spent in attempting to make pupils find out for themselves the names of words by spelling them, were employed in pronouncing words without spelling them, we believe the pupils of our primary schools would make in the first two years full twice the advancement they now do. I. W. A.

MARIETTA COLLEGE, May, 1853.

Suggestions on the Study of Latin.

IT naturally occurs to one giving instruction in this language, that there are three departments of it which must be mastered before the pupil can feel at all at home in it. The first department comprehends all the changes which the nouns, adjectives, pronouns, verbs, etc., undergo, and designated by the terms declension, inflection and comparison. It seems to me that a full knowledge of all these changes, and the difference of meaning arising therefrom, is to be the first acquisition of the scholar; and that the other departments are to be treated as of secondary importance, until the pupil can, at first sight, decline and analyse any noun, adjective or pronoun, and conjugate and inflect any verb.

To make one's self a complete master of this department will, of course, require very close and steady application. It is undoubtedly the most difficult and disagreeable task connected with the acquisition of the language. It is not necessarily very closely allied to the meaning of the words and their syntactical construction, and hence, while

the pupil is studying it his attention may be given almost exclusively to it. In this department the teacher will quickly perceive the ever-returning necessity for frequently repeated reviews. The many strange, and almost unmeaning forms, are constantly fading from the pupil's memory, and unless the master's hand is constantly engaged in reproducing and stamping them upon the mind, they will soon mingle together, and form a mass of chaotic confusion. A pupil should be required to decline every noun, adjective and pronoun, and give the synopsis of every verb, until it becomes as easy for him to do it as to breathe. The pupil should be required to do it, too, as a thing of the first importance, during a great part of the first year. Some teachers require their scholars to decline the substantives backwards as well as forwards. In mastering the verbs, I have found it a very good exercise to let the synopsis of a verb pass around the class, each pupil giving the first person singular of a tense. An active scholar can give the synopsis of two or three complete regular verbs in one minute. The great importance of a thorough drilling in this department, is seen in its influence on the pupil's progress in the other departments. Both teachers and pupils should be impressed with a proper estimation of its value, otherwise all the succeeding labors of the pupil may be dissatisfactory and disheartening. The pupil should on no account be permitted to give much attention to the other matters until at ease here.

After the first department has been mastered, the pupil should next gradually turn his attention to the manner in which the words are placed in a sentence, and their dependence upon each other. The common impression that the Latins must have thrown their words together without regard to any law of language, in the expression of ideas, is quite erroneous. What secret influence causes nations to place words expressive of the same idea in such different orders, is not yet well understood. In a majority of cases, perhaps the Latin order is the best order, and very frequently the only one in which the true idea can be rendered into English. It would seem that there can be but one best way in which words will represent some particular thought, but examination shows that each language has a way peculiar to itself, although the methods do not differ so much that the order in one will not give a distinct clue to the order in the other. The practice of passing around the class, each one giving simply the dependence of words, or the dependence of words and the rule, I have found to be interesting and useful.

The third department relates to the primary use of all language,

which is principally concerned in representing ideas. This department comprehends a discussion of all the meanings, and shades of meaning, attached to the words. In this department the pupil will find ample room for the exercise of the most critical faculties of the mind. In this connection the pupil should be introduced to the intimate relation subsisting between the Latin and English language. The pupil should master these departments separately. C. K.

CINCINNATI.

For the Ohio Journal of Education.

"Prizes in Schools."

MR. EDITOR:—Allow me to make a few suggestions upon the topic treated under this head in the April number of the Journal. If the views here advanced, which are somewhat different from our friend's, are incorrect, we hope they may be corrected.

In the first place, then, whether all teachers who do not give prizes in schools, are "unreflecting, penurious, or ill paid," we will leave for a discriminating *public* to decide. We *will not*, however, disagree with the author, in that it is right and proper to place *something* before the youthful mind, in order to stimulate it to effort and exertion; but with regard to the *kind* of stimulant to be *used*, we do *most decidedly* differ.

Now a thing that is right *in and of itself*, is right and proper at all times; and, according to the moral government of God, can be made more available on a given point than any other thing of a contrary nature. And a thing that is wrong *in and of itself*, is wrong at all times and in all places, and, for a similar reason, can not be made available in the accomplishment of good to the same extent that its opposite can; and though apparently successful at first, must ultimately, according to the nature of things, work out its legitimate results. And that the practice of stimulating the mind by giving prizes, in a manner recommended in the article alluded to, is wrong in *theory*, inasmuch as it appeals to a wrong motive in the child, we think no one, who understands the philosophy of that most delicate piece of mechanism—the *youthful mind*, will attempt to deny. And if wrong in theory, why not in practice? If wrong for the adult, why not for the infant mind?

Is there not even *more* danger of poisoning the latter than the former?

Our friend says: "Reward follows effort every where, and every where effort is made in *hope* and *expectation* of reward." We indorse *every word* of it. But we do not conceive it to follow from this admission, that we may, with impunity, appeal to improper motives in order to excite that effort. The same almighty Being that made effort a condition, also placed *proper* means within our reach to excite it. And may we then, with safety, resort to methods, which, to say the least, are objectionable, in order to accomplish good, rather than seek out the proper avenues to success? But the writer suggests the propriety of withdrawing the stimulant after a given time, when the mind becomes sufficiently excited; or, in other words, *changing the diet*—the objectionable for the unobjectionable—the poisonous for the wholesome. Is there not danger in this? Let us examine it.

Would we not consider it dangerous policy to tamper with the appetite of an infant boy by giving him ardent spirits, to stimulate and strengthen his organs of digestion, so that we might administer the more nutrient aliment? Would there be no danger of begetting and nursing an imperious monster there, whose future demands would be insatiable? And is the *mind*, in our corrupt state, less easily poisoned than the *body*? Can we expect that we may subject it to any evil influence, in whatever stage, from infancy to manhood, and even *old age*, without its becoming tainted? *Nay, verily!* Therefore, since there is danger in the one case, much more in the other. The young mind is more susceptible than the mature, and hence the greater care should be taken not to place any thing in its way of an evil, or even a doubtful tendency.

Again: Our friend seems to think there is great difficulty in arousing a proper interest in the young mind, in any other way than the one there proposed. We think not. The method is very simple, and from its simplicity arises its success; for will not the mind, in its incipient state, respond to its proper stimulant, rather than to one that is foreign or artificial? It may in many cases be excited *sooner* by the artificial, yet the consequences will inevitably be such as represented above. Will not its growth be more in accordance with the Divine precept, under the influence of its natural aliment, than any thing foreign to those *precepts*? And is not *covetousness* one of the most hideous vices that fester in the human heart? And will not appealing to the selfish desires, in this way, have a tendency to arouse, strengthen and confirm

inordinate desire? It is removing that proper desire for good; for good's sake, and substituting in its stead a base desire for present gratification.

But what shall be done in order to secure the good we seek? Shall we "lecture our scholars from a stand-point entirely above them?" as our friend seems to think must inevitably be the case. Nay, truly: This is not the proper method, though perhaps pursued by many. If the older can be influenced, *much more* the younger. Give me the little children—the groups of *baby* listeners—and let me talk to them of love, of God, of the blessed Saviour, and of the tender emotions that swelled his bosom, and I will strike a cord in the little heart that vibrates to the softest touch. The sweetest echo will thence respond, and the purest waters of affection will then well up to give character to the sympathies in after life. There will be earnest attention: all the powers of the mind awake.

The affections are the first to develop themselves; therefore these should first be appealed to and cultivated. Were this properly done, we should have more and better Christians than we now have—better statesmen, better civilians, better citizens; in a word, *a better world.*

It is to be feared that the *sciences* are taught, in the majority of cases, entirely too soon; or, at least, too much attention is bestowed on them, to the neglect of the nobler part of a true education—the education of the heart. The infant mind is the receptacle of the tenderest emotions. These are averse to the dull routine of the common mode of study. Hence arises another evil from giving prizes. Even could a desire for study be begotten in this way, (which doubtless may be done in some cases,) I have serious doubts as to the permanency of the good that may seem to be effected, for it is purchased at too great a sacrifice—the sacrifice of the noblest faculties of the human heart.

If, then, these affections are of such vast importance, and form so redeeming an element in human character, shall they be poisoned by base desires? Shall they be benumbed, and a selfishness stimulated in their stead by the "products of the toy-shop, the candy-jar," or even by the more unexceptionable "glitter of the book-shelf," when God has placed so many more efficient agents within our reach?

We hope our fellow-teachers will give this subject a candid and careful consideration.

J. OGDEN.

OHIO WESLEYAN UNIVERSITY, May, 1853.

SCIENTIFIC.

Meteorology.

No. III.

31. HURRICANES are defined as "terrific storms, accompanied by thunder and lightning; and are distinguished from every other kind of tempest by their extent, their irresistible power, and the sudden changes that occur in the direction of the wind." They are more frequent and terrific in tropical regions than elsewhere; and they sweep over the earth's surface with great velocity, prostrating in an instant mighty forests, and the proudest works of man.

32. *Their extent* is immense, the storms being in a circular form, from *one hundred to eight hundred* miles in diameter: with a progressive motion of from *seventeen* to *thirty miles* per hour, with which they sometimes traverse a distance of three or four thousand miles.

33. *Their direction*, north of the equator, is from S. E., until they cross the northern tropic; then it is from S. W. In the southern hemisphere their direction is from N. E., north of the southern tropic, and N. W. south of it.

34. There are two principal theories of hurricanes, (as well as of whirlwinds, or tornadoes, and waterspouts,) which may be denominated the centrifugal and centripetal theories. The former is maintained by Redfield, Reid, Piddington, and Thom; and the latter by Espy and others. A very brief statement, only, of these theories can be given here.

35. The advocates of the centrifugal theory maintain that hurricanes are "extensive storms of wind, revolving around an axis, either uprightly or inclined to the horizon; while, at the same time, the body of the storm has a progressive motion over the surface of the globe." They contend that the rotary velocity is greatest at the center, where it is sometimes *one hundred miles* per hour, and gradually decreases towards the circumference; and that the centrifugal force, occasioned by this rapid rotary motion of the storm, causes the air to become less dense at the center, and more dense near the circumference of the storm. Thus they satisfactorily explain the observed barometric phenomena given below: (39, 40 and 41.) They contend, further, that the cold air from the upper regions rushes down the partially vacant

center, and, mingling, with the warm moist air below, forms the cloud and rain which always accompany these storms.

36. The *rotary motion* is supposed to be *caused* by the meeting of two counter currents of air; and the *progressive motion*, by the unequal force of these currents, the direction of the storm being that of the stronger current. (See above, 22, 23 and 24.) The direction of the whirl on its axis is from *right to left*, or contrary to that of the sun, in the northern hemisphere: in the southern hemisphere it is from *left to right*, or with the sun.

37. Prof. Espy, the author of the centripetal theory, denies that the rotary motion is universal, or even general in hurricanes. He substitutes, instead of a motion *from* the center *outwards*, a motion *inwards towards* the center; and instead of a *descending* current in the center, a rapidly *ascending* current, produced, in the first instance, by some local cause of rarefaction of the saturated air at the earth's surface; but continued and greatly increased by the expansion caused by the *evolution of latent heat*, in the condensation of vapor, and the formation of cloud in the ascending column. He asserts that in all storms of this nature, hurricanes, whirlwinds, etc., the wind blows from every quarter towards the center. He further asserts that even *were* the current outwards in all directions from the center, and were there consequently a downward current of cold air in the center, this *could never form cloud;* "for it is demonstrated by experiment, that the further it (the air) descends the more vapor will it be able to contain; so that, even if it were saturated above, when it descends so far as to occupy one-half the space by increased pressure, it will be capable of containing *more than four times* the quantity of vapor which it contained above, in consequence of its increased heat by condensation."

38. Both of these theories profess to be based upon facts and numerous carefully observed phenomena. But facts cannot be inconsistent with each other; and the true theory must embrace and explain *all* the phenomena of these storms. The main points in the two theories, when slightly modified, are, with one exception, it seems to me, perfectly consistent. The rotary motion and the upward motion are perfectly compatible, as are also the *centrifugal* motion *within*, and the *centripetal without* a certain circle, between the center and the circumference of the storm.

The *phenomena* which usually precede and accompany a hurricane are as follows: a calm, sultry state of the atmosphere, followed by a strong wind, which rapidly increases to a furious gale, then to a violent

hurricane, which suddenly gives place to a *dead calm*, when the barometer, which has fallen with frightful rapidity from the first, reaches its *minimum*; then, quick as thought, without a moment's warning, the wind recommences with indescribable fury and irresistible power from the *opposite direction*; the barometer rapidly rises, and soon the storm is past; and naught but a desolate waste marks the path of the terrible visitant.

40. From a record of observations made at St. Thomas, during the tornado of August, 1837, by which, in one harbor, thirty-three vessels were destroyed, and two hundred and fifty buildings laid prostrate in one town, it appears that the barometer fell from 29.95 to 28.09, or 1.86 inches; falling, just *before* the *dead calm*, (of 48 minutes,) .44 in *twenty* minutes; and immediately *after* the calm rising .33 in *three minutes*.

41. Much of the damage to buildings, caused by hurricanes and other storms of this class, is occasioned by the sudden expansion of the air within the buildings at the moment when the central and rarified portion of the storm passes over, or a moment before the calm. I have seen the roof of one building, during the passage of a hurricane, raised six inches to give vent to the air within; the roof thrown from another, and carried like lightning through the air, and deposited half a mile distant; and a third, new and strong, in an instant laid prostrate. At the same time a hay stack near by was seen to rise thirty or forty feet into the air, and return to its former position *entire*; but in an instant it was scattered to the four winds.

42. Whirlwinds or tornados differ from hurricanes only in their extent and duration; whirlwinds being but a few hundred yards in diameter, and lasting but a few seconds, rarely, if ever, more than one or two minntes. They are due to the same cause, and are attended by like phenomena.

43. Waterspouts are caused by whirlwinds passing over the surface of a lake or sea. The phenomena peculiar to waterspouts are usually as follows: A dark cloud is seen, from which depends an *inverted cone*, which gradually approaches the surface of the water. The water becomes violently agitated, rises in spray or mist, with a whirling motion, and unites with the lengthened inverted cone above, forming an immense tube, with a diameter ranging from a few feet to several hundred, and a length or altitude sometimes as great as a mile, and possessing both a rotary and a progressive motion. In a short time the column separates, the cloud disappears, the water becomes quiet, and all is over.

GRANVILLE EPISCOPAL FEMALE SEMINARY. S. N. S.

For the Ohio Journal of Education.

The Origin of Arithmetical Symbols.

It is obvious, that the form of the ten figures or characters, by which all arithmetical calculations are formed, is the most perfect of its kind. In alphabetical writing, the characters by which words are constructed, sentences formed, and knowledge transmitted, are adapted to their office; but no form of letter, in any language, is more complete than the nine digits and the cipher—improperly termed the Arabic figures—employed exclusively in arithmetical computation. The perfection of these ten symbols is clearly shown in every instance of combination, however simple or complicated, perspicuously expressing the distinct idea of the number designated. Thus, 3 times 4 are 12; .9 divided into 81, give quotient 9; 100 taken from 700, leave 600; 24,000 added to 12,000, make 36,000; $\frac{1}{4}$ into $\frac{1}{4}$, makes $\frac{1}{16}$; .9 added to .0007, makes .9007. Here the grave questions may be asked, How did the perfect adaptedness of these ten symbols arise?—have they sprung from the natural ingenuity of man, long engaged in numerical calculations? They seem to have been very ancient, and traceable to the most remote ages. The whole contrivance appears to have been too perfect and too complete for man. With many of the pious and learned, I hesitate not, as in regard to language and written symbols or letters, to trace their origin to inspiration; that both alphabetical writing and arithmetic, by the ten digits—for, including cypher, there are certainly ten—were well known to Adam, at first the learned and accomplished representative of the human family. Whatever fanciful theories many may have formed of Adam, when created, as being an *ignorant adult*, who had to emerge from obscurity by dint of many efforts, to learn language by necessity, and to acquire science in the same manner, a little consideration, and the facts in the case, completely overturn.

The general law of Divine procedure, in all other cases, is obvious. When an agent was needed by Heaven, he was raised up, and prepared for his work. In this way Noah, a great man in his day, and largely possessing science and mechanics, was qualified for the Deluge. In this way Abraham was trained, and furnished with every appliance, to command the admiration of mankind for his faith and patience. In this way, first, in the court of Egypt, and secondly, for forty years in the land of Midian, was Moses disciplined for the very important work of

guiding the Israelites to the land of Palestine. Here let me speak reverently. In a like manner, did the Lord Jesus Christ tabernacle in the flesh for thirty-three years, to achieve the work of salvation. Shall the law of the Divine procedure be operative in all cases, not even excepting the Lord Jesus Christ, and yet shall Adam be excepted? The very position is preposterous. Adam, at creation, the noblest being on the earth—the great free agent—free to make him a finished, a perfect man, and a competent representative of his race, had every appliance of language, science, and art, to prepare him for his high destination. The law is perspicuous, and the conclusion is almost irresistible. He was learned in all points; his moral nature and furniture were every way perfect; his responsibilities were felt; and the fearful result of the abuse of agency, has told on all generations. Is it absurd to suppose Adam, from creation, to have been a man understanding the full force of language? Is it improper to suppose him to have been an arithmetician, an astronomer, a mechanic? In all things he excelled, being prepared on every subject. How did he become thus learned, I ask? How did the disciples, on the day of pentecost, become prepared to preach the gospel, in all the languages of the earth? The answer is written—by inspiration. In the same way, was Adam qualified for the station he occupied. It was surely as easy to give Adam all human knowledge, as to form him an intellectual being—not an infant, but a mature adult. The false and prejudicial opinion, that Adam was, at first, an *ignoramus*, throws many a theorist into the horrors, if an astronomical epoch run up, in time, beyond the Deluge. Where is the danger? The antediluvians were learned, Adam was an astronomer, Noah was a man of science, and a master-builder. The evidence of antediluvian knowledge is imposing. Adam was the great teacher. A thousand ships may have been built before the Ark; though grave theologians have affirmed that structure to have been the first *sea-vessel.*

The way is now prepared for the origin of the ten arithmetical figures, or the symbols of this department of calculation. These came, at first, from the learned Adam. In his long life, he communicated his knowledge to others, and especially to Methuselah; and Noah, living several hundred years with the latter, derived all science and art from that ancient source. Noah and his sons,—the latter being Methuselah's pupils for nearly a century,—transmitted their knowledge to the post-diluvians. The ark was carried by currents during the deluge, which currents seem to have directed it from south-west to a little north-east

—not to the inaccessible mountains of Armenia, but, according to many of the learned, to Ararat, on the borders of India. Thence Noah settled, as the patriarch of Hindostan, and from this second head of the human family, is derived what we designate the Sanscrit language; which details, in Hindostan archives, arithmetical symbols or figures, and many other sterling remains of ancient science and art. In algebra, pure demonstrative mathematics, astronomy, mechanics, etc., Hindostan appears to have been, in the first ages, vastly in advance of many other lands. There can be little doubt, that the Hebrew and Sanscrit languages were anciently nearly, or perhaps entirely, identical. Sir Wm. Jones, the great Oriental scholar, affirms the Sanscrit to be the parent of the Persian, the Armenian, the Ethiopic, the Latin and the Greek, as well as the Gothic. Others equally learned, make the Hebrew the parent of Arabic, Chaldee, Persian, Latin, Greek, Ethiopic, etc. Whence this discrepancy? I answer; it has resulted from the languages being identical, or nearly so, at first. In the minds of many the evidence is conclusive, that the ancient language and sciences of Hindostan, were introduced by the antediluvian, Noah. The Arabic arithmetical figures are traceable to no other reliable source, than the records in the ancient Sanscrit language. This language, so classic and perfect, must have been introduced by some distinguished ancient scholar. Who, but Noah, could have been that *individual?* to whom the legends and histories of all eastern Asia bear testimony, as the great teacher of religion, science, and art. In short, Noah may be considered as the Fohi of the East: he having furnished the vast stores of antediluvian knowledge to the postdiluvians, in insulated and eastern Asia. Hence the early civilization and advance of these countries in art and science, till gross idolatry obscured and finally eclipsed *moral truth*, and for ages rendered stationary the arts and improvements of all these lands. This seems to have been the natural result of idolatry in all time, unless peculiar causes interposed,—as in Greece and Rome.

Here the question may be asked, In what way did the Arabians procure the arithmetical figures, and employ them, so that in Europe they were called the Arabian figures? The answer is easy. When Mohammedanism overspread the south-east of Asia, the similarity of a pseudo religion, brought together the inhabitants of the extremes. Hindostanese traveled into Arabia, but much more frequently the Arabians traveled into Hindostan; and finally brought thence the arithmetical figures or symbols, and the sciences, recorded in the Sanscrit language. Hence the revival of letters at Bagdad, and Cordova,

in Spain. Hence arithmetical figures were brought into Christian Europe and called Arabic figures, when, in all propriety, they should have been called Hindostanee or Sanscrit characters or digits; because they were found in that country, and in the Sanscrit annals.

Having traced the origin of arithmetical symbols or figures, as I believe, to their true source—in the antediluvian world, I proceed to the second part of my subject, to show the superiority of the English method of notation and numeration, over the French method; which latter, in my opinion, has been *very imprudently copied* into too many American works on arithmetic.

1. It is affirmed by such as have borrowed the French method of notation and numeration, that it is by far the most simple; yet, from all I can ascertain, without one single argument for the preference. This conclusion, to my mind, is the more surprising, because it really appears to have no foundation in truth. How can it be more simple than the English method? The two are precisely alike for the first nine figures: then the difference commences, in which the supposed simplicity consists. To the learner, the difficulty of comprehending the first nine figures of the numeration table, is the chief effort. He proceeds; units, tens, hundreds, thousands, tens of thousands, hundreds of thousands, millions, tens of millions, hundreds of millions. Is it not as easy to keep on, thousands of millions, tens of thousands of millions, hundreds of thousands of millions—the plain English method—as to change the designation, and say billions, tens of billions, hundreds of billions, in the French method? To my view, the change is embarrassing and complicated. I put it to any competent judge, to say whether the English is not as simple, yes, *more simple* than the French method; so that the supposed simplicity of the latter, is really no other than an *empty sound*, or a *mere figment* of the imagination.

2. Let all due honor be awarded to the French nation, for important advances in science. In high numbers, in English works on mathematics or physical science, calculated according to English notation, if the French method be applied, it produces on the young mind doubt and confusion in regard to such numbers. In many instances, as I have myself witnessed, the practice has given rise to positive inconvenience and decided error.

3. A very formidable objection to the French method of notation and numeration, compared with the English, is here presented, in the designation of periods. The *foundation* of the French method, or, as technically it may be called the *modulus*, (a term derived from modulus,

little measure, the *base* in the construction of *logarithms*,) is unquestionably the *mille*, or 1000. If the mille or 1000 be multiplied by 1000, the product makes the *million*, or second power of the mille or 1000. This number, however, according to strict accuracy, is misnamed; technically correct, it should have been called the bi-million, or second power of the mille or 1000—in other words, the billion; but as if determined to be inconsistent, when the mille or 1000 is their modulus, the French have raised it to the second power, or bi-million, and still have called it the mille number or million. It is certainly by involution, or the raising of powers, that they form their several periods in notation. To secure the next period after the million, which they call the billion, the mille or 1000 is multiplied into itself three times, or raised to the third power, which, in mathematical accuracy, ought to have been called the trimille or trillion; yet the inaccurate name of billion is retained. After the first two periods, the same objection lies against every period in their notation. For example, the mille or 1000 being the modulus, and the million being the second power of the mille, ought to have been called the billion; their billion, being the third power of the mille, ought to have been called the trillion; their trillion is the fourth power of the mille, and so on. Of consequence, the names of all the periods except the first two, of six figures, are technically incorrect.

4. In the English method of notation, the mille or 1000 multiplied by 1000, as with the French, makes the million, the second power of the mille; and this latter number is the *modulus* of the English method. A criticism might here be made on the name Million, used by the English as their *modulus* of notation, because it is the second power of the mille or 1000. I believe, however, the objection to this period of notation, inaccurately named, by the French plan, will not here apply. The million is *arbitrarily* assumed, as the *modulus* of the English method; as the mille or 1000 is the *modulus* of the French method. When the million is thus assumed, its powers, in succession, are regularly noted. The modulus is regularly involved, so as to make the name of each subsequent period mathematically and technically correct. The million multiplied by the million, makes the bi-million, or, contracted, the billion, the second power of the million; the tri-million or trillion, the third power of the million; the quadrillion, the fourth power of the million; and so on, even up to the millillion, the 1000th power of the million, or a regular series of 6006 figures entering into the English notation and numeration. Each period, then, consists of

six figures, as the French does of three. The whole is vastly less *wordy* than the French, which, by changing names so frequently, embarrasses. The conclusion is therefore *irresistible*, the English method is more *simple*, *accurate* and *perspicuous* than the French.

5. Again, suppose it be doubted that the mille or 1000 is the *modulus* of the French notation, then the only alternative that remains, is to assume the English *modulus* or million as the French *modulus*; still the difficulty of incorrect names is in full force, or not at all removed. The billion of the French is formed by multiplying the mille or 1000 into the million, which will not make the bi-million, as the word indicates, that is, the second *power of the million*, but merely 1000 multiplied into a million. The trillion of the French, which is actually the fourth power of the mille, is only, in fact, the second power of the million, and corresponds with the correctly named billion of the English notation. The same irregularity runs through all the periods after the million, supposing the million to be the *modulus*.

6. To show how differently the two notations appear, and how improper it is, as I believe, to introduce the French method into English seminaries, an example or two of high numbers will suffice. According to the general conclusions of distinguished astronomers, the star Sirius is at the distance from our sun of twenty billions of miles, English notation; by the French, accurately told, it is twenty trillions. Again, Dr. Nieuwentyt has computed that there flow, in one second of time, from a burning candle 418,660,000,000000,000000,000000,000000,-000000,000000, i. e. 418 septillions 660,000 sextillions of particles of light, English notation. In the French method of notation, it will make 418 tredecillions 660 duodecillions. How wide the difference between the two methods, where only 45 figures are concerned in the series!—The French changing names twice as fast after the million, and yet the new names are not indicative of the power of the modulus. Who does not perceive, that American or English youth, in reading English works, of English notation, where high numbers, say from 40 to 60 figures are concerned in the series, will be utterly confused by applying the French method! Where, I ask, from the examples given, is furnished the superior elegance and simplicity of the French method? These boasted qualities of the plan vanish into empty smoke.

To do justice to the French method, I insert 18 figures. Here are six periods, and the whole is 987,654,321,987,654,321—987 quadrillions, and so on. In the English notation, this series will be expressed in three periods, and the whole numeration is 987,654 billions, and so on.

7. In conclusion, I remark, that this subject demands consideration. The observations here made show its importance, however fastidious critics may demur. A hasty, yet I trust an honest examination, has been attempted, and if there be error, it shall be promptly corrected.

The periods of English notation and numeration, may be made through an indefinite series or combination of figures. The highest numbers in common use, may not exceed 50 or 60 figures. Ludolf Vanceulen, in a calculation of the ratio of the diameter to the circumference of a circle, carried the series to 128 figures; which may be seen even now at Leyden, Holland, cut on the tomb-stone of that mathematician. This number, when the numeration is made, will reach the first two figures of the twenty-second period of English notation, called the unvigintillion; but by the French method, it will make two figures of the forty-third period, and be called the unquadragintillion.

An example of English notation and numeration is given, pushed to 168 figures, or 28 periods, in which the million is involved to the 27th power, as the notation-name shows. That the specific names of periods may appear throughout the vast number, they are here written:

Sextillions,	Quintillions,	Quadrillions,	Trillions,	Billions,	Millions,	Thousands,
000000,	000000,	000000,	000000,	000000,	000000,	000000
7	6	5	4	3	2	1

Tredecillions,	Duodecillions,	Undecillions,	Decillions,	Nonillions,	Octillions,	Septillions,
000000,	000000,	000000,	000000,	000000,	000000,	000000,
14	13	12	11	10	9	8

Vigintillions,	Nondecillions,	Octodecillions,	Sepdecillions,	Sexdecillions,	Quindecillions,	Quaterdecillions,
000000,	000000,	000000,	000000,	000000,	000000,	000000,
21	20	19	18	17	16	15

Sepvigintillions.	Sexvigintillions,	Quinvigintillions,	Quatervigintillions,	Trevigintillions,	Duovigintillions,	Unvigictillions,
990000,	000000,	000000,	000000,	000000,	000000,	000000,
28	27	26	25	24	23	22

This whole series amounts to the immense number of 990,000 sep or septinvigintillions; or, as stated, to the 27th power of the million—a number no doubt greater than the amount of every particle of dust, all told, of ten solar systems like ours—*the whole reduced to the finest particles possible!* Who can comprehend the vast idea? Calculations, in some branches of physical science, approximating to this mighty number, have been made. How would such an amount look in its *elegant French dress?* It will be named 990 quaterquinquagintillions! Our subject stops not here. The trigintillion comprehends 31 periods, or 186 digits or figures; the centillion, 101 periods, or 606 figures;

the millillion, 1001 periods, or 6006 digits or figures—high enough, yet not limited.

Thus do notation and numeration, the basis of all arithmetical calculation, develop and illustrate their intrinsic importance. The excellence of the form of digits, symbols or figures in combination, shows their origin from Heaven, or more than mortal. The power of numbers, even in this feeble effort is overwhelming; human intellect fails to comprehend! Who but Omnipotence and all perfection can understand?

CINCINNATI. ELIJAH SLACK.

For the Ohio Journal of Education.

Algebra.

It is only within a few years that this branch of mathematics has been taught to any considerable extent in the public schools of our country. It was formerly supposed that none but students in the higher seminaries of learning could pursue this study to advantage; but it is now found that it can be taught with facility to a large class of pupils in our public schools, and there are, at this time, comparatively few common schools in which it is not receiving some attention.

One cause for this change is to be found in the fact, that the character of the common schools has materially improved within a few years; and another reason is, that modern authors have so simplified the subject as to adapt it, in its elementary principles, to the comprehension of youths of ordinary mathematical talent.

The subject of Quadratic Equations is highly beautiful and interesting to the student in Algebra; and the design of this article is to present to teachers and algebraic students a simple *formula* to determine the value of the unknown quantity in any affected quadratic equation, without the necessity of completing the square according to the rules laid down in the books.

Take the equation $mx^2+nx=a$, our formula stands thus: $x=\frac{\sqrt{4am+n^2}+n}{2m}$. This expression may be employed to advantage in equations, in which the common method of completing the square would involve troublesome fractions; e. g., $5x^2+11x=42$, by our formula, $x=\frac{\sqrt{4,\ 5,\ 42+11^2}+11}{10}=2$ or $4\frac{1}{5}$.

After performing a few examples by means of this formula, the scholar will become so familiar with it as to apply it in any instance.

The common rule for completing the square after arranging the terms, is to add to both members of the equation the square of half the coëfficient of the first power of the unknown quantity. Bonnycastle, Day, and others, add the following rule for particular cases: Multiply the equation into four times the coëfficient of the highest power of the unknown quantity, and add to both sides the square of the coëfficient of the lowest power. From this rule I have derived the foregoing formula.

If the highest power of the unknown quantity has no coëfficient, its value may readily be determined by giving the expression the following form: $x=\sqrt{a+(\frac{a}{2})^2}+\frac{n}{2}$.

Example, $x^2+6x=27$, then $x=\sqrt{27+9}+3=3$ or 9.

F. S. WILLIAMS.

WHEELING, VA., May, 1853.

MR. WEBSTER'S OPINION OF PUBLIC SCHOOLS.—On one occasion a Boston gentleman was talking to Mr. Webster, respecting the best way to educate his son in the city. "Sir, I would send him to the public school." But an objection was made that there was a great admixture of boys, and evils to be apprehended from so many foreigners, etc. Mr. Webster replied, "Sir, send your son to the public school, and if he sits by an Irish boy, they will both, perhaps, be better for the association. I am strongly in favor of public schools."

"IF we work upon marble, it will perish; if we work upon brass, time will efface it. If we rear temples, they will crumble to the dust. But if we work upon immortal minds—if we imbue them with high principles, with the just fear of God, and of their fellow men, we engrave on those tablets something which no time can efface, but which will brighten to all eternity."—*Daniel Webster.*

Well has it been said the above sentiment is a better monument to Webster, than it is in the power of man to rear for him.

BUSINESS DEPARTMENT.

At the suggestion of several friends, we insert a statement of the number of subscribers in each of the several counties: from which it will be seen that there are more or less in all but ten of the 88 counties of the State. In addition to those sent to the subscribers here enumerated, more than 300 copies are mailed to editors and school officers, making about 1800 distributed in the State: besides these there are nearly 200 subscribers in 27 different States and Territories, and nearly 300 are sent to offices out of Ohio: making an aggregate circulation of more than 2,000 copies. While we feel grateful to friends for the labors which have secured thus early in the year a circulation larger than the first volume had attained in December of last year, we would remind all that our edition is not half exhausted: we hope to see at least 4,000 on the mail books before the close of the year.

Counties.	Subscribers.	Counties.	Subscribers.	Counties.	Subscribers.
Adams	1	Hamilton	169	Noble	2
Allen	4	Hancock	21	Ottawa	0
Ashland	43	Hardin	1	Paulding	1
Ashtabula	33	Harrison	10	Perry	1
Athens	0	Henry	0	Pickaway	28
Auglaize	0	Highland	10	Pike	4
Belmont	31	Hocking	1	Portage	12
Brown	2	Holmes	1	Preble	16
Butler	7	Huron	29	Putnam	0
Carroll	7	Jackson	2	Richland	30
Champaign	18	Jefferson	38	Ross	21
Clark	21	Knox	33	Sandusky	4
Clermont	20	Lake	22	Scioto	50
Clinton	8	Lawrence	11	Seneca	50
Columbiana	42	Licking	26	Shelby	1
Coshocton	16	Logan	3	Stark	67
Crawford	10	Lorain	17	Summit	5
Cuyahoga	80	Lucas	12	Trumbull	11
Darke	1	Madison	2	Tuscarawas	4
Defiance	1	Mahoning	9	Union	0
Delaware	24	Marion	9	Vanwert	0
Erie	41	Medina	1	Vinton	0
Fairfield	3	Meigs	0	Warren	33
Fayette	2	Mercer	0	Washington	17
Franklin	30	Miami	13	Wayne	6
Fulton	2	Monroe	2	Williams	0
Gallia	1	Montgomery	36	Wood	18
Geauga	4	Morgan	11	Wyandot	5
Greene	50	Morrow	28		
Guernsey	16	Muskingum	58		

Whole number of subscribers in Ohio.....1471

That the next number may reach subscribers before the meeting at Dayton, it will be necessary to issue it before the first of July. Communications and advertisements should therefore reach the office before the 15th of this month.

E. SPOONER, Principal of Keene Academy, Coshocton co.
W. R. POWERS, " West Bedford Academy,
JAMES B. CUMMINGS, " High School, Cadiz,
JOHN M. GALLOWAY, " " " Steubenville,
JAMES F. SNOWDON, " Select " "
W. A. URQUHART, " Union " Smithfield,
M. H. URQUHART, " Grammar " Steubenville,
ALFRED KIRTZ, " " " "
L. TENNEY, Superintendent of Marietta Female Seminary,
N. KENDALL, Principal of Washington Liberal Institute, Marietta.

Correspondence.

At a meeting of the Board of Education of the town of Granville, on the 22d of May, the following resolutions were passed unanimously, and ordered to be published:

Resolved, That this Board most heartily concurs in the sentiment so generally expressed, that the election of the State Commissioner of Public Schools ought to be independent of all party considerations.

Resolved, That in the opinion of this Board LORIN ANDREWS is the man best qualified for the office; that in view of his natural ability, his scholarship, his experience as a practical teacher, his legal knowledge, his active, energetic business habits, his popular manners and correct morals, and last, but not least, his intimate acquaintance with the condition and wants of the schools of the State, we believe that the public of Ohio would do themselves and their schools a lasting injury, should they fail to elect him as their State Commissioner of Public Schools.

Resolved, That we will do all in our power to secure his election; and that we call upon all friends of the cause of education, *irrespective of party*, to sustain him at the coming election.

Two of the school examiners in this county are lawyers, and one a merchant; but I question whether a more able and efficient Board can be found in the State than we have in Pickaway co., yet not one of them is a practical teacher.

As far as I am advised, efficient Boards of Education were chosen in all the townships in this county, and a strong desire is generally manifested to give the new law a fair trial.

At Tarlton, a large and commodious school house is to be built this season, which will combine, as far as practicable, all the modern improvements in school architecture. Yours truly, J. L., Circleville.

The Warren Co. Teachers' Association, at their meeting on the 7th ult., adopted the following:

Resolved, That we believe Mr. LORIN ANDREWS most eminently fitted for the office of Commissioner of Schools: his thorough scholarship, his long experience as a Teacher, his intimate acquaintance with the Teachers and educational men of the State, his success as a lecturer and conductor of Teachers' Institutes, and his clear and discreet judgment; all combine to make him the man for the place. We will therefore give him our undivided support, and use our influence with men of all parties to promote his election.

The Seneca county Teachers' Association recently,

Resolved, That the teachers of Seneca county heartily approve of the sentiments of the circular relating to the selection of LORIN ANDREWS as first State Commissioner of Common Schools.

The following was passed by the Summit county Teachers' Institute:

Resolved, That this Institute cordially recommend LORIN ANDREWS to the people of the State as a candidate for State Commissioner of Common Schools.

Notices of Colleges, Schools, etc.

The Trustees of Kenyon College having accepted the resignation of Dr. H. L. THRALL, for many years Prof. of Chemistry and Geology, have appointed Prof. SAMUEL ST. JOHN, late of Western Reserve College, to the same Chair: Prof. St. John has already entered upon his duties at Gambier.

The examination of the Willoughby Female Seminary, which took place on Tuesday and Wednesday last, is spoken of by those who were present as highly interesting and entertaining. This school is deservedly popular, and is an ornament not only to Willoughby, but to the whole country.—*Geauga Republican.*

Findlay Academy, under the superintendence of Mr. and Mrs. SPEAR, opened its summer session on last Monday, with the most favorable prospect of a large number of students during the term. This is an excellent school, and we heartily rejoice to learn that the educational public appreciate it.—*Han. Cour., March* 26.

LEBANON ACADEMY.—We take pleasure in again calling the attention of parents to this admirable school. It is rapidly and deservedly rising in public estimation. The course of instruction is full and thorough, and the terms moderate.—*Star.*

The Huron Institute, at Milan, taught by Mr. N. BARROWS and Mrs. C. B. JUDSON, commenced its Spring session on the 6th of April.

The Normal School at Farmington, Trumbull co., under the charge of Rev. J. GREEN, A.M., commenced its Spring session on the 19th of April.

PUBLIC SCHOOLS.—Toledo has entered upon the enterprise of Free Schools with a "will." Not only has she adopted the System, but commenced the construction of School Edifices, etc., upon a most liberal scale. The sum of $8,000 has been expended in lands for school purposes, and the cost of her High School building, including accommodations for the Grammar Schools, is estimated at from $25,000 to $30,000! This item shows that we are not alone in the good work, and speaks volumes for the liberality of the Toledo people. We witness this spirit with the utmost pleasure, and trust the success of the schools will answer to the most sanguine hopes of the people of the "Corn City."—*Sandusky Register.*

The Public Schools of Sandusky City were taught during the year ending in March, 39 weeks, at a cost of $8,958 31, of which $2,200 was paid for building and grounds. Twenty Teachers, four male and [illegible] female, are employed, in six Primary, four Secondary, three Unclassified, two Grammar Schools and one High School. Number of children enumerated 2,763. different scholars enrolled during the year 1,326, greatest number attending during any week 1,076, average daily attendance 906. At the annual school meeting, when the foregoing and other facts were presented, Messrs. F. T. BARNEY and J. M. ROOT were elected Directors. The citizens voted to levy a special tax of one mill on the dollar for the purpose of increasing their school accommodations, and the following Resolutions were unanimously adopted:

"*Resolved*, That the Board of Education is requested to offer Mr. M. F. COWDERY, the present Superintendent of our schools, $1,200 per annum for a continuance of his services in that capacity.

"*Resolved*, That the Board also pay such a compensation to all subordinate Teachers, as they may deem just and equitable."

Upon these Resolutions the Sandusky Register makes the following comments:

"It is a source of pride, as well as of [illegible] to chronicle such instances of the above, of the [illegible] our public system of schools is

the citizens of Sandusky. The proceedings of the meeting were characterized by an enlightened expression of sentiment, and by the most liberal action. The tax-payers of our city have thus not only sanctioned the policy of the *old* Board, but they have indicated to the *new*, their desire that, in the matter of Education, the future should develop still further the progress achieved in the past.

"The increase in the salary of the Superintendent, Mr. Cowdery, is an act of simple justice, earned in advance by a long series of zealous and efficient services. As a token of the estimation in which those services are held by our citizens generally, it is a compliment no less worthily than liberally bestowed; and as such, it is highly creditable both to the recipient and to the donors."

The second annual examination and exhibition of the New Philadelphia Union School, took place at the school house last week. Wednesday, Thursday and Friday were principally occupied in the examinations in the various classes, from the Primary to the High School. Much to our regret, we could not make it convenient to be present on all of the days. We were there however on Friday, and witnessed the examination of the classes in Algebra, Geometry, and Physiology. The Algebraic class would, we think, be difficult to excel by any other class of its age in the State. The classes in Geometry and Physiology were also quite proficient in their studies, and elicited remarks of the highest approbation from the auditors generally. In all the other departments of the school, the progress of the scholars, and the general management, (as we are informed by those who were present during the three days,) have been such as to give the friends of education, and of the New Philadelphia Union School in particular, no cause of regret; but, on the contrary, afford abundant evidence that the march of the school is still onward. On Friday evening the Exhibition took place. The large room on the upper floor was crowded to excess, so much so that a great many could not get in at all. Among the outsiders was our humble self, and consequently we could only judge of the performances by the evidences of approbation and delight, which we could not fail to notice among the large assemblage of spectators.

To Mr. KEEL, Principal of the school, and to his Assistants, male and female, the thanks of our citizens are justly due for the happy manner in which they have conducted the institution through another year of prosperity.—*Ohio Dem.*

Akron.—On Friday and Saturday evenings last, Gothic Hall was crowded by all classes of our citizens, eager to witness an exhibition made by the Public High School, given under the direction of the Teachers, Mr. Olmsted and Miss Peck. No exhibition of a similar character, given for a long time, has elicited so much interest. Circumstances prevented a compliance with the polite invitation of the Principal, to be present at the exercises; but we take pleasure in attesting what seems to be the general sense of community, as to the success of the exhibition in nearly all its parts. A programme, of diversified interest, gave scope to the natural gifts of a large proportion of the scholars, and exhibited to advantage the training they had received. It is true that the exhibition was confined, almost exclusively, to speaking, reading and composition; but we doubt not, due attention is paid to excellence, in the various branches of instruction, less attractive in a public exhibition.—*Summit Beacon, Feb. 23d.*

Bucyrus.—The public examination of the different departments of our Common Schools has been progressing for some days past. The advancement of the schools, under the present accomplished Teachers and able Superintendent, elicits the decided approbation of the community.—*Bucyrus Journal, May 12th.*

Urbana Union School.—Other engagements prevented us from attending the examination of the classes in this school, on Wednesday and Thursday of last week, except the Grammar class, on the evening of the second day. This class, composed of young ladies and gentlemen, acquitted themselves handsomely, and gave ample evidence of thorough and efficient instruction. The large audience present, as far as we heard an expression, were all delighted with the proficiency made by the class, and the prompt manner in which they responded to all the interrogatories propounded to them. The other classes, we learn, gave equal evidence of proficiency in their various departments of study.

The school was fortunate in securing the services of Mr. A. C. Deuel, its present able and efficient Superintendent. He possesses, in an eminent degree, those rare qualities of head and heart calculated to make a good Superintendent, and devotes all his energies to the prosperity of the school. For order, good government, and proficiency in the various departments, we believe it is excelled by but few schools of the kind in the State.—*Citizen, Urbana.*

Perrysburg.—The school exhibition on Friday evening last, at the Court House, was a very fine one, in many respects, and did great credit to both teachers and pupils. The court room was densely crowded, and many went away unable to get in. The exercises lasted till a late hour of the night, with undiminished interest to the crowd of spectators. We have not room, nor is it necessary, to notice in detail the various speeches, papers, dialogues, songs, etc., nor to criticise certain points of elocution and style. Suffice it to say, that the Perrysburg Union School is one of the best institutions of its kind, an ornament to our town, conferring inestimable benefits upon the rising generation here, and that our citizens are alive to its beneficial influences, and unitedly determined to uphold and sustain it in its onward progress.—*Perrysburg Journal, May 2d.*

Madison, Ia.—More than a year since the Public Schools of this city were organized on the Union plan. The officers of the Board presented the following, among many valuable statistics, in their report for the year ending February 11th, 1853:—The whole number of children instructed is 1343; average number each quarter 1164; average daily attendance 928. These have been taught, by a Superintendent and twenty-one Teachers, at an expense, for tuition, of $5,618, and a total expense of $6,428: this is an average of $5.52 for each pupil instructed, and $6.93 for each one in actual daily attendance. The instruction of these pupils in private or select schools, at the usual rates, would have cost $13.56 each, on an average, and the sum of $15,960 for all; so that these schools have proved a saving of $6.63 per scholar, and $7,532 in the aggregate! The year before these schools were commenced, the Select and Common Schools of the city instructed 622 pupils, at a cost of $8,000. As seen above, the Public Schools have, during the past year, instructed 1164 scholars, at a cost of $6,428: that is, while the number of pupils has *increased* 87 per cent., the expense for all has *decreased* nearly 20 per cent.

Selections.

Common Schools—County Examination of Teachers.—No interest deserves more attention at the present time than the elevation of our Common Schools. The cause of popular education—the proper instruction of the children of the State—underlies all other interests. As a means to secure this great end, *the elevation of the Teachers* is preëminent. Let the system be what it may, on the competency of the teacher depends, in a very great degree, the character of the school. If the teacher be well qualified and efficient, good scholars and an improved school will be the fruit of his well-directed labor.

By what means, then, can we elevate the standing of the teachers of the Common School? This is an important inquiry. Principally, we answer, by raising the standard of their qualifications. All successful teaching must flow from "copious knowledge" of the subject taught. "The shallow fountain cannot emit a vigorous stream." We would not be understood as saying, that an extensive knowledge of the subjects taught is the only requisite for successful teaching. Correct views of Education, a quick perception of human nature, the ability to communicate; and, in short, a practical knowledge of the whole "art of teaching," are important, and, indeed, necessary qualifications. Still we regard the first step towards ability to teach, the obtaining a clear knowledge of the subject one's self. This is an *essential* qualification of a successful teacher. The idea of an ignorant teacher being qualified to teach a "backward school," is justly becoming obsolete from its own absurdity. Our "backward schools" need the very best of teachers to infuse into them new life and elevate them to a proper standing. An important inquiry here naturally suggests itself. Are there enough qualified teachers to meet the demands of our schools? It is to be regretted that, for the present, there may not be. But why is it so? From the fact that good teachers have been driven from the field into other pursuits, by the *cheap* services of *cheaper* teachers. Let the informed teacher find a free and open field for his talents, and the schools will not long need competent instructors.

One great obstacle which has hitherto stood in the way of all progress in our schools, has been the granting of certificates to unqualified persons. We regard that feature of our New School Law, which defines the duties of examiners, one of the most important of the statute. By removing all inducements, pecuniarily, to grant certificates to those not deserving them, and making no provision for private examinations, a long-needed reform has been accomplished. It is confidently believed that this feature alone will elevate the condition of our schools to a very great extent.

The first examination under the New Law in this county, was held at the High School room, Saturday, April 16. About twenty teachers were present. The examination was conducted in a manner similar, in some respects, to previous examinations. Upwards of forty printed questions were presented to each applicant. The answers were required to be written. The manuscripts were then carefully examined and tables of correct answers formed. Aside from the printed questions, the class was examined orally in each of the branches of study. Particular attention was given to Orthography. Most of the teachers were found entirely ignorant of the elementary sounds of the letters. The class was also critically examined in reading, the result of which was less creditable to the teachers than the examination in any other study. More attention should be given to this subject by teachers generally.

From such an examination the Board were enabled to form just opinions of the qualifications of the applicants, and gave certificates accordingly. The qualifications of a few of the teachers were quite creditable. Without injustice to any one, we will mention the names of Miss Freeman and Miss Milner. We understand the Board intend to hold stated examinations for the accommodation of the Teachers of the county.—*Cleveland True Democrat.*

It is stated that the whole number of books published in the United States during the year 1852, was 1,288. Of these 322 were reprints of English books and translations, leaving 966 as the number of American works.

It is a singular fact, that while Iceland, with a population of 60,000, has three newspapers, the Island of Sicily, with a population of 2,000,000, has not even one newspaper.

Editors' Table.

OUTLINES OF UNIVERSAL HISTORY, translated from the German of Dr. GEO. WEBER: revised and corrected, with the addition of a History of the United States of America, by the American Editor. Boston: Little, Brown & Co., 1853. —Our thanks are due to Mr. WILLIAM D. SWAN, of Boston, for a copy of this finely printed octavo of 559 pages: it presents a clear outline of universal history, and is worthy of a place in every well furnished Library. A chronological table of some 30 pages adds to its value as a work of reference.

AIDS TO ENGLISH COMPOSITION, prepared for students of all grades. By RICHARD G. PARKER, A. M. New York: Harper and Brothers.—Every Teacher of experience is acquainted with the "Progressive Exercises" by Mr. Parker, published more than twenty years since: this volume contains 429 pp., and embraces "specimens and examples of school and college exercises, and most of the higher departments of English composition, both in prose and verse." Teachers will find it a most valuable aid.

THE PROGRESSIVE FARMER: a scientific treatise on Agricultural Chemistry, the Geology of Agriculture; on Plants, Animals, Manures and Soils; applied to Agriculture. By J. A. NASH, Principal of Mount Pleasant Institute and Instructor in Agriculture in Amherst College. New York: C. M. Saxton, 1853.—A clearly-written, well-arranged work of 254 pages: to the Farmer who wishes to become acquainted with the principles on which his noble art is based, it will prove a treasure; and to the Teacher who would show his pupils the practical utility of chemistry, it will be equally valuable.

Items.

Mr. W. C. CATLIN, from Conn., has recently been appointed Superintendent of the Public Schools at McConnelsville. The schools instruct about 500 pupils, and employ, beside the Superintendent, seven teachers: among them is Mr. D. T. JOHNSON, who has been for several years an efficient teacher in these schools.

Mr. GEO. W. HALL, late Principal of the Public Schools of Delaware, has taken charge of Shaw Academy, at Collamer, Cuyahoga county.

Mr. S. N. SANFORD has purchased the Granville Episcopal Female Seminary, and will hereafter have its management under his control. All who are interested are referred for information to the circular contained in the advertising sheet this month.

Mr. THOS. W. VALENTINE, the resident editor of the New York Teacher, and for twelve years Principal of one of the best Public Schools in Albany, N. Y., has been appointed Superintendent of the Orphan Asylum in that city.

Mr. JAMES JOHONNOT, a graduate of the State Normal School, and a teacher of much experience, has been appointed Principal of Public School No. 4, in Syracuse, N. Y.

The salary of Mr. M. F. COWDERY, Superintendent of the Public Schools of Sandusky City, has been raised by the Board, to $1,500, in accordance with the vote of the people at their annual school meeting.

The Board of Education in Dayton have raised the salary of Mr. JAMES CAMPBELL, the Principal of the Public High School to $1000, and that of the Principals of the Grammar Schools to $800.

The salaries of the Principals in the Public Schools in Cincinnati have been raised to $1000, and those of the first male assistants to $800.

The Public Schools of Ripley, Brown county, have recently been organized on the union plan, under the superintendence of Mr. F. W. HURTT.

The people of Salem, Columbiana co., by a majority of thirty, have decided to adopt the Union School Law.

The citizens of Sydney have voted to raise $10,000 for a Union School house.

The Board of Education in Marysville, Union co., in accordance with a unanimous vote of the citizens, have purchased a fine site for a Union School house, and intend to build during the coming year.

A graduate of the scientific department in one of the best Western Colleges, who has had some three years' experience in teaching, wishes to secure a situation as Principal of a good Union School. Letters may be addressed to LORIN ANDREWS, Columbus, O.

The Ohio Association of the friends of Female Education will meet in Dayton on the 5th of July next.

The Ohio State Phonetic Association will meet at Dayton on the 8th of July next; prominent advocates of the cause are expected to be present.

The American Association for the Advancement of Science will hold its next session in Cleveland, commencing on the 20th of July.

The anniversary of the American Association for the Advancement of Education, will be attended in Pittsburgh, commencing on the 9th of August.

Ohio State Teachers' Association.

THE fifth semi-annual meeting of the Ohio State Teachers' Association will be held in Dayton, on Wednesday and Thursday, the 6th & 7th days of July next.

Addresses will be delivered by Dr. J. Ray, Principal of Woodward High School, Cincinnati; Hon. C. N. Olds, of Circleville; and E. V. Gerhart, D.D., President of Heidelberg College, Tiffin City.

Reports upon interesting Educational topics are expected from Rev. A. Smyth, Sup't of Public Schools of Toledo; Prof. F. Merrick, of Ohio Wesleyan University; C. Knowlton, of Hughes High School, Cincinnati; J. Hurty, Principal of Lebanon Union School; S. N. Sanford, of Episcopal Female Seminary, Granville; and A. Holbrook, Principal of Marlboro Union School.

Arrangements have already been made with some of the Railroad Companies of the State, to carry delegates at half the usual rates of fare; and it is hoped that the remaining Companies, with their accustomed liberality, will make the same arrangement.

Ladies attending the meeting, will be cheerfully and gratuitously entertained by the citizens of Dayton.

Teachers, and friends of Education in other States, are most cordially invited to meet with us, and participate in our deliberations.

LORIN ANDREWS,

COLUMBUS, June, 1853. *Chairman of Ex. Com.*

THE members of the Executive Committee of the Ohio State Teachers' Association, are requested to meet at the Philips House, Dayton, on Tuesday, the 5th day of July next. LORIN ANDREWS, *Ch'n.*

THE

Ohio Journal of Education.

COLUMBUS, JULY, 1853.

County School Examiners.

FROM the information we have received in regard to the character of the persons who have been appointed to this office, we judge that, in the great majority of the counties, competent men—men who feel the importance and responsibility of the office—have been appointed. This is a most gratifying and encouraging fact: the County Examiners can exert an influence for the improvement of Teachers, superior to that which can be wielded by any and all other agencies connected with a school-system. From nearly every part of the State, we see statements that the new Board are making thorough work in their examinations, and that many who have heretofore obtained certificates without difficulty, have been rejected for incompetency.

For the benefit of all who may thus have failed, and of others who wish to prepare themselves to pass a creditable examination, we copy from the Perrysburg Journal the following kind and timely hints:

"A Word to our County Teachers.—The first sessions of our County Board of Examiners, under the New School Law, have been held. They have either said to you, you are well qualified, your qualifications are medium or very poor, or you are totally unfit, at present, to discharge the duties of a teacher.

"'Examinations are formidable, even to the best prepared,' hence it is not to be wondered at that you should shrink from them. Many of you, doubtless, have been disappointed, perhaps mortified, at the result; nor is it strange that such should be the case. Heretofore, many of our examiners, and especially those in the townships, have granted certificates so indiscriminately that it was almost impossible for the candidate, even after a *so-called* examination, to draw any other conclusion than

that he was as well qualified as any, and even as well as was desired. He received as good a certificate, and of course was considered as capable as A, B and C, or any one else. Thus, being told year after year that your attainments were sufficient, by those who *ought* to know, and whose duty it was to inform you, you would of course think little or nothing about making more thorough preparation. Our Board say, that although they have refused certificates to many, they have also granted to many who can not receive them again unless they are found to have made much improvement. They deemed it necessary to grant them: there was not a supply of those who were well qualified.

"Under this view of the subject, how does it become you to act? There are two ways. First, to abandon the idea of teaching, in view of the labor it will require to prepare. This course will satisfy the indolent, or those who have no ambition to retrieve lost credit or prepare themselves to become useful members of the community.

"The second method is to go earnestly to work and cultivate your minds, (and your hearts, too,) that you may stand in the foremost rank of that profession, than which there is none more honorable, nor more important in the accomplishment of great and good results. Do you ask how you are to do this? The course is plain, if you have but energy and perseverance to follow it. Find a way, or *make* one, to attend some good school, and when there, improve the opportunities to the best of your abilities. Send the first dollar you can raise to Columbus, for the "Ohio Journal of Education," one of the best educational papers in the world; and when you get it, not only read it, but *study* it. Next August, when there is an Institute for Teachers at Maumee and Perrysburg, be there in good season, not to *visit* and make *agreeable acquaintances*, but to improve yourselves in your vocation.

"Pursue a course like this, and you may reasonably expect that the next time you appear before a Board of Examiners, the results will be far different. N."

For the Ohio Journal of Education.

The Bible:

A SUITABLE AND IMPORTANT CLASS BOOK FOR EVERY SCHOOL.

The proposition at the head of this article will not perhaps be received by all as true. Many, both in theory and practice, have taken

opposite ground. It is exceedingly important to ascertain the truth on this subject, as class books lie at the basis of the whole process of education. That the Bible is eminently adapted for, and should be used as a class book in all our schools, appears from the simplicity and beauty of its style, the important information it furnishes, the training it gives to the intellect, the development to all the graces that adorn human character, the purity of its moral code, and the preciousness of the salvation it discloses.

It is not intended here to urge the use of the Bible to the exclusion of other class books, nor yet as a book merely or mainly used for the purpose of teaching the artistical part of reading. And yet, even for this purpose, the more advanced classes in every school might profitably use it. But we urge the use of the Bible, as a class book, for every class capable of using it, in every school, for the purpose of furnishing information on some of the most important subjects that concern mankind, and of imparting mental, and especially moral and religious training. In adopting any book as a class book, it is proper to inquire, Is its style such as to make its use profitable to the pupils? Is it sufficiently simple and clear to be readily pronounced and easily comprehended? Is it chaste and beautiful enough to afford the learner pleasure in its use? Now we hazard nothing in appealing to all, who are acquainted with this Book of books, if its style be not sufficiently simple, clear, chaste and beautiful, to adapt it, in a high degree, to the capacity of a majority of the pupils in all our schools? Of course we do not affirm this of every chapter or portion of this book; nor do we hold that every portion should be read by every class of pupils, indiscriminately. Every Teacher of common sense will be able to adapt the portion to be read, to the age and state of advancement of the class. All the classes of a school do not demand peculiar simplicity of style for their instruction: some do. And where, in our language, can be found style more simple, direct, chaste and beautiful, than occurs in the history of Joseph, and other narratives of the Old Testament, or the histories, parables and sermons of the Redeemer, in the New? And these have, besides, a fascination in them for the young, arising from the deeply interesting incidents woven into the histories and parables, which eminently adapts them to excite, please, and aid the learner. This is almost necessarily true of Revelation. Were not the Scriptures given by inspiration? And did not He who made the intellect and the heart of man, know perfectly how most efficiently to address them? And as this book was designed to be the great class book for the edu-

cation both of the intellect and the heart, both of young and old, especially in the higher parts of knowledge, has not He used such a style of language as is best adapted for this purpose? To deny it is to charge folly upon the only wise God. And who does not know that the sentiments of the Bible are most impressively expressed in its own language? Every attempt to improve it utterly fails. From this simplicity the youthful mind is capable of profiting.

There is also preëminent beauty in the style of the Bible. Its very simplicity is a beauty, especially in the apprehension of the young, that can scarcely be attained by other writers. If sublimity be an element of beauty, the Bible is preëminent. Even a heathen Greek, in writing a treatise upon the sublime in composition, quoted the passage, "And God said, Let there be light; and there was light," as one of the most noble examples furnished by human language. A club of French literary infidels once discussed the question, what authors furnished the finest specimens of the sublime: Dr. Franklin produced and read the prayer of Habakkuk, which bore away the palm, whilst the infidels knew not its author. Passages almost without number might be referred to, as illustrating this point. If beauty be placed in rich, bold, gorgeous metaphor, then will Isaiah and other portions of the Bible stand preeminent among all the books ever written. If a certain subdued, serious, affectionate sadness be regarded as beautiful, then will Jeremiah and John compare favorably with any other writers. If the pathetic is an element of beauty, what production will compare with David's lament over Absalom, or that of Jesus over doomed Jerusalem, or of God over backsliding Israel (Hos. xi. 8)? If beauty consist in trueness to nature in the human heart, the books of Psalms and Ecclesiastes stand unrivaled. In short, in all the elements of beauty of style, no other book will compare with the Bible. If, therefore, a class book for schools should combine simplicity and beauty of style, the Bible is preëminently adapted for this purpose.

But the Bible is also adapted for, and should be used as a class book in all our schools, since it gives most information to the understanding, and most powerfully trains the intellect, and develops all those graces that adorn human character. It furnishes an authentic and accurate history of a long period during the earlier existence of our race, to which no other history extends, and which otherwise must be wrapped in impenetrable darkness. It carries us back to the dawn of creation, and lets fall upon our ear the voice of God, as he calls all things into being. It informs us of the primeval condition of earth and man. It

makes known to us the earliest transactions which occurred between God and man, and the fearful apostacy of man, from which resulted all that is evil in our present condition and experience. It makes known the character of God, our Maker and Governor, and the nature and laws of his government. It points out our relations and obligations to God, our condition as rebels, and his willingness to restore us to his favor. The immortality of the soul, and man's responsibility to God for all his conduct and character, are here clearly revealed. The existence of innumerable spiritual beings, both good and evil, by whom our character and conduct are much affected, is here made known. It gives a history of divine providence, and the history upon which that providence is based. It affords a correct philosophy of the origin of all things, especially of moral evil; of the history of the world, the state of human society, and the condition and conduct of man. And it opens the dark cloud that overhangs the future, and points out infallibly the destiny that awaits every individual, according to his character. These are surely subjects interesting, above all others, to every human being. And whilst the Bible gives full, distinct, and infallibly correct information in reference to them, it is sought utterly in vain elsewhere.

The Bible is also admirably adapted to train the intellect. Man's intellect demands truth for its development and strengthening. This is its proper, its only aliment. The Bible furnishes unmingled and infallible truth. It has, therefore, the very purest and best aliment for the mind. But if the minds of children are to be strengthened for lofty thought, for great conceptions, for grasping and unfolding the noblest subjects, a field where grand conceptions lie must be thrown open before them, and they must be aided in comprehending them. As the eagle trains her young to rise with unblanched eye toward the sun, by familiarity with the exercise; so children must be taught to form great conceptions, by familiarizing their minds with thoughts that lead upward toward the grandest truths of which man can conceive. It is by this process that the mightiest intellects have been strengthened, to grasp and unfold the great truths of science. By this process, the astronomer rises to his noblest conception of the extent and harmony of the physical universe. By familiarity with noble minds, we catch something of their nobility. By habituating the mind to great truths, it is strengthened to grasp and unfold those still nobler. Now for this purpose of cultivating the intellect, giving it strength to apprehend and exhibit the noblest truths, no book in the world can equal the Bible. It has plain, simple truths—so plain that a child can understand them;

it has greater truths, that give full exercise to the cultivated intellect; and it has truths that rise, in grandeur and in the width of their reach, above the noblest truths of physical science, as far as the moral government of God transcends his physical creation in nobleness—as far as the infinitude of God, in excellency and glory, rises above all his works.

Whilst the study of science strengthens the mind for noble conceptions, the study of the Bible strengthens it still more for those that are more noble; and whilst the books of science present their simplest truths first, to aid the learner and lure him onward; so the Bible has its simple truths for the very young, its higher truths for the more mature and cultivated, and its grandest truths, which angels can not fully comprehend—which eternity alone will be adequate to reveal, in all their greatness and glory. And then the Bible, more than any other book, awakens into activity the intellectual powers of man. The mental energies of the heathen sleep profoundly, whilst their besotted passions bear rule. In reading the Koran, the Shasters, or the Institutes of Menu, the minds of men remain sluggish and torpid; and in nominally Christian countries, where the Bible takes no part in the education of the masses, mental activity ceases, society stagnates and sinks into brutal vice. Who, with his eye fixed upon Italy or Spain, or South America, or Mexico, can fail to see a demonstration of this truth? And who can inquire for mental activity, for life in earnest, intellectually, socially and physically, without being pointed to those countries in which the Bible is, to the greatest extent, the educator; as, Germany, Britain, and the United States?

What is it that now wakes the Hindoo from an intellectual torpor, unbroken for ages? The Bible. What was it that aroused the mental activities of the Sandwich Islanders, and elevated them, within the period of a single generation, from an ignorant, stupid, heathen people, to a civilized and christianized condition? The Bible. What was it that caused the mind of western Europe, in the sixteenth century, to bound at once from sluggishness into a state of intense activity? More than any other, more than all other causes, Luther's translation of the Bible. It not only produces but supports this activity. The Bible, therefore, most powerfully calls into action the faculties of the mind, and gives them strength for the most exalted exercise. We speak not now of the cultivation the Bible affords to the imagination by the sublimity of its style, the grandeur of the field it opens before the mind, the flowing numbers of its poetry, and the riches, boldness and beauty of its imagery. How beautifully adapted, then, above every other book,

is the Bible, to develop the intellect of man to its highest capacity! But it is also adapted to call forth all those virtues that adorn human character. These virtues may be taught in other books used in the schools; but in the Bible they are taught, commended, illustrated and exemplified. And all this is done in the manner chosen by unerring wisdom. All know that example teaches more effectively than precept. But, where precept, commendation and example all combine, in the manner which seemed best to infinite wisdom, the instruction must be most efficient.

Would the parent teach his children moral heroism, or to stand up fearlessly for the right? He will find this enjoined in the Bible, and illustrated in the conduct of Nathan before the King of Israel, and of David and the three Hebrews, before the proud monarch of Babylon. Does he desire to teach them meekness and humility? The Bible utters the command of God in reference to these graces, pronounces those blessed who cultivate them, and furnishes an exemplification of them in the lives of Moses and Jesus. Is he anxious to develop patience in them? After enjoining, "let patience have her perfect work," the Bible points to a living example of this grace in the history of Job. Is he desirous of cultivating in them generosity? This grace is commended in the Bible, and illustrated in the conduct of Abraham, when, although the elder and superior, he gave Lot his choice of the land to dwell in. Would he accustom his children to the forgiveness of insults and injuries? The Bible teaches them to pray, "forgive us our trespasses, as we forgive those who trespass against us;" and then leads them to the scene of Stephen's martyrdom, and the crucifixion of Jesus, for impressive examples. Does he desire that they should be stable in their friendships? What can more deeply impress this lesson, than the story of the friendship between David and Jonathan? If he wishes to have them tender in their filial affections, the Bible commends this, and shows its beauty, when Jesus, in his dying agony, said to John, "Behold thy mother." Does he wish to teach them compassion and benevolence? "Thou shalt love thy neighbor as thyself," enjoins the Bible; and points to Jesus, who, "though he was in the form of God, and thought it not robbery to be equal with God," yet took upon him humanity, and gave himself to death for man. Would he teach them to revere authority? "Honor the king," is an injunction of the Bible; and the conduct of David in sparing Saul, his bitterest foe, because he was the "Lord's anointed," when he might without danger have taken his life, is a beautiful example. In a word, if he would have all

these graces shine like a brilliant constellation in the character of his children, let him give them the Bible, which teaches and illustrates them all together, in the life of Jesus of Nazareth. There is no other book upon earth which more clearly teaches, or more frequently commends, or so authoritatively enjoins, or so copiously and impressively illustrates these graces, as the Bible. It is therefore better adapted for their development than any other.

On the other hand, if the parent or teacher would suppress the indulgence of vice, the Bible more effectually secures his object than any other book. If he would eradicate a tendency to deceive, let him cause the children to hear the God of Heaven, saying, "Lie not one to another;" and "all liars shall have their part in the lake which burneth with fire and brimstone;" and then point them to the fearful doom of Ananias and Sapphira. Would he repress the development of covetousness or theft? Let him cause them to listen to the prohibition of God, and then show them the dreadful consequences, as illustrated by the case of Achan. Does he desire to check the growth of envy, jealousy and revenge? The Bible brings the authority of God to bear, and enforces it by the illustration which the history of Cain affords. If he would eradicate pride and cruelty, the Bible will reëcho the voice of God forbidding these passions, and illustrate their consequences by the example of Herod, who, for these vices, was smitten of God and eaten of worms, so that he died.

Every vice that tends to deform and ruin, is forbidden in the Bible; and its loathsome character and fearful consequences impressively illustrated. No book can be better adapted, therefore, to repress or eradicate every vice, and cultivate every virtue. And if the Bible is better suited than all other books to accomplish these objects, then is it preeminently fitted for a class book in all our schools.

ASHLAND, O. R. J.

SCIENTIFIC.

Meteorology.

No. IV.

PART III.—AQUEOUS PHENOMENA.

44. Under this head are embraced the phenomena of Dews, Fogs, Clouds, Rain, Frost, Snow and Hail. These are all due to the con-

densation, under different circumstances, of the moisture of the atmosphere, from the cause, and in the manner explained in sec. 15.

45. DEW is moisture condensed from the air in contact with colder bodies, *without* the formation of cloud or fog. Air saturated with moisture when *at a high* temperature, is forced to part with a portion of that moisture, whenever its temperature is reduced, (sec. 15.) Dew is therefore deposited most frequently, as well as most abundantly, on those bodies which are the best radiators of heat; as the grass, wood, foliage, etc. While these bodies are drenched with dew, smooth stones or polished metals in the same situation remain dry, or nearly so.

46. The quantity of dew deposited in a given time, is determined by the humidity, serenity and tranquillity of the air, and the various circumstances affecting the radiating and conducting power of the body upon which it is deposited. As humidity is the *material* of dew, as a matter of course, the more humid the air, the greater is the quantity of dew deposited. A *serene* sky is most favorable to radiation of heat from the earth's surface, and hence (by cooling the earth) to the deposit of dew. Hence it is that dew is most abundantly formed on a clear, calm night, and not at all on a cloudy night. A gentle breeze, by bringing successive portions of moist air in contact with the cold body, is conducive to a heavy deposit of dew; but a high wind is very unfavorable, since it does not allow any one portion of air to remain long enough in contact with the cold body to condense the moisture upon it.

47. A bad conductor, of a rough, uneven surface, (i. e. a good radiator,) exposed under a serene sky, on a night following a warm, damp day, will be *most* copiously bedewed; while a good conductor, with a smoothly polished surface, in a sheltered position under a cloudy sky, will be perfectly free from dew.

48. FOGS and CLOUDS are visible aqeous vapor, produced by the union of a warm and humid, with a cold portion of air. The temperature of the mixture is the mean of the temperatures of the separate portions; but the *capacity* of the mixture for moisture is less than that of separate portions; consequently the moisture becomes visible as a mist or vapor. The term *fog* is applied to this vapor, when it rests upon, or floats near, the surface of the earth; but when floating in the air above us it is a *cloud.*

49. FOGS are formed most commonly along water-courses, marshes, shoals, capes, and on mountain sides. They are here formed by the warm, saturated air from the water's surface, mingling with the cold, adjacent air of the shore or mountain. They are most frequent and

most extensive in the higher latitudes, generally; and any region lying adjacent to a body of water much warmer than itself, is more subject to fogs than those differently situated. England is peculiarly subject to them; and London, from their frequency and density, is called the "City of Fogs;" it being not unfrequently necessary to light her shops and streets with gas at noon-day.

50. If the difference in temperature is sufficiently great, fogs *may* be formed when the water, and consequently the saturated air, is colder than the adjacent land. The Mississippi, for example, flowing from the distant north, is, all along its course, colder than the adjacent land. In spring and autumn, when this difference in temperature is greatest, fogs are formed in the *day time*. These are confined to the river, being dissolved as soon as they mingle with the warm air over the land.

51. Water (and consequently vapor) is heavier than air; why, then, it may be asked, does not this vapor, formed in the upper regions of the air, settle to the earth? Each particle of vapor is a minute bubble of air; it therefore presents a great extent of surface to the resistance of the air, and falls but slowly. This is one reason why clouds do not seem to settle towards the earth; but there is another reason, viz: as the cloud settles, the lower portion, as it enters the warmer air below, is dissolved and becomes invisible, as a snow ball disappears when gradually lowered upon warm water. When the air below is not sufficiently warm to dissolve the cloud, as it slowly falls, it reaches the earth, and is then called fog.

52. Clouds are divided into *three classes:* viz. *Simple*, *Intermediate*, and *Compound*. SIMPLE CLOUDS embrace—1. *Cirrus*, so called from their resemblance to *loose hair*, being fibrous or in thin streaks; 2. *Cumulus*, so called from their resemblance to mountains piled on mountains; and *Stratus*. These last are low creeping mists, and are seen on a summer's evening, over low, damp places, never rising much above the earth.

53. The *first* (the *cirrus*) is formed highest in the atmosphere, by ascending currents of hot, moist air. If the streamers point *upwards*, they indicate that the cloud is falling, and that rain is at hand; but if *downwards*, no rain should be expected. The cumulus, if fleecy and sailing against the wind, indicate rain; but if the outline is sharp and distinct, and the motion *with the wind*, *fine weather* is indicated.

54. INTERMEDIATE CLOUDS embrace—1. The *Cirro-Cumulus;* and 2. The *Cirro-Stratus*. The *former* of these are "cirrus clouds, springing from a massy centre; or heavy masses, edged with long

streaks generally called 'mares' tails.'" These are formed by the *cumulus* dissolving away into the *cirrus*, and *they* indicate hot, dry weather. The *cirro-stratus* clouds "invariably indicate rain and wind." These are formed by the *cirrus* accumulating into denser masses.

55. COMPOUND CLOUDS embrace—1. The *Cumulo-Stratus*; and 2. The *Nimbus*. The former of these are "those clouds which assume all sorts of gigantic forms; such as vast towers and rocks, huge whales and dragons, scenes of battle and cloudy giants." These indicate a *change of weather*. *Nimbus* signifies a "cloud which brings a storm;" hence it is applied to all those clouds from which *rain falls*. These clouds are distinguished by the *want* of a *definite outline*. The edge is gradually shaded off from the deep gray mass into transparency."

56. The color of clouds depends upon their density and their position with respect to the sun.

For the Ohio Journal of Education.

The Rotation of the Earth,

DEMONSTRATED BY THE PENDULUM.

IN 1851, the scientific world were much occupied with discussing the merits of a new mode of demonstrating the earth's diurnal revolution, discovered by M. Leon Foucault, of Paris. Although the very general interest which his discovery then elicited, has long since given place to the excitement incident to fresh discoveries, yet we are confident that some (particularly Teachers) may still be interested, if not benefited, by a repetition of the experiment of M. Foucault, and a review of the demonstration based upon it.

The simplicity and conclusiveness of the latter, commend it to all, indeed, who appreciate the Baconian or inductive method of investigating nature; whilst its *mechanical* character renders it invaluable to the Teacher or Lecturer, as a means of exhibiting *ocularly* a fact already fully established by abstract reasoning, based upon the known principles of physics. These considerations are our justification for again calling the attention of educators and others to this subject.

The fact underlying said demonstration is, like all important facts in science, simple; insomuch as to excite considerable wonder that it should so long have remained unnoticed. It is as follows: A pendulum so suspended as to move freely in all directions, will, if made to vibrate across a graduated circular table, continually change its path in refer-

ence to the plane over which it is moving: so that in a certain period, of which the length is determined by the latitude of the place where the experiment is made, it will apparently have described a complete revolution around the circle across which it has been vibrating; and the deviation will be uniform for each degree of latitude, but its *rate* will regularly diminish from the poles to the equator, where it becomes equal to 0; whereas the *time* of one complete revolution of the pendulum regularly increases from the poles, where it is 24 hours, to the equator, where it equals infinity. Furthermore, the deviation is in opposite directions on opposite sides of the equator; being, in the northern hemisphere, from west to east, (i. e. in the direction of the hands of a watch); and from east to west in the southern.

The reader may be readily convinced of the reality of these interesting phenomena, by instituting the following simple experiment.

From the ceiling of a high room, suspend a globular weight of about six pounds, by means of a slender wire, of such length that the weight, when at rest, may stand about one inch above the floor. The wire should be so attached to the ceiling as not to prevent the gyratory motion of the pendulum. Next, describe upon the floor a circle of convenient dimensions, say from 8 to 16 feet in diameter, having its centre directly under the point of suspension. Divide the circle into a certain number of equal parts, by lines passing through the centre and terminating at both extremities in the circumference; or (which is better) divide the circumference, or a portion of it, into degrees, minutes, etc., numbering the divisions.

Things being thus arranged, let the experimenter carefully draw the pendulum to a convenient point in the circumference, and, by means of a slender thread, fasten it to some object, say a chair or block, standing outside the circle. When it has come to a state of perfect rest, he may then suddenly, but dexterously, sever the thread by burning it. The pendulum will, of course, descend along one of the diameters of the circle, pass over the centre, and terminate in the circumference at a point opposite to that from which it started. From thence it will apparently return, by the same path, to the same point of rest; but after a few vibrations, it will become evident that the pendulum constantly changes its path in reference to the circle: always cutting the circumference on the *right* of the point of rest, to an observer on the opposite side, and on the *left* of that point to an observer on the same side. With a large circle, ten minutes of time is sufficient to show a deviation of several inches; but if the vibrations be continued without interruption, in about 36 hours (in our latitude) the pendulum, after having

passed successively over every portion of the circumference, will move along the first diameter again. By this movement—sublime, because compelled by the omnipotence of Divine law—is chronicled the hourly motion of the earth upon her axis.

The theory of these important phenomena will become apparent, without an extended discussion, by attending to the following brief analysis.

From the very nature of the forces operating upon it, a pendulum, suspended and set in motion as we have described, will continue in the same *plane of vibration*, though the point of suspension be, at the same time, revolving; for when about to return from an outward excursion, it is influenced by a single force, and can therefore move in but one direction—toward the lowest point of its arc. Having reached that point, it has acquired sufficient momentum to carry it *in the same direction* to the opposite point of rest. Being here under the influence of the same force acting in the same line of direction, it must, in reference to absolute space, return by the same path, although the point of suspension may, in the meantime, undergo revolution.

It is not therefore difficult to conceive that a pendulum, vibrating at the pole of the earth, will apparently describe a complete revolution around the graduated table once in 24 hours; for since, in this case, the axis of the table coincides with that of the earth, if we suppose the latter body to have the diurnal motion usually ascribed to it, the table will be carried forward at the rate of 15 degrees per hour under the plane of vibration; which, though fixed in regard to space, *appears* to revolve, on the principle of transferred motion.

At the equator, the plane of the table lies parallel with the earth's axis; hence the latter is at right angles with the axis of the table; and the only effect of the diurnal motion (supposing there is one) will be to carry forward on the circumference of a great circle, the table, and, with it, the plane of vibration, without disturbing their positions in relation to each other and to absolute space. *A priori*, therefore, we should infer that there is no deviation at the equator.

The case of a pendulum vibrating at places intermediate between the poles and the equator, is not susceptible of so easy an explanation. The conditions it undergoes are so numerous and variable as to render an exact conception of its motions difficult, and a full description of them in writing impossible. Nor is it necessary; for by the aid of a terrestrial globe, having a small circular plane of paper marked with the cardinal points, tangent to the surface at any latitude, (say 45 degrees,) the experimenter will be able readily to show—

First, That the circular table and the plane of suspension, always maintain their *relative* positions unchanged during the revolution of the sphere: the point of suspension being constantly preserved vertically over the centre of the table.

Second, That in consequence of its rotation around the axis of the sphere, the cardinal points of the table are ever *revolving*, in respect to a stationary point in space; and,

Third, That therefore the plane of vibration, which is necessarily fixed, must appear to advance over the table from west to east, like the hands of a watch when its face is upward; although in reality the table moves in the opposite direction, as if turning round its own centre.

In conclusion, we may be permitted to remark, that the experiment of Foucault, illustrating, as it does, one of the most important topics of primary instruction, deserves the careful investigation of the teachers in all our public schools; and should be regarded by them, not as a curiosity of science, to be turned over to the management of the *savant*, but as an important and permanent accession to their professional resources, to be hoarded and used for the credit of the fraternity, as well as for the benefit of their pupils.

J. B. BEACH.

JEFFERSON UNION SCHOOL, June, 1853.

PROFESSIONAL.

Outlines and Classifications.

CHILDREN, and all whose minds are but little cultivated, must acquire knowledge fact by fact, item by item: they feel no interest in accurate classifications of *all* the facts pertaining to a subject, in broad generalizations, or comprehensive views which present a whole subject at a glance; but to those whose minds are disciplined, who have acquired considerable information, nothing is more interesting than synopses, or grand outlines, which present all the parts of a subject in their true relations to each other. While therefore with younger pupils the first method must be pursued, and the Teacher must aim to interest them by the clearness and vividness with which he presents each important fact or principle, it is desirable to review their studies on the second method, and gradually to make them familiar with the relations of the parts of every subject, and thus gradually to prepare them, as they become matured, to grasp a whole subject in one comprehensive view.

For the purpose of presenting such views, we know of no method so

convenient as that of writing on the blackboard the outlines of subjects in a kind of diagramatic form. For example, the three different systems of notation employed in arithmetic, may be thus represented:

- **Arithmetical Notation.**
  - Numerical..
    - Verbal, (by words,) as one, two, three.
    - Literal, (by letters,) as I, V, X, L, C, D, M.
    - Figural, (by figures,) as 1, 2, 3, 4, 5, 6, 7, 8, 9, 0.
  - Denominational.
    - Currency, as £, $.
    - Weight, as lb., oz., dr.
    - Measure, as °, ′, ″.
  - Symbolic...
    - Operations.
      - Addition, +. Subtraction, —.
      - Multiplication. X. Division, ÷.
      - Involution. Evolution, $\sqrt{\ }$.
    - Relations..
      - Equality, =.
      - Ratio, :
      - Proportion, : :: :

Numbers are variously classified, as simple or denominate, prime or composite, abstract or concrete, integral or fractional, rational or surd. The *relations* which all these classes sustain to each other, is clearly shown by the following arrangement:

- **Numbers.**
  - Integral...
    - Simple.....
      - Prime.... Absolute, Relative.
      - Composite—Multiples. Rational, Surd.
    - Denominate.
      - Currency.
        - National—Federal Money.
        - State—as N. E., N. Y., Pa., etc.
        - Foreign, as Sterling, Canada, and French Currency, etc.
      - Weight... Avoirdupois, Troy, Apothecaries'.
      - Measure..
        - Dimension.
          - Length. Long, Circular, Cloth.
          - Area—Square.
          - Solidity—Cubic.
        - Bulk..... Wine, Beer, Dry.
        - Duration—Time.
  - Fractional.
    - Decimal..... Finite. Infinite—Repetends. Single, Compound.
    - Duodecimal.
    - Common....
      - Simple... Proper, Improper.
      - Compound, Complex.

The outlines of Chronology, given on page 294 of the first volume of the Journal, may be presented in this form:

- CHRONOLOGY.
  - ANCIENT, —Ages.
    - Antediluvian.—From the Creation to the Deluge, 1656 years.
    - Postdiluvian... Periods.
      1. From the Flood to the Call of Abraham, B. C. 1921—427 years.
      2. From 1921 to the Exodus of Israel, B. C. 1491—430 years.
      3. From 1491 to the Building of the Temple, B. C. 1004—488 years.
      4. From 1004 to the Founding of Rome, B. C. 752—252 years.
      5. From 752 to the Battle of Marathon, B. C. 490—262 years.
      6. From 490 to the Reign of Alexander, B. C. 336—154 years.
      7. From 336 to the Conquest of Greece, B. C. 146—190 years.
      8. From 146 to the Advent of Christ, 146 years.
    - Postadvent... Periods.
      1. From the Advent to the Reign of Constantine, 306 years.
      2. From A. D. 306 to the Fall of Rome, A. D. 476—170 years.
  - MEDIÆVAL,—Periods.....
    1. From A. D. 476 to the Hegira of Mahomet, A. D. 622—146 years.
    2. From 622 to the Crowning of Charlemagne, A. D. 800—178 years.
    3. From 800 to the Landing of William the Conqueror, A. D. 1066—266 years.
    4. From 1066 to the Overthrow of the Saracens, A. D. 1258—192 years.
    5. From 1258 to the Discovery of America, A. D. 1492—234 years.
  - MODERN,—Periods.....
    1. From 1492 to the Abdication of Charles V., A. D. 1556—64 years.
    2. From 1556 to the Restoration of Charles II., A. D. 1660—104 years.
    3. From 1660 to the Declaration of Independence, A. D. 1776—116 years.
    4. From 1776 to the Fall of Bonaparte, A. D. 1815—39 years.
    5. From the Fall of Bonaparte to the present time.

Hints to Teachers.

TEACHERS will find it to their advantage, and conducive to the benefit of their pupils, to discourage, and, as far as possible, prevent communications between pupils; and they should adopt the law of absolute non-communication during recitations and study hours. Every Teacher should practice strict self-government himself, and so order his arrangements as to lead his pupils to do the same. To secure pres-

ent convenience is not the only object which is contemplated by school government, but so to discipline and train youths as to prepare them to govern themselves correctly in future. Every Teacher who fails to make his school a self-governing, self-regulating one, will not, can not, accomplish any desirable end; for no one can teach and govern at the same time.

A judicious foresight in so arranging everything beforehand as to prevent trouble, is far superior to any display of tact and skill, (or any amount of "brute force,") in managing difficulties, and disposing of them after they have arisen. "Prevention is immeasurably better than cure."

The Teacher should consider that he is instructor, and not master, friend, and not tyrant. Every system of school government that frequently requires harsh means to carry it out, or coercion to enforce it, is palpably defective: it is contrary to nature.

Every Teacher, to succeed in governing, must believe that he can do so. As soon as he loses confidence in his own ability, his pupils know it; they read it at once in his face and in his actions. Unless he thinks he can succeed, he will never make the effort, and must fail. A Teacher without faith can do nothing, because he will not try.

Every person that is teaching, or that intends to engage in the employment, should carefully investigate this matter of school government —a matter but little understood as yet—and become acquainted with the principles upon which a system should be based; and every one that finds, on fair trial, that he cannot establish a correct system, is called upon by honesty, benevolence and patriotism, to abandon the profession entirely, or until he has sufficiently prepared himself for it.

MARLBORO, Stark Co. LETSON.

Letters to a Young Teacher.

No. X.

DEAR FRIEND,—After your pupils have been taught for several terms in the manner described in my last letter, and have learned to read with tolerable facility, I should advise you to put a book into their hands similar to Colburn's First Lessons. It might be advisable, however, to commence with some work more simple than Colburn's.

You can see that this solution is far easier than the analytic process of finding first what *one* man would earn in *one* day, and then what 36 men would earn in five days. Both methods, however, should be practiced often, in solving the same question.

You should require each step taken in the process of solution to be given orally. This you should at all times insist upon. The language employed by your pupils should be concise, and *grammatically* as well as *mathematically* correct. There are many forms of expression, which are used every day in explaining the process of reaching an answer to a question, and you should see to it that the language is well chosen.

You should not confine yourself entirely to the book, for example, in arithmetic, but often give oral questions to your class; and it is well to vary occasionally the written examples, by substituting other numbers for the printed ones; otherwise some scholars, after all, will manage to get rid of thinking, by following in the footsteps of others, repeating the analysis as they hear it.

CLEVELAND, June, 1853. Thine truly, A. F.

MISCELLANEOUS.

For the Ohio Journal of Education.

A Model School House and a Model School Man.

MESSRS. EDITORS: In this age of grasping selfishness, when all seem to be struggling to secure to themselves, and to their selfish uses, the lion's share of this world's goods, it is truly refreshing to meet with an occasional instance of disinterested public spirit and liberality, with the means to indulge it, such as I am about to record. It is an instance of enlarged and comprehensive goodness of heart and benevolence of intent, that can not be too fervently applauded, or too highly estimated.

Mr. Cyrus McNeely of Green township, Harrison county, Ohio, who has no children of his own to educate, but who has long been known as an active and leading advocate for the liberal education of all the youth of the land, and who looks to the Common School System as the great instrumentality by which this is to be effected, has resolved to show, by his practical liberality, that he is really in earnest about the matter. He seems determined that, so far as his means may be available, they shall be employed in making the system what it should be. He is one

of those who believe that the Common Schools of the land are really and truly the "People's Colleges;" and that instead of a little, low, black and repulsive hovel, on a barren hill-side, or in a gloomy out-of-the-way dell, the COMMON SCHOOL HOUSE should be the most attractive and pleasant resort in a neighborhood.

To this end, he first besought his neighbors to join with him, divide the township into four districts, and build a model school house, and have a model school in each—he offering to be at one half the cost for the one in his own district. Failing, however, to enlist his neighbors to the extent he wished, he at once resolved to proceed alone, and untrammeled, with the enterprise in his own district, and, if necessary, to make "his bounty equal his store;" and who could not wish that his store should be equal to his bounty?

He has accordingly erected a most magnificent frame building, in the center of a ten acre lot, in the village of Hopedale, and employs an excellent corps of Teachers, including a Superintendent, at liberal salaries, to conduct the school.

The building is two stories high, and has a front of 80 feet. The main building extends back 60 feet, and the wings 28 feet. There are three departments, with their recitation rooms, etc., a chapel or lecture room, a library room with 600 volumes, and a large amount of school apparatus, already in it. One of the wings, and a part of the main building, form a commodious and comfortable residence for the Superintendent. This is a novel feature in school architecture. The rooms are all beautifully papered, neatly seated, and furnished with all the necessary maps, charts, and school apparatus. The windows are furnished with Venetian shutters and painted blinds, thus imparting to the whole building an air of neatness and home-like comfort. The rooms are all heated by means of a hot-air furnace in the cellar. And I may as well remark, in this connection, that even the cellar is a paragon of neatness, cleanliness, and order.

The grounds are enclosed with a fence, tastefully laid out, and planted with trees and shrubbery. At each side of the lot, where the pupils enter the grounds, in the rear of the school building, is a large play-house—one for the boys, and the other for the girls—to be used in bad weather. In the winter they are heated by means of stoves, in order that the pupils may become thoroughly warm and comfortable before entering the school room, which they are not permitted to do till the hour arrives for school.

I made some inquiry as to the cost of this enterprise, and am inform-

ed that, in addition to the ten acres of ground, and two years of Mr. McNeely's time and labor, there was an actual outlay of ten thousand dollars—one thousand of which was appropriated for maps, charts, school apparatus, etc.

Mr. McNeely is resolved to spare no pains or expense that may be necessary, to make this a model *common* school, such as he and all ardent friends of the cause would rejoice to see in every school district in Ohio. He offers to give it to the township for $5000, provided they will use it for common school purposes, and erect three similar buildings in the other three districts. Should the people accept this generous offer, Green township will be a model for the rest of the State, and for years to come, may justly claim the post of honor in the cause of common schools. With a few such men as Mr. McNeely in each township of the State, Ohio would not long hold a secondary position in an educational point of view.

Permit me to say, in conclusion, that Mr. McNeely is blessed with a wife well worthy of him, and his noble aspirations for doing good. She enters with alacrity into his schemes for the good of others; whilst her noble qualities of head and heart impart a charm to the domestic circle, and make her house a most agreeable home to the wayfarer.

June, 1853. E. L. C.

A Method of Examination.

Dr. A. D. Lord: — In a school which I have recently visited, there has been adopted this method of registering the progress of the pupils. For example, a class in the First Reader are supposed by their teacher to be sufficiently familiar with the book to lay it aside in order to take up the next book in the course. The Superintendent examines the class, and in a book provided for that purpose, enters the names of those who properly sustain themselves. To each pupil thus sustaining himself, is presented a neatly printed certificate of his proficiency; and the fact is duly entered in the Register.

If a pupil fails in an examination, no note is made of the failure, but a proper space of time is allowed to the pupil to prepare himself for another trial.

To avoid the risk of the discouragement that might result from a failure, none are presented for examination except such as, in the judgment of the teacher, are properly prepared.

Each successive Reading Book is made the subject of an examination. The Spelling Book is divided into two portions for the same purpose. There are three stages in mental and three in written arithmetic, at which the pupil is credited with his attainments. The higher branches of study are generally less subdivided.

These special examinations, which are occurring weekly, first in one, and then in another department of the school, are not designed to supersede, but to be auxiliary to the usual annual examination.

The advantages of this method are the following:

1. It secures thoroughness; and this it does, First, by keeping constantly before the minds, both of the teacher and the pupils, certain definite subjects on which examinations are expected to take place at an early date. The stream of study is thus prevented from dividing itself into too great a number of random and shallow channels. Secondly, by serving as a stimulus to the learner, since no credit is given for superficial attainments; nor can any one be promoted to a higher class, till he has fulfilled all the requirements imposed upon the class to which he belongs.

2. The Register exhibits to the officers, and others interested, the standing of each member of the school.

3. The certificates serve as bulletins to apprise the parent, from time to time, of the progress that his child is making.

4. This method, in a measure, relieves the annual examination of the burden that is imposed upon it when every thing is deferred till the end of the year. Public examinations are often justly obnoxious to the charge of being superficial, unfair and deceptive. The time that can be devoted to each class at an ordinary public examination is not sufficient satisfactorily to test the scholarship of the pupils. But if, during the course of the year, the pupils have passed through a series of searching examinations that have been properly certified, the examination at the close of the year becomes less important.

LANCASTER, June, 1853. JOHN WILLIAMS.

John Adams wrote to his wife, "The education of our children is never out of my mind. Train them to virtue, habituate them to industry, activity, and spirit. Teach them to consider every vice as shameful and unmanly. Fire them with ambition to be useful. Make them disdain to be destitute of any useful knowledge." Let mothers heed the wise injunction.

The following sums, pledged for the support of the Agent for 1852, have been received since the last Annual Meeting:

Dr. J. Ray, Cincinnati	$50 00
Teachers of Public Schools, Cincinnati	26 00
Licking Co. Teachers' Institute	20 00
Knox Co. " "	15 00
J. C. Zachos, Dayton	10 00
Teachers of Public Schools, Cleveland	10 00
A. Holbrook, Marlboro	5 00
J. W. Taft, Maumee City	1 00
	$137 00

The Chairman of the Financial Committee is desirous to make a *complete and final* report of the finances for the year 1852, in the August No. of the Journal. It is hoped therefore that the few unredeemed pledges will be redeemed at the approaching Semi-annual Meeting at Dayton.

RECEIPTS FOR THE SUPPORT OF THE AGENT FOR 1853.

Citizens of Salem, Columbiana co	$8 35
J. H. Speakman, Canton	1 00
Hancock Co. Teachers' Institute	10 00
Stark Co. " "	30 00
Carroll Co. " "	23 00
Coshocton Co. " "	8 00
Jefferson and Harrison Institute	15 00
A. W. Price, Cleveland	10 00
Dues received for Journal of 1852	65 35
	$170 70

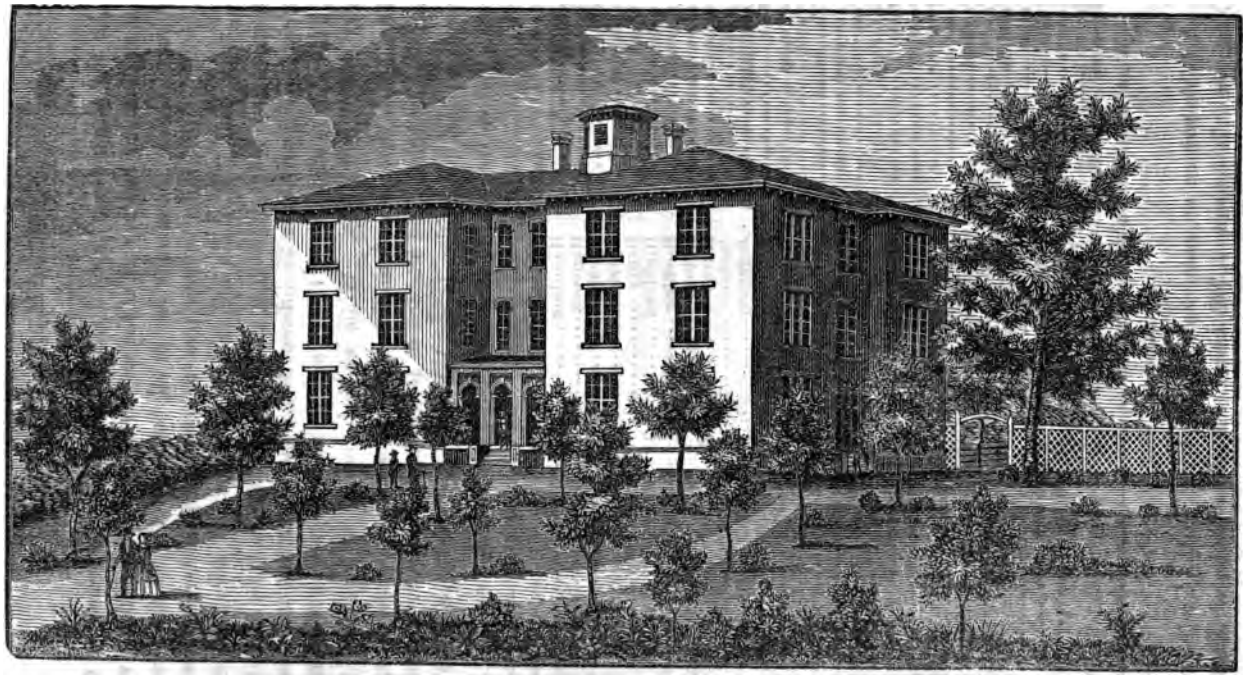
The Circleville Union School House.

This building, which is pleasantly situated on a lot of four acres, is 96 feet long by 69 feet wide. It is three stories high above the basement, and contains fifteen school rooms. Connected with each room is a closet, which is furnished with a wash-stand, looking-glass, combs, and all the paraphernalia of a dressing-room.

Neat and commodious apartments are fitted up in the basement for the residence of the Janitor.

Two of Chilson's No. 6 furnaces are placed in the basement, which afford ample means for heating the house. In each hall is a large "cooler," which is constantly supplied with fresh water.

The cost of the house and grounds, when the latter are ornamented, will be about $30,000.



CIRCLEVILLE UNION SCHOOL HOUSE.

BUSINESS DEPARTMENT.

At the suggestion of several friends, we insert a statement of the number of subscribers in each of the several counties: from which it will be seen that there are more or less in all but ten of the 88 counties of the State. In addition to those sent to the subscribers here enumerated, more than 300 copies are mailed to editors and school officers, making about 1900 distributed in the State: besides these there are nearly 200 subscribers in 27 different States and Territories, and nearly 300 are sent to offices out of Ohio: making an aggregate circulation of more than 2,000 copies. While we feel grateful to friends for the labors which have secured thus early in the year a circulation larger than the first volume had attained in December of last year, we would remind all that our edition is not half exhausted: we hope to see at least 4,000 on the mail books before the close of the year.

Counties.	Subscribers.	Counties.	Subscribers.	Counties.	Subscribers.
Adams	1	Hamilton	169	Noble	2
Allen	4	Hancock	21	Ottawa	0
Ashland	44	Hardin	1	Paulding	1
Ashtabula	36	Harrison	15	Perry	1
Athens	0	Henry	0	Pickaway	28
Auglaize	0	Highland	11	Pike	4
Belmont	31	Hocking	1	Portage	17
Brown	2	Holmes	2	Preble	16
Butler	7	Huron	29	Putnam	0
Carroll	7	Jackson	2	Richland	37
Champaign	18	Jefferson	47	Ross	22
Clark	21	Knox	33	Sandusky	5
Clermont	20	Lake	24	Scioto	50
Clinton	8	Lawrence	12	Seneca	50
Columbiana	47	Licking	29	Shelby	1
Cosbocton	16	Logan	3	Stark	67
Crawford	12	Lorain	17	Summit	5
Cuyahoga	87	Lucas	12	Trumbull	11
Darke	1	Madison	2	Tuscarawas	4
Defiance	1	Mahoning	9	Union	0
Delaware	24	Marion	9	Vanwert	0
Erie	41	Medina	2	Vinton	0
Fairfield	3	Meigs	0	Warren	33
Fayette	2	Mercer	0	Washington	17
Franklin	22	Miami	13	Wayne	9
Fulton	4	Monroe	2	Williams	0
Gallia	1	Montgomery	40	Wood	18
Geauga	5	Morgan	11	Wyandot	6
Greene	50	Morrow	28		
Guernsey	16	Muskingum	57		

Whole number of subscribers in Ohio.....1537

A Bible written on palm leaves is preserved in the University of Gottingen. It contains 5,376 leaves. Another Bible, of the same material, is at Copenhagen.

Editors' Portfolio.

We would urge upon all the Teachers and active friends of Education in the State, the importance of attending the meeting of the State Association, to convene at Dayton on the 6th instant. The course which has been pursued by a very considerable portion of the Press of the State, has imposed upon the Association the duty of taking some action in relation to the office of Commissioner of Schools. That it is our place to *nominate* a candidate for that office, no one of us supposes: that we may with perfect propriety *recommend* for the suffrages of the people any man whom we deem well qualified for the office, no one will question; and that the people will be entirely at liberty to vote for a man so *recommended*, or for one who has been regularly *nominated* by one or another political party, is perfectly obvious. Should a body of two or three hundred men, employed as Teachers, Directors or Trustees of schools and seminaries of every grade, from the District School to the University, belonging to all the different parties, and representing every section of the State, concur in *recommending* any man for an office of such importance to the interests of society as the one in question, we have every reason to believe that their action will be regarded with respect.

We would respectfully suggest to Teachers or Superintendents of Union Schools and Boards of Education, the importance of preparing and publishing full statistics of their schools; if it is not consistent to print them in pamphlet form, let them be inserted in the weekly papers. It is only necessary to have these facts properly presented to the people of Ohio, or any other State, to secure the immediate adoption of measures for the introduction of such schools in every town containing over 150 children of school age. In addition to the ordinary statistics of the numbers instructed, the cost per scholar, etc., it is very desirable that the number of pupils formerly instructed in private schools, previous to the commencement of the Public Schools, the cost per scholar, and the aggregate expense, etc., should be carefully ascertained and clearly presented. Such facts should immediately be put on record; for the day is soon coming when people will look back with wonder to the time when they were accustomed to pay twice as much for tuition as it costs in Public Schools, and then receive an inferior article.

A number of names might be added to those already appended to the Circular published in the Journal for April, but it is not deemed necessary to swell the list.

Correspondence, etc.

The Montgomery Co. Teachers' Association, one of the most efficient in the State, has held several Teachers' Institutes during the last four or five years. A large part of the labor necessary to make the arrangements for holding these sessions and defraying the expenses, has been performed by a few of the Teachers in the Public Schools of Dayton. For these labors, and their services as Instructors whenever needed, these Teachers have always refused compensation. In testimony of their gratitude to those who had thus nobly expended time and

money, the members of the Association, at the close of their last Institute, presented to Messrs. CAMPBELL, ROGERS, WHEATON and BUTTERFIELD, each a beautifully bound copy of the Bible.

There is something exceedingly pleasant in receiving such unsought and unexpected tokens of esteem; and perhaps no class of persons can appreciate them better than Teachers. We are happy to have several other incidents of a similar character to chronicle.

At the close of his connection with the Public Schools of Cincinnati, Mr. A. J. RICKOFF, the Principal of 6th District, received from the Pupils a valuable Portfolio, and from his fellow Teachers a Silver Cup, with an appropriate inscription.

A short time before the Commencement in Wesleyan University, a finely bound copy of Shakspeare was presented by the members of one of his classes to Mr. JOHN OGDEN, the Principal of the Normal Department.

Mr. D. C. PEARSON, late Principal of one of the Grammar Schools in this city, has just received from his pupils numerous testimonials of their regard: among them are a copy of Webster's Quarto Dictionary, a Portfolio and contents worth some $6, a Port-monaie, Pen and Pencil, Inkstands, etc., etc.

One hardly knows which to deem the more fortunate, those who receive such tokens of regard, or those who have the means and the heart to give them.

Notices of Colleges, Schools, etc.

The twenty-eighth annual Circular of Miami University presents the following summary of its students: Seniors 36, Juniors 32, Sophomores 23, Freshman 28—119; Preparatory Department 82, English 41—Total 242. The Faculty consists of a President and five Professors, besides the Principal of the Preparatory Department, the Principal of the Normal School, and the Teacher of Modern Languages. From the Triennial Catalogue, it appears that 27 classes have graduated, and that the Alumni now number 468; of whom more than 150 have entered the Ministry, some 145 practiced Law, more than 60 are Teachers, and some 70 have deceased.

The Catalogue of the Ohio Wesleyan University for 1852-3, is received. The Faculty consists of a President and four Professors, beside the Principal of the Normal Department, three Tutors, and a Teacher of vocal music. The College classes number 58; Seniors 12, Juniors 9, Sophomores 10, Freshmen 27: Preparatory Department 89; Biblical course 46; Scientific course 344—Total 530.

The new University at Urbana is established, and is to be sustained by the disciples of Emanuel Swedenborg. This is the first educational establishment in the country, of the rank of a University, devoted to the propagation of Swedenborgianism. Prof. J. W. Jenks, of Boston, and Prof. M. G. Williams, of Urbana, are to be inaugurated on the 19th and 20th instant,—the first as Professor of Languages, and the second of Science. A female department is also to be connected with the University.—*Capital City Fact.*

Delaware Female College.—The commencement exercises of this Institution took place in the College Hall on Tuesday evening last, and consisted of addresses by President Yourtee, and Misses Elmina Mansur, Mary D. Parkinson, Harriet J. Randall, and Emma Van Deman, with the usual accompaniment of music, etc. We understand the young ladies acquitted themselves in a very creditable manner, and that the address of the President elicited high encomiums from those who heard it.—*Olentangy Gazette.*

Rev. W. C. Anderson, President of Miami University, passed through our city

last week, and visited our Public Schools. He was highly pleased with our noble school building, the manner of conducting our schools, and the progress of the pupils. The President is one of the most accomplished scholars in the State. Success to him and the Institution over which he presides.—*Circleville Herald, June 10th.*

Ashland Union School.—The exercises which concluded the late term of the Union School were exceedingly interesting, as was evident from the fact that the Churches, on each evening, were crowded to their utmost capacity. The address of Mr. Allen, of Mansfield, on Wednesday evening, was a masterly effort—one of the best we ever listened to. The Presbyterian Church, on Thursday and Friday evenings, was so crowded that we were unable to obtain a seat. All who were more fortunate, however, speak in terms of high encomium of the exercises.

The condition of our Union School was never more prosperous, or promising of greater future usefulness.—*Ohio Union, March 30th.*

The following named gentlemen compose the Board of Education for this city: Charles Bradburn, W. D. Beattie, T. P. Handy, Samuel Starkweather, B. Stedman, Geo. Willey, and Samuel H. Mather, Secretary. Andrew Freese, Principal of the High School, has been appointed Superintendent of Instruction. A more suitable appointment could not be made. Mr. Freese is peculiarly adapted and in every way qualified for this responsible station. As a teacher, he has been always very successful, and his arduous labors have been fully requited by the advancement of his scholars. It will be gratifying to his friends to learn, that he retains his position as Principal in the High School, and will have another assistant.—*Cleveland Commercial, June 9th.*

Our friends over at New Richmond are delighted with the Union School system. Those who were ready to bite off our head a little more than a year ago, for advocating the reform, have so far recovered as to be willing to admit that what we then said was not moonshine.—*Clermont Sun, June 2d.*

The Pupils of the Public High School of Sandusky gave a second "Entertainment" on the 18th of Feb., of which the "Mirror" speaks thus:

The receipts were $124.63. The occasion was one of great interest to the public, as was evident from the crowd in attendance, and the prevalent excitement. Our school system has become a prominent institution of the city, and is claimed by its conductors to have only just begun its triumphs. We hope that the teachers will be liberally paid—that facilities for reaching all our youth will be promptly furnished—that evening schools will be adopted as part of the system, for the benefit of those lads who are occupied by their trades or other employment during the day; and that the directory will carefully examine the new school law, so as to determine whether our city organization should be conformed thereto, or whether it is better as it is.

The music of the pupils, aided by Miss Bemis and Mrs. Tilden on the piano, and Messrs. Anderson and Miller on the flute, was admirable. We are encouraged to believe, that ere long there will be such a variety and extent of musical cultivation among us, that an association of amateurs will be formed, capable of giving, with a full orchestra, the choice passages of opera or oratorio. Already we hear hints of this; and in the annual graduations of the Sandusky High School, we have reinforcements of musical skill which will first stimulate such an organization, and then supply all its demands.

Hints, Questions and Suggestions, to Teachers.

Good writers are divided as to the use of the indefinite article before such words as *unit, one*, etc. *An unit, such an one*, are perhaps as frequently met with as *a unit, such a one*. Are both forms allowable, or ought only one of them to be used?

The principle by which the answer is to be determined, has reference to the initial sound of the word following the article. If that sound is consonant, *a* should be used; if it is a vowel sound, *an* is the proper form of the article. The initial sound of *one* is manifestly *w*, and the word is pronounced as if spelled *wun*. The word *one* should therefore be preceded by *a*, and not by *an*.

The initial sound of *unit* is *y*, a consonant sound. It is sounded as if spelled *yewnit*. This word *unit*, therefore, should also be preceded by *a*, and not by *an*.

We occasionally meet with an instance of the opposite error, as when a speaker pronounces *tube* as if it were *tyewb*, or *due* as if it were *dyew*, making it in sound almost *jew*. In such words as *tube, due*, we have the pure vowel sound of *u*, and not that sound preceded by the consonant sound *y*.

I was lately so unfortunate as to differ from a lady, in respect to the mode of parsing the following sentence, and I shall be obliged if some of the contributors to the Journal will give their views of it: "*Have you had my horse well taken care of?*" This is not the best form in which the inquiry could be put, but it is a common idiom of our colloquial language. I. W. A.

The correct pronunciation of words is a subject which should receive daily attention in every school. There are several classes of words containing particular sounds which are very frequently pronounced incorrectly. To correct these effectually, there is perhaps no better method than to write a few examples containing these sounds, upon the black board, and require a class, or the whole school, to utter them in concert. The eye and the ear are thus brought unitedly to aid the memory in suggesting the proper pronunciation in future.

For instance, if a Teacher perceives that some of his pupils are accustomed to pronounce *oil, boil, roil, soil*, etc., as though spelled with *i* instead of *oi*, let ten or more such words be written, and pronounced a few times with a full voice and a clear articulation; and few, if any of the scholars, will ever mispronounce one of these words "without thinking of it." Let the same course be pursued with words containing the dipthong *ou*, if any pronounce it improperly.

In regard to this whole subject of pronunciation, Teachers will find that the practice of having the elementary sounds articulated frequently by all their pupils, in concert or otherwise, will have an excellent effect upon their pronunciation.

Selections.

MAN A GREAT GALVANIC BATTERY.—The remarkable fact of the existence in all parts of the body of an alkaline liquid, the blood, and an acid liquid, the juice of the flesh, separated by a very thin membrance, and in contact with the muscle and nerve, seems to have some relation to the fact now established, of the existence of electric currents in the body, and particularly to those which occur when the muscles contract. The animal body may be regarded as a galvanic engine for the production of mechanical force. This force is derived from the food, which food has been derived, as we have seen, from the solar rays. A working man, it has been calculated, produces in twenty-four hours an amount of heating or thermal effect equal to raising nearly fourteen millions of pounds to the height of one foot, heat being in one form of mechanical effect. But from causes con-

nected with the range of temperature, he can only produce, in twenty-four hours, in the form of actual work done, about as much mechanical effect as would raise 3,500,000 lbs. the height of one foot. Even this is a prodigious amount of force, and whether we regard it as derived from heat, electricity or chemical action, it is ultimately derived from the luminous solar rays, on which vegetation depends. —*Gregory's Chemistry.*

JUVENILE DELINQUENCY.—The managers of the House of Refuge offer a premium of $100 for the best and $50 for the next best essay on Juvenile delinquency, its causes and preventives. The causes are improper training and discipline at home, the preventives more intelligence and moral principle in the parents. There are undoubtedly other influences operating to the same end, but these are the chief causes of the evil.—*Philadelphia Ledger.*

In a late number of the *London Athenæum* forty-nine American books are advertised, one extensively reviewed, and four favorably "noticed." A far greater number of volumes of American literature were sold in England, during the year 1852, than of English Literature in America!

A recent census has been taken in California, by order of the State authorities, which gives 254,435 as the number of inhabitants. It is supposed that the actual population is not less than 300,000.

It is eight years since the first line of Telegraph was constructed in the United States. There are now 25,000 miles in America, and 10,000 miles in Europe.

Items.

Mr. D. C. PEARSON, for six years Principal of Grammar School No. I, in Columbus, has resigned his place, having been appointed Superintendent of the Public Schools of Defiance, Defiance county.

Mr. WM. MITCHELL, who has for the past two years been Principal of Grammar School No. II, in Columbus, has been appointed Superintendent of the Public Schools in Fredericktown, Knox county.

Mr. A. B. TUTTLE, late of Madison, Lake county, has taken charge of the Academy in Ashtabula.

Mr. N. P. STANTON, Jr., A. M., late President of the New York State Teachers' Association, and more recently Principal of the Public High School of Buffalo, has been appointed Principal of the Brockport Collegiate Institute, N. Y.

Mr. BENJ. PITMAN, of England, is expected to present the subject of Phonetics before the State Teachers' Association at Dayton.

The salary of Mr. S. M. BARBER, Superintendent of the Public Schools of Ashland, has been increased to $700.

More than sixty Teachers in Knox county, have published a circular recommending Mr. LORIN ANDREWS for the office of State Commissioner of Schools.

The Board of Education in Jackson, Jackson county, have voted to levy a tax of two mills on the dollar for school purposes.

The people of Tiffin City, by a vote of more than two to one, have decided to levy a tax for the erection of a suitable building for the Public Schools.

A correspondent of the Marietta Republican, over the signature A., has commenced a valuable series of articles on the New School Law. This is an excellent plan: it would be well if some intelligent friend of education in every county, would do likewise.

A graduate of the scientific department in one of the best Western Colleges, who has had some three years' experience in teaching, wishes to secure a situation as Principal of a good Union School. Letters may be addressed to LORIN ANDREWS, Columbus, O.

A Teacher's Institute is to be attended in Wilmington, Clinton county, commencing on the 11th of July.

Some of the active Teachers of Gallia county, propose to hold an Institute during the summer, or early in the coming fall.

The population of Dayton is 16,562, having increased 5,586 since 1850.

The Ohio Association of the friends of Female Education will meet in Dayton on the 5th of July instant. The opening Address will be delivered by Rev. Mr. JENNINGS, of the Female Seminary in Glendale, O. Reports are expected from Prof. J. C. ZACHOS, T. A. BURROWES, Mrs. P. B. WILBER, and others. The Executive committee are requested to meet at the Phillips House, at half past eight on Tuesday morning. The meeting of the Association is appointed at half past ten.

The Ohio State Phonetic Association will meet at Dayton on the 8th of July next; prominent advocates of the cause are expected to be present.

The American Association for the Advancement of Science will hold its next session in Cleveland, commencing on the 28th of July.

The anniversary of the American Association for the Advancement of Education, will be attended in Pittsburgh, commencing on the 9th of August.

Ohio State Teachers' Association.

THE fifth semi-annual meeting of the Ohio State Teachers' Association will be held in Dayton, on Wednesday and Thursday, the 6th & 7th days of July inst.

Addresses will be delivered by Dr. J. Ray, Principal of Woodward High School, Cincinnati; Hon. C. N. Olds, of Circleville; and E. V. Gerhart, D.D., President of Heidelberg College, Tiffin City.

Reports upon interesting Educational topics are expected from Rev. A. Smyth, Sup't of Public Schools of Toledo; Prof. F. Merrick, of Ohio Wesleyan University; C. Knowlton, of Hughes High School, Cincinnati; J. Hurty, Principal of Lebanon Union School; S. N. Sanford, of Episcopal Female Seminary, Granville; and A. Holbrook, Principal of Marlboro Union School.

Arrangements have already been made with some of the Railroad Companies of the State, to carry delegates at half the usual rates of fare; and it is hoped that the remaining Companies, with their accustomed liberality, will make the same arrangement.

Ladies attending the meeting, will be cheerfully and gratuitously entertained by the citizens of Dayton.

Teachers, and friends of Education in other States, are most cordially invited to meet with us, and participate in our deliberations.

LORIN ANDREWS,

COLUMBUS, June, 1853. *Chairman of Ex. Com.*

THE members of the Executive Committee of the Ohio State Teachers' Association, are requested to meet at the Phillips House, Dayton, on Tuesday, the 5th day of July next. LORIN ANDREWS, *Ch'n.*

THE

Ohio Journal of Education.

COLUMBUS, AUGUST, 1853.

The State Teachers' Association.

THE recent meeting of this Association was one of the largest, most interesting and harmonious ever held in this or any other State. It was indeed gratifying to see five or six hundred men and women assembled for the purpose of deliberating upon topics of the deepest interest to all classes of society, and of vital importance to the well-being of our country and its institutions. The great majority of these were Teachers, but quite a number were school officers connected with the different classes of schools and seminaries of learning represented in the Association.

It is now more than six years since the formation of this society; during this time it has, with a single exception, in 1849, held two sessions each year; and the members attending these meetings have increased from a few scores to as many hundreds. As there are many of its members who are not acquainted with its early history and its action upon the great questions of popular education, which have occupied attention from year to year, it is deemed appropriate to present a summary view of some of its more important acts.

The Association was formed by a convention of delegates from a number of different counties, assembled at Akron on the 30th of December, 1847. The committee appointed to prepare an address to Teachers and the Friends of Education in the State, employed the following language:

"We address you with the conviction that the office of Teacher is second in importance to none in the community. Its duties and its influences may be imperfectly appreciated, its highest excellence may not often be witnessed; still, its nature and its relations remain the same.

The most sacred interests of individuals are confided to its keeping, the most momentous elements of society are intrusted to its guardianship. Does any patriot or philanthropist desire to know to what moral independence the next generation of men may arise, or what intelligence shall guide the highest interests of the State, when he shall have passed from the scene of duty and action? Does any father desire to know what influences may surround his children when he shall be sleeping in the dust? Let each study the character and principles of the present Teachers of the land. These are the true representative men of the next generation. The qualities of mind and heart, now so little regarded in them, are to be transferred into those under their care, and soon to be reproduced in the men and women who may succeed them. Their characters are to be wrought into the children of the State. Their influences are to penetrate the inmost being of every child; their teachings to determine, in a great measure, his destiny.

"As teachers, therefore, we feel that our profession is worthy of our highest regards; that it is entitled to our best sympathies and energies. We would not undervalue other professions and pursuits. We honor all who labor in any useful calling, and do their duty well. But, from all others, we turn to the noble profession of teaching with a pure satisfaction and a deep and abiding reverence. Here, inspiriting anticipations stimulate us to exertion. Here, the fair pages of science and philosophy open most invitingly before us. At variance with no party, or sect, or caste, or creed, we may here cherish and inculcate the sublimest truths of morality and religion. Aloof from the theatre of partizan warfare, we may nourish those virtues and principles by which honored names have made our country illustrious. We look, then, with earnest solicitude upon the present condition of our profession and upon all means tending to its elevation. There are questions which teachers themselves must consider and decide. To be eminently useful, they must understand their true position; they must be conscious of the far-reaching influence of their labors, and be able to convince others that they are identified with the substantial interests of mankind.

"Further: they must, by their disinterestedness, faithfulness, and devotion, take the question out of the hands of all men, what rank their profession shall hold in society. How shall these objects be accomplished? At the present time we look to teachers' associations for important aid. These may do much for self improvement, and for professional success.

"With the view, therefore, of promoting both the interests of the

teachers' profession, and the cause of common schools, a STATE TEACHERS' ASSOCIATION has been organized, and is about to commence operations. That such an Association may meet the approval of teachers in all parts of the state, and that they will unite their efforts with ours in sustaining it, is our most earnest wish; that it may accomplish the high objects for which it is formed, we most sincerely hope; that it will have a salutary and speedy influence upon the teachers and schools of the state, we cannot permit ourselves to doubt. We are conscious that great labor is before us. To awaken, or change public sentiment, in a great degree, is no easy task. Yet this is labor which teachers must perform. To prepare the public mind for wise and liberal provisions for the improvement of schools, is one of the first duties to be undertaken. It is a judicious and well settled maxim with legislators, that it is unwise and unsafe to enact laws, however salutary, in advance of public opinion. A disastrous reaction is almost the certain consequence. However enlightened their own judgments may be on subjects of the first importance, the best statesmen do not feel authorized to adopt measures which are not demanded, or will not probably be sanctioned by the people.

"The safest and most enlightened policy, then, for those who wish well for their cause is, *to create a demand* for such legislative provisions as may be most needed. With respect to schools, this labor is appropriately ours to perform. Great it may be, very great; still it is a happy and gratifying one, and if faithfully accomplished, must produce the most important and lasting results. We propose, therefore, as speedily as possible, to examine and discuss, respectfully and courteously, yet vigilantly and independently, all measures and principles, of interest to teachers and schools, aside from local considerations or private interests. To sustain and defend what is excellent in our school system or schools, will be our highest pleasure: to prepare the way for introducing improvements where they are needed, will be our next duty. This it seems to us is the safest method of conducting our reform, and the one most likely to save all wise legislation from opposition, or subversion by prejudice, and from the influence of political partizanship.

"In conclusion, we earnestly invite all Teachers and Friends of Education in Ohio to cöoperate with us in this movement. By our faithful and well directed efforts and labors, and by our united influence and counsels, we promise ourselves the high satisfaction of soon beholding our beloved State taking as high a rank in all the means for promoting

virtue and true nobleness, as she now holds in all other elements of greatness and prosperity."

Early in January, 1848, the Executive Committee made arrangements for holding Teachers' Institutes, and, during the year, some twenty were attended, in which between 1500 and 2000 Teachers were assembled. For the purpose of affording still better opportunities for professional improvement, a Normal Class was formed at Norwalk, in the summer of 1848, and instructed for nine weeks by an able corps of Teachers and Lecturers. A similar course of instruction was given in Akron, commencing in September and continuing seven weeks. About 120 attended the first, and some sixty the second class; and many of them are now among the most successful Teachers in the State.

At the first semi-annual meeting in Dayton, in June, 1848, the following resolution was unanimously adopted:

"*Resolved*, That to give life and efficiency to any common school system, however well digested, imperiously demands the creation of the office of State Superintendent of Common Schools, with a salary sufficiently liberal to command the best talent in the country."

For the purpose of bringing the subject of this resolution before the Legislature, large numbers of petitions were forwarded to that body during its next session.

During this year, in connection with the Teachers' Institutes and Conventions, a vigorous effort was made to impress upon the people the importance of *classifying* the common schools, and establishing Union Schools wherever practicable. At the first annual meeting a committee was appointed, by whom a Statistical Report upon this subject was prepared, which was published in the Ohio School Journal and in the Report of the Secretary of State on Common Schools. These instrumentalities awakened so general an interest on this subject, that in March, 1849, the Law, drafted by Hon. S. T. Worcester, "for the better organization of schools in cities, towns and villages," was enacted. The excellence of this law, and the efficiency of the numerous Union Schools which have been organized under its provisions, are too well known to need comment.

At the second annual meeting, in December, 1849, the Supervision of the Common Schools was the great theme of discussion; and a committee was appointed to present to the Legislature a memorial embodying the views of the Association on the subject. From that document we quote the following:

"The undersigned having been appointed by the Ohio State Teach-

ers' Association, a committee to present to the Legislature a memorial, praying for the enactment of a law providing for a general supervision of the Common Schools of the State, beg leave respectfully to represent, That the great deficiency in the educational system of the State, is the want of an efficient general supervision of the administration of the existing school system.

"Therefore, in behalf of the Ohio State Teachers' Association, the undersigned respectfully pray your honorable body to enact a law providing for such a supervision as your wisdom may deem desirable; and the committee, or any member thereof, will cheerfully furnish any further information in regard to the views of the association they represent, to the committee on schools in either house of the General Assembly, should such information be desired."

An act providing for the appointment of a State Board of Public Instruction, was passed on the 22d of March, 1850; but the legislature adjourned without appointing the Board.

At the semi-annual meeting, in 1850, the following was adopted:

"*Resolved*, that it is the sense of this Association that the principle ought to be incorporated in the Constitution that Common School education should forever be made *free* to every child in the State."

At the third annual meeting, in December, 1850, the sentiment of this Resolution was reïterated in the following language:

"*Resolved*, That a proper education for the youth of every State, is the surest means of increasing its wealth, of establishing its power, of protecting its property, of perpetuating its liberty, of elevating its morals, and of promoting its happiness; that education cannot become universal unless it be free; and that it is the opinion of this convention, that the organic law of the State should guarantee a free and adequate education for all the youth of the State, and provide for the establishment of schools in which the same shall be communicated."

At its session in Dec. 1851, the Association, by a resolution, requested the Legislature to make provision for District School Libraries.

It is well known to all intelligent persons that the Convention incorporated in the Constitution a clause requiring the Legislature to make provision for a thorough and efficient system of common schools.

The General Assembly of 1850–51 having adjourned without appointing a State Board of Superintendents, as required by the law of March 22d, 1850, it appeared obvious to the members of the Association that public sentiment was not so far enlightened as absolutely to *demand* of the Legislature the appointment of such officers; and it was deemed

advisable, in accordance with the great principle so early announced by the Association, "that it is unwise to enact laws, however salutary, in advance of public opinion," for us to employ the appropriate means for *creating*, in the public mind, *a demand for such a supervision of the schools of the State* as was thought indispensable to their usefulness. For this purpose, Mr. LORIN ANDREWS, then Principal of one of the most flourishing Union Schools in the State, was induced to resign his place, and commence a series of labors as the Agent of the Association. In this field he has since been employed: conducting Teachers' Institutes, attending Conventions, lecturing upon Union Schools and aiding in their establishment, and collecting statistics of education in our own and other States.

The last Legislature having, in accordance with the Constitution, enacted a School Law, making liberal provision for the common schools of the State, and requiring the election by the people of a State Commissioner to superintend and watch over the interests of these schools; the members of the State Teachers' Association, having employed Mr. ANDREWS for more than two years in the performance of duties nearly identical with those required of the Commissioner, and having found him eminently competent for these duties and faithful to every trust reposed in him, have unanimously *recommended* him to the people of Ohio, as a suitable person for the office of STATE COMMISSIONER OF COMMON SCHOOLS. They claim no right to *nominate* a candidate, in the common signification of this term, much less to *dictate* to the freemen of Ohio to whom they shall give their suffrages; but having repeatedly presented to the Legislature and the Constitutional Convention such suggestions as they deemed appropriate in relation to the importance and necessity of a revision of our School Laws, they now, in the same respectful manner, present to the people, the sovereigns, who have demanded of their servants the creation of the present school system, the name of a man who is believed to be equally as well qualified in all respects as any one who has been or will be named for this office, and who, in addition to these qualifications, has an amount of practical experience, acquired in the labors above named, which no other man in the State possesses. This experience has been acquired at an expense of more than $3,000: it can not probably be attained by any other person in a shorter period or for a smaller sum.

For the respect which has ever been shown our Association by the legislators and the people of the State, for the cordiality with which its members have been entertained in every city where its sessions have

been attended, for the deference shown to our Agent, and the confidence with which he has in so many instances been consulted by school officers and citizens, we can not be too grateful to the generous hearts which have prompted such acts of courtesy. We make no claims upon our fellow citizens for the labors performed in the promotion of popular education: it is sufficient that these labors, perseveringly prosecuted for years, are now rewarded by finding on our statute book a School Law, of the liberality of whose leading features every citizen may well be proud. For the money expended in the support of an agency for the improvement of schools, which the legislators of all the New England States, most of the Middle and Southern, and all the North-Western (except Illinois and Ohio,) have deemed indispensable, no return in kind is expected: enough that we have the credit, with all intelligent persons, of being the first body of men engaged in a laborious and poorly paid calling, contributing from their own earnings for the support of an Educational Missionary to perform duties for which other States have long been accustomed to provide at public expense.

That it may be our privilege to coöperate with the friends of education of every class in giving the greatest possible degree of efficiency to our School System, and thus promoting the best interests of our myriads of youth, who depend upon these schools for education, is, we believe, the sincere wish of all connected with our Association.

For the Ohio Journal of Education.

The Bible,

A SUITABLE AND IMPORTANT CLASS BOOK FOR EVERY SCHOOL.

[Continued.]

AGAIN: the Bible is eminently adapted for use in all our schools, because of the pureness of its moral code. In this respect, even infidels confess that it exceeds all the books ever written. In it every relation in which man stands to his infinite Creator, to his fellow men, and even to the lower orders of creation, is distinctly stated or clearly implied. And all the obligations that arise out of those relations, according to the appointment of the Sovereign, are made known. And all the modifications which those obligations receive from varying circumstances are exhibited directly or by clear implication. The world,

with the experience, observation and study of six thousand years, has been wholly unable to frame a perfect moral code. And with all the acuteness acquired by this long experience, observation and study, it can not now detect a defect in the moral law of the Bible that needs to be filled up, nor a redundancy that ought to be removed. If, then, it be desirable that the successive generations of the citizens of this country understand clearly all their relations, all their obligations, all their responsibilities, give them the Bible. And this very knowledge is unspeakably more important to American citizens than to those of any other government upon earth. The government of the United States is preëminently a government of the citizens. Upon their morality and virtue, therefore, depends all that is good in the government and the permanency of all our institutions. And then, not only is the moral code of the Bible absolutely perfect, but it comes with the imprimatur of the infinite God upon it; and is, therefore, adapted to impress the mind and heart, and secure obedience as no other law possibly can. It also furnishes numerous impressive illustrations of the excellency of character, and the divine favor and happiness, resulting from obedience, and of the degradation and misery flowing from a disregard of this moral law. Every duty which is, or ever can be incumbent upon man in this life, in any situation, is here presented, either directly or in general principle, with the force of a positive precept, strengthened by the authority of Almighty God, and impressed by a living example. No other book in human language can teach so pure a morality, and teach it so impressively, as does the Bible. This moral law is as pure as the great King by whom it was enacted. It is presented in the language and order, and illustrated in the manner preferred by infinite wisdom.

If, then, moral instruction be desirable or important, common sense teaches that that class book be used which presents it most simply, clearly and impressively. That book is the Bible; else infinite wisdom is chargeable with folly. But who that has thought for a moment, or observed society with any care, does not regard moral instruction as incalculably more important than intellectual? What parent is there, who desires the well-being of his children, who is not anxious to instruct them in a strict morality? What philanthropist, who seeks the good of his race, but desires the prevalence of a pure morality? What patriot, who would see the transmission of our noble, free institutions to posterity, and their spread to other nations, but seeks to impress deeply upon each succeeding generation the principles of a sound morality? What

Christian, who desires to behold the Gospel producing its effect in the salvation of men, that seeks not to have the fundamental principles of truth and right fastened in the mind and breast of every youth? Let, then, the Bible, as a most efficient means of accomplishing all this, be used in every school. This is the more important at the present time, because there exists no class book in the schools of our State adapted to furnish full and accurate instruction in morals. The alternative, then, is between the use of the Bible, or a partial or entire neglect of this most important branch of instruction. Let every parent, every lover of his species, remember that if children are educated *physically* only, they become overgrown animals; if they are educated *physically* and *intellectually* only, they become incarnate demons; but if they are educated *physically*, *intellectually* and *morally*, they are prepared to become angels of mercy to our race.

It is vain to imagine that children can pass their school years without proper moral training and receive no injury. The moral character will have a development; and, if not directed aright, it will inevitably be a development of increasing degradation. Man's tendency is downward, and there is in every school a sufficient number of vicious children to drag the rest down, if assiduous care be not taken to prevent it. Deterioration is easier far than elevation. If, then, sufficient moral instruction be not provided, deterioration must progress until everything sacred and lovely and good shall be driven from the community, and only evil shall abound. If, therefore, society is to be held together, if our republicanism is to be maintained, and our liberty and free institutions to be transmitted to future generations, if our country is to reach the high destiny that seems to be before it, and exert the powerful moral influence which it ought upon all the nations of the earth, and if our Christianity is to produce its unspeakably happy effects in our own land, and flow out in a stream of life to gladden the earth, then must the pure morality of the Bible be constantly inculcated, from infancy to maturity, upon all our youth, in all our schools and around the domestic hearth.

Again: the Bible is eminently adapted for use as a class book, because of the preciousness of the salvation it discloses. It is a salvation from vice, from guilt and from ruin. It is a temporal and an eternal salvation. Children need this salvation: all men need it. Its attainment is the highest object to which the attention of men can be turned. It must sooner or later be the moulding influence in the formation of the character of all, or they perish. All experience and

observation prove that very young children are capable of apprehending the truths of this salvation. There seems to be a natural correspondence between the soul fresh from the Creator's hand, even though marred by apostacy, and the truths of the Gospel. Children have a peculiar susceptibility of serious impressions, and the Gospel is peculiarly suited to them. Its influence, when brought to bear efficiently, will save them from a thousand snares, multiplied sins, and innumerable sufferings and sorrows. It will strengthen and give permanency to every moral principle and every virtuous habit. It will direct them into the paths of rectitude and prepare them for lives of usefulness and happiness. It will purify their nature, adorn their character, alleviate their sorrows, enhance their enjoyments, fill their hearts with benevolence and their hands with deeds of usefulness. The salvation of the Gospel will prepare men to fill every relation and every station, for which they are otherwise qualified, usefully to society, the state and the world. It will support them in death and crown them with glory. It alone will save them from guilt and misery here, and their consequences hereafter. The Bible alone teaches this salvation; and as it is a matter of infinite importance, especially to the young, just starting upon an eternal career, reason teaches that its lessons should be daily impressed upon their minds and hearts. But this can only be done by leading them to the daily perusal of the Bible: it should therefore be a class book in every school. If, then, you would secure for each successive generation the highest attainable intellectual culture; the most complete and beautiful development of all the graces that adorn character and bless society; the greatest strength and purity of moral character, and final salvation, give them the Bible as a class book during all their school years.

But to all this it is objected that the style of the Bible renders it unsuitable for a class book. The objection has already been obviated. No teacher of judgment can be at a loss to find passages simple enough for the younger, and portions beautiful, terse and bold enough for the more cultivated of his pupils. Nor will he have difficulty in finding portions filled with more interesting incidents, more beautiful parables and allegories, and more exalted sentiment than can be found in any other book. So that the skillful teacher can make the Bible a more efficient book to strengthen the intellect, develop the virtues, establish the moral character and educate symmetrically the whole man, than any other which he can use. To deny this is to contradict the judgment of the numerous authors of class books, who have extracted largely from

the Bible. It is to charge as false the observation and conclusions of some of the profoundest thinkers, among whom Dr. Rush may be mentioned. It is to ignore the entire state of facts among men; for it is written in characters broad as the lands where the Bible is the great moral educator, that the people whose education is most completely under the influence of the Bible, have most strength of intellect, and stability and purity of moral character. They are, as a mass, most intelligent, prosperous and happy. A single glance at the contrast between Scotland and Spain, England and Italy, North and South America, furnishes abundant proof. It is to charge the eternal Spirit of God with folly or failure. For He inspired those who wrote this book, that He might instruct in the highest knowledge the unlettered as well as the learned, the child as well as the hoary headed.

Again: it is objected that the Bible can be taught at home and in the Sabbath school. And cannot reading, arithmetic and geography be taught at home? But what multitudes never attend Sabbath school; and how many receive no instruction from the Bible at home. Besides, the day school exerts a powerful influence in forming the character of children: it bears upon them during all that period in which their habits are forming. Next to parental influence it is more powerful than any that bears upon them. And sometimes it exceeds even this. Shall all this mighty influence have nothing in it adapted to lead them into the ways of virtue, morality and life? Besides, the complaint is often heard that when children attend school but half of each year, they forget almost as fast as they learn; but in this case they attend school six hours of each day for five or six days of every seven, and for six months in every year. Now, at best they spend but three or four hours out of one day of every seven in learning the lessons of the Bible; and multitudes do not spend one hour in the week in the study of these lessons, if the Bible is not used in their school. In other words, they give twelve fold as much time to other studies as to the lessons of the Bible. Now, if in the round of the year they forget nearly all they learn of that to which they have given half their time, how much will they retain of that to which they have given but one-twelfth? How strangely inconsistent! One-half their time given to the acquisition of the less important parts of their education, and one-twelfth to the securing of the more important, and that without which the rest will be of comparatively trifling value, or it may be a curse! And in the case of multitudes even this twelfth is utterly wanting. Is this rational?

But the various denominations of Christians differ in their doctrinal views, and no teacher could suit all. But who requires teachers to be theological professors, interpreters of the more recondite portions of Scripture or instructors in the more abstruse doctrines of revelation? Certainly, the virtue and morality taught in the Bible are not sectarian; and the fundamental doctrines of Christianity are held by the various denominations. There is a field wide enough; and may not the Bible be permitted to speak for itself? Must we cast away all moral and religious instruction because we happen to differ in reference to some minor points in theology? Surely this would be most egregious folly.

But the school is a State institution, and the State can not teach religion. True, it is not the province of the State to teach any particular set of religious dogmas. But who asks for this? We should oppose it as vehemently as we oppose the exclusion of the Scriptures. The Bible is not a sectarian book. And can not the State teach the purest morality? If it can, can it not encourage the use of the Bible as a class book? And if the State leave this matter with the people, then can they not with propriety introduce the Bible? But if the State cannot direct the inculcation of the purest morality, then it is utterly incompetent to give such instruction as is indispensable to its well-being, nay, to its very existence; and its undertaking the business of instruction at all is a certain step towards its own ruin; for no government worthy the name, much less a republic, can long exist without morality as its basis. And has not the State need of the influence of religion, not indeed as a system of theology, but as a vital principle, moulding into excellency the character of its citizens, holding in check the elements of destruction that exist in every civil society, and giving new life, beauty and permanency to every good institution? Religion is the vital principle of all genuine morality, and morality is the only indestructible basis of all free government. If, therefore, the State can make provision for its own perpetuity, it can encourage the dissemination of religion as a living, controlling, purifying influence. And one of the more efficient means of accomplishing this is to place the Bible in every school to be used by every class. Nor could the conscience of any be wounded by such a course. None can be conscientiously opposed to the inculcation of pure morality. And as to the religion of the Bible, however men may deny its divinity, none can deny its beneficent operation upon the character and relations of men, and upon all the interests of society. So that no difficulty can arise

in the use of the Bible in all the schools of the State, except the clamors of those whose business or whose pleasures it interdicts.

But some allege against the use of the Bible as a class book that teachers are not all pious, and that children should be permitted to grow up without bias on the subject of religion. Would not the use of the Bible as a class book tend to make the teachers pious, or at least moral, upright and faithful? And if they are not all that could be desired in these respects, they can surely read the Bible and hear their classes read it; and the notion that children ought to grow up, or can, without bias, is preposterous. What estimate would be put upon the wisdom of a parent who should say, "I must bring up my children in perfect idleness, so that when they reach maturity, they may choose for themselves what kind of labor they think best?" Would he not be regarded as insane? But is not the sentiment of this objection yet more insane? If parents and teachers do not sow good seed, the adversary will sow tares. And if he who withholds from a feeble child the necessary aliment until it dies is a murderer, what shall he be called who withholds from multitudes the only means of learning the way of life until they become fixed in the paths that lead to destruction?

But it is said, the Bible is too sacred for a class book. If children use it they will lose all reverence and acquire a distaste for it. Is this objection suggested by real reverence for the Bible? Why not urge it against arithmetics or geographies? But do not your children need the influence of the sacred truths in morality and religion taught in the Bible? And will they not suffer in their nobler nature and highest interests if they have not that influence? And are they not more susceptible of impression from it now than they will be at any future time? How infinitely important, then, that it be brought to bear upon them. The objection is refuted by the fact that it contradicts general observation and experience. Are the people of Scotland possessed of less reverence, of a greater distaste for the Bible than others? The contrary is notorious. And yet the Bible is with them a class book through the entire course of their education. Nor have the children of pious families, where the Bible is the book above all books in the daily reading and instruction, less reverence for it than others. Is it not a principle of our very being that what we are taught in childhood we retain most tenaciously, and what we are taught to reverence in early life we reverence most profoundly whilst we live?

It is, however, replied that the Bible is used now in our schools. Many teachers read it daily in opening their schools. Better thus than

if wholly excluded. But would the ends of education be secured if teachers should read a lesson daily in grammar, arithmetic or physiology to their classes? How long would it require, by this means, to make them good geographers or arithmeticians? Forever. But is not moral instruction a more difficult and more important matter than instruction in geography? Surely, then, it is utter folly to expect to gain the great end of moral education in this way.

Whilst, then, the infidel and profligate among us join the busy minions of a foreign despotism to overthrow our common school system or divest it of every feature that is really noble or good, let every philanthropist, patriot and citizen rally round it. Let all labor to make it such as shall secure the confidence and affection of all the virtuous, the moral, the good, the best of our citizens. Let the Bible, that heaven-provided educator of man, with all its energy for strengthening the intellect, purifying the heart, directing the life, blessing society and leading to heaven, be found in every school. Then will all the good rally round it, forming an impregnable bulwark against every attack, and it will be a fountain of blessing to untold generations.

It is acknowledged by all — a truth established by the whole history of the world — that virtue, morality and religion are the only basis of all that is beautiful, noble, good and permanent in free institutions; of all that is excellent in individual character and happy in personal experience, of all preparation for usefulness here and glory hereafter. But these are fully taught only in the Bible. It alone effectually impresses them upon the mind and heart. Let, then, its influence sweeten the waters of life as they gush from the fountain. Let its light point the pilgrim of earth, as he enters upon his endless career of existence, to the way of excellency, glory and bliss, and lure him to enter and pursue it. Let each successive generation, as it rises, be moulded by the truth, the precepts, the example and the power of the Bible; and they will be model types of strength of intellect, benevolence of heart, stability and purity of moral character, and consecration to the noblest interests of humanity. Our enemies shall labor in vain. Our institutions shall endure. Our State shall stand, shall rise. R. J.

ASHLAND, O.

The Study of the Natural Sciences in Common Schools:

A REPORT *presented to the Ohio State Teachers' Association, by* F. MERRICK, A. M., *Professor in Ohio Wesleyan University, Delaware.*

SHOULD the natural sciences, Mineralogy, Botany, Zoology, etc., be taught in common schools? In answering this question in the affirmative, I would not be understood as asserting the practicability of giving a thorough knowledge of these several departments of science in an elementary course of instruction. No one, however, would urge, as a valid reason against teaching a child to spell and read, that a thorough knowledge of language could not be obtained in schools of this grade. The same might be said of almost any other study. These schools are not the place for completing a course of study in any department: they are elementary only. The question is, what studies should be begun here? I would urge that the natural sciences should, whether the pupil passes into a school of a higher grade or not; and I would have them commenced in a very early part of the course. In favor of this, I suggest, very briefly, a few reasons:

1. It corresponds to the order of nature. Our first knowledge is acquired through the senses. *Things* attract the attention before *abstract truths*. "What?" precedes "how?" and "why?" This is too obvious to require argument or illustration.

2. These subjects are adapted to the tastes and capacities of children. This is, indeed, implied in the preceding proposition, but deserves a separate consideration. It must be borne in mind that I am speaking only of the most obvious facts of natural science—chiefly the names and most common characteristics of things—a new extension of the knowledge acquired by the youngest children. "What is this?" asks the little boy of his mother, as he holds up a white shining pebble in his tiny fingers. "A stone," is the reply. He is satisfied. He has a name for the object, and he will not forget it. The question is repeated in reference to a pebble of a very different color and lustre, and he receives the same answer. The little fellow is somewhat puzzled, for he sees that they differ in some respects; but he will be sure to mark some points of agreement, and so good a philosopher is he, that when the question and answer have been repeated a very few times, he will hardly mistake a chip for a stone. He has taken his first lesson in Mineralogy, and no college senior could have learned it better. Why not let him take another? True, he may not be more than two

or three years old, but what of that, if he can keep on. Here he is down by the brook, picking up pebbles. He has quite a cabinet. Here are some round flat ones; and, though almost black, he calls them dollars—his sister calls them plates. In playing with them, the flat stones get scratched. They see how it was done, and now for a lesson in drawing, until mother must see what pretty marks, or "houses," (as they ludicrously enough call them,) her John and Mary can make. "Very pretty," says mother; "but where did you get your *slates?*" "O," says John, "they are *stones.*" "Yes," replies the mother, "but there are different *kinds* of stones, and that which you have been marking is called slate-stone." Now look at his eye. See with what a searching look he turns it from the slate to the one with which he has been scratching it. He sees that they are not exactly alike, and he marks the difference. No danger of his calling the latter a slate. He called them both stones, but he is now learning that there is a *difference* between stones; and he eagerly inquires, "what stone is this?" as he holds up the little scratcher. "Quartz," is perhaps the reply. The next day, as the children come from the brook, Mary has her apron full of "slates," and John has his pockets filled with "quartz;" but his specimens of quartz are anything which is not slate. Now he has to learn that there are other kinds of stone besides these two. But we must stop or we shall make a mineralogist of John before we get him to school. And so we might, with the same ease, make him and his little sister botanists. It is really delightful to see with what interest quite small children will pursue these and kindred studies, and what rapid advancement they will make in them. They readily become familiar with what is addressed to the eye, and remember names with great facility.

3. Another argument in favor of these studies, is their usefulness. They are well calculated to develop the mind; their moral influence is undoubtedly salutary, and the knowledge they afford is highly valuable.

This knowledge is important to persons of all callings—to none more so than to the cultivators of the soil, who constitute the great mass of those benefited by the common schools. They are eminently useful also in furnishing to all an unfailing source of rational enjoyment. He who can read intelligently the book of nature will always find its pages full of inviting truths. Here the pleasant and the useful are most happily blended. Let the youth of our land acquire a relish for scientific studies, and there would be far less demand for sickly romance. Less leisure time would be spent in frivolity and dissipation. Com-

munion with nature would be preferred to trifling gossip. Manly thought and action would often be substituted for revery and idleness.

The most common objections to the introduction of these studies into common schools, by those who have given attention to the subject, is the want of suitable text books, and teachers qualified to give instruction in them. Let the demand be made and teachers will qualify themselves; and, if qualified, text books would hardly be needed. If used, it should always be as far as possible in connection with natural specimens. Every neighborhood furnishes a sufficient variety of plants for the elementary study of botany. The same is true, though not to the same extent, of minerals; and when they cannot be conveniently collected, they can be obtained by exchange, or at a trifling expense. Small school cabinets, containing most of the common minerals, can be purchased at from one to five dollars.

It may be objected by some, that the general study of the natural sciences in common schools would favor the tendency to materialism, which is at present so widely manifesting itself. There is force in this objection, for much of the materialism of the present age is undoubtedly to be attributed to the engrossing attention which has been given to physical science. This, however, might be prevented by a more truthful, and therefore more scientific, mode of instruction than has usually been adopted. Let the young student of nature learn to recognize in the properties, relations, and laws of natural objects, the exhibitions of wisdom and skill which everywhere abound. Let him understand early the relation of second causes to the center and source of all causation —the great First Cause. Let all nature be to him, as it is in fact, a text book on Natural Theology. What God has joined together, let him not be taught to put asunder by studying matter out of its relations to mind; and then no studies will, perhaps, be more likely to preserve the mind from the extremes upon this subject to which it is always more or less exposed.

Examination of Candidates

FOR THE PUBLIC HIGH SCHOOLS OF CINCINNATI.

The following questions on Arithmetic were submitted to about two hundred candidates for admission into the Woodward and Hughes High Schools, on the 16th, 17th and 18th of June last. The process of

examination was as follows. Divisions of eight or ten candidates were taken into a room by themselves, and allowed one hour for the solution of the problems and the answers to the questions. Each candidate was called to a desk by the examiner, and each of the twenty questions was submitted, and the degree of correctness in the several answers was marked opposite the number of the candidate on a scale ranging from 0 to 10. About eight minutes were allowed to each person; and the remaining part of the hour was consumed in solving the problems. The correctness of the answers to the problems was marked on the same scale, the results of each examination indicating the rank of the candidate in Arithmetic. C. K.

DEFINITIONS OF TERMS, ETC.

1. In what respect do Notation and Numeration differ?

2. Why in Simple Addition do we carry one to the next left hand figure for every ten?

3. What is Multiplication?

4. When the multiplier consists of two or more figures, how are the products by the different figures to be written, and why?

5. If you have the difference of two numbers and one of them given, how do you find the other?

6. If you have the sum of two numbers and one of them given, how do you find the other?

7. If you have the quotient of two numbers and one of them given, how do you find the other?

8. If you have the product of two numbers and one of them given, how do you find the other?

9. What is Cancelation, and where may it be employed?

10. What is a Simple Number? A Compound Number?

11. In what respect does addition of Simple Numbers differ from addition of Compound Numbers?

12. What is the Least Common Multiple of two or more numbers, and how do you find it?

13. How do you find the sum of two or more fractions?

14. How do you multiply a fraction by a whole number? By a fraction?

15. What is the general rule for the Division of Decimals?

16. When is one number an aliquot part of another, and give an example?

17. What is the general rule for computing Interest?

18. Define Discount, and give the rule for finding the present worth?

19. If you buy an orange for 4 cents and sell it for 5 cents, what per cent of profit do you make?

20. A vessel containing $2\frac{1}{2}$ gallons, lost 2 quarts by leakage; what was the per cent. of loss?

QUESTIONS IN WRITTEN ARITHMETIC.

1. How many times will a pendulum vibrate in a day, that vibrates 4 times in 5 seconds? *A.* 69120.

2. How long will a person be in saving $100 at the rate of $7\frac{1}{2}$ cts. a day? *A.* 8 years 280 days.

3. If a man can mow $2151\frac{1}{9}$ square yards in 4 hours, in what time can he mow a field of $4\frac{1}{2}$ acres? *A.* $40\frac{1}{2}$ hours.

4. What length of a board that is $13\frac{1}{2}$ inches wide, must be taken to make 2 square feet? *A.* $21\frac{1}{3}$ inches.

5. If $\frac{5}{9}$ of a steamboat is worth $1300, what is the value of $\frac{7}{16}$ of it? *A.* $1023\frac{3}{4}$.

6. A cask which holds 63 gallons is $\frac{5}{8}$ full; what quantity will remain after $9\frac{1}{2}$ gallons more are drawn off? *A.* $29\frac{7}{8}$ gal.

7. What number multiplied by $\frac{7}{8}$ of $_9$ will give $9\frac{13}{18}$ for the product? *A.* 20.

8. At $.015 per yard, what will 1.67 yards of tape cost? *A.* $.02505.

9. At $.015 per yard how many yards of tape can you buy for 63 cents? *A.* 42.

10. Reduce 1 week 2 days 15 hours to the decimal of a lunar month of 28 days. *A* .34375.

11. What is the amount of a note for $240, due 2 years 5 months 25 days after date, reckoning interest at 6 per cent. per annum? *A.* $275.80.

12. What is the present worth of a note of $271.17 due 3 years hence without interest, reckoning discount at 5 per cent. per annum? *A.* 235.80.

13. By selling a horse for $45.60 I lost 5 per cent.; what ought I to have sold him for to have gained 10 per cent? *A.* $52.80.

14. If a person traveling at the rate of $3\frac{3}{4}$ miles per hour perform a journey in $14\frac{3}{4}$ hours, in what time would he perform the same journey when traveling $5\frac{1}{4}$ miles per hour? *A.* $10\frac{15}{28}$ hours.

15. Two men, A and B, working together, can dig a trench in 15

days, and B alone can dig it in 25 days; in what time can A do *it* alone? *A.* $37\frac{1}{2}$ days.

16. If 8 men can mow a meadow by working 10 hours a day for 6 days, how many additional men must be employed to mow it in 4 days, all the men working 12 hours a day? *A.* 2.

17. Divide 33 into two parts that shall be to each other as $2\frac{1}{2}$ to 3. *A.* 15 & 18.

18. Multiply the square of $1\frac{1}{9}$ by the cube of $3\frac{1}{5}$. *A.* $40\frac{184}{405}$.

19. Multiply the square root of $32\frac{1}{9}$ by the cube root of $107\frac{11}{64}$. *A.* $26\frac{11}{12}$.

20. Two ships, A and B, sail from a certain port at the same time, A goes due West at the rate of 12 miles an hour, and B due South at the rate of 9 miles an hour; how far are they apart at the end of 6 hours? *A.* 90 miles.

[It is an excellent plan for teachers to propose such questions, prepared by others for a specific purpose, to their own classes. It furnishes a kind of test of their scholarship, to which it is well that scholars should often be subjected. RESIDENT EDITOR.]

Ohio State Teachers' Association.

THE fifth semi-annual meeting of the Association was held in Dayton on the 6th and 7th of July, 1853. The Association met in Clegg's Hall at nine o'clock, A. M., when the meeting was called to order by Rev. W. C. ANDERSON, D. D., one of the Vice Presidents, and opened with prayer by Rev. J. B. Britton of Dayton. Messrs. H. Anderson of Montgomery, S. F. Cooper of Summit, L. E. Walker of Erie, W. Denton of Butler and L. E. W. Warren of Ross were appointed assistant secretaries, after which the names of delegates and new members were enrolled.

The Annual Address was delivered by Rev. E. V. GERHART, on Government in its relations to Education. On motion of C. L. Royce, a vote of thanks was tendered, and a copy of his address requested to be placed in the hands of the Executive Committee. On motion delegates from abroad were invited to sit with the Convention and take part in its deliberations.

The Convention then gave place to the Association for the Advancement of Female Education, the objects of which were briefly presented

by the President, Rev. P. B. WILBER. Dr. Lord and Prof. Zachos also made remarks on the importance of such an association.

AFTERNOON SESSION.

Mr. C. KNOWLTON of the Hughes' High School in Cincinnati, read a report on the subject of "Language." A vote of thanks was tendered, and a copy solicited for publication.

Mr. L. ANDREWS presented a statement of the finances of the Ohio Journal of Education, showing that its income thus far had not equaled the expenses for the year.

Mr. J. HURTY read a Report on Practical Elocution: a vote of thanks was tendered, and a copy solicited for publication.

Mr. B. PITMAN, of England, delivered an address on the subject of Phonetics, for which a vote of thanks was duly returned, W. B. Fairchild in the chair.

On motion a committee was appointed consisting of Messrs. Zachos, Royce, Deuel and Denton to solicit subscriptions for the Ohio Journal of Education.

EVENING SESSION.

Opened with prayer by Rev. J. W. SCOTT, D. D., of Oxford. An Address on the Bible, as the Basis of Education, was delivered by Hon. CHAUNCEY N. OLDS, of Circleville.

THURSDAY, JULY 7TH.

Mr. G. W. BATCHELDER, of Zanesville, presiding, prayer was offered by Rev. D. WINTERS of Dayton. The Counties of the State were called in alphabetical order, and interesting reports presented by Messrs. C. W. Webster from Athens; A. C. Deuel, Champaign; H. R. Geiger, Clark; J. Markham, Columbiana; R. F. Humiston, Cuyahoga; E. Blanchard, Defiance; John Ogden, Delaware; M. F. Cowdery, Erie; Wm. Whitney, Fairfield; Wm. Mitchell, Franklin; A. C. Tyler, Geauga; Rev. J. P. Smart, Greene; Rev. Samuel Findlay, Guernsey; E. Jacobs, Hamilton; S. B. Beal, Highland; D. F. DeWolf, Huron; and Mr. Davis from Jackson.

In behalf of the Teachers of the city, Prof. Zachos invited the members of the Convention to a social reunion at the building and grounds of the Cooper Female Seminary, this evening. The invitation was accepted and a vote of thanks returned.

After a recess of ten minutes, Prof. ZACHOS presented the following:

Resolved, That in the present School Law, we recognize a wise and beneficent provision for the education of the children of the State, a prudent and timely advance in the way of progress, and a dignified stand taken by the State of Ohio, among her sister States in the great work of public instruction. We do therefore,

commend it to the hearty good will of the people, and the earnest coöperation of the friends of education.

After some remarks by the mover, the resolution was unanimously adopted.

The following Preamble and Resolutions were presented by Prof. I. W. ANDREWS of Marietta College:

Whereas an election of State Commissioner of Common Schools will be held in October next, and whereas, for the proper and successful fulfillment of the duties of that office, peculiar qualifications are required, we, the teachers of the State, in Convention assembled, feeling a deep interest in the selection of the officer with whom our duties will bring us in so close connection, and on whom so largely depends the advancement of the educational interests of the State, do adopt the following resolutions:

Resolved, That among the qualifications for a State Commissioner of Common Schools, may be enumerated: a thorough education; the experience of a practical teacher; knowledge of the State in its educational condition and wants; ability to superintend Teachers' Institutes; legal knowledge; business capacity and undoubted integrity.

Resolved, That we recognize in LORIN ANDREWS all the qualifications above enumerated, and we do most earnestly and cordially commend him to the people of Ohio, as a fit person for the office of State Commissioner of Common Schools.

Resolved, That a committee of seven be appointed to prepare an address to the people of Ohio, setting forth our views on this subject.

A motion to lay upon the table till afternoon was withdrawn after some brief remarks by Dr. Cox of New Paris and Prof. M. G. Williams of Urbana, and the preamble and resolutions were unanimously adopted.

The Chair appointed the following persons to compose the committee named in the last resolution:

Prof. I. W. Andrews, of Marietta; Rufus Hubbard, of Cincinnati; L. M. Oviatt, of Cleveland; T. W. Harvey, of Massillon; R. R. Sloan, of Mt. Vernon; Samuel Heslett, of Portsmouth; Edward Olney, of Perrysburgh.

A resolution was here introduced relative to the reading of the Bible in the schools, which after several amendments, was passed in the following form:

Resolved, That we recommend the daily reading of the sacred scriptures in all our schools.

The reports from the counties were continued by Messrs. R. R. Sloan, from Knox; S. N. Sanford, Licking; A. H. Guy, Logan; Prof. Hodge, Lorain; Mr. Gardiner, Lucas; S. F. Cooper, Mahoning; W. N. Edwards, Miami; C. Rogers, Montgomery; S. McArthur, Muskingum; J. Lynch, Pickaway; L. M. Morrison, Preble; C. S. Royce, Richland; James Long, Ross; I. Boothe, Sandusky; S. Heslett, Scioto.

AFTERNOON SESSION.

Mr. A. C. DEUEL, one of the Vice Presidents, in the chair: the

reports were contined by Messrs. T. W. Harvey, from Stark; J. Elliott, Warren; E. Olney, Wood; C. C. Guilford, Hamilton; and I. W. Andrews, from Washington county. Dr. C. Cutter reported the state of education in Massachusets and New Hampshire, and Messrs. McKenzie and Stevens that of Kentucky and Vermont.

Mr. M. F. COWDERY read a Report from the Financial Committee of the Association, showing that there was now due to Mr. L. ANDREWS, the Agent, $410, for services up to the 1st of July instant. Dr. LORD expressed the hope that this sum would be raised before the Association adjourned; and handed to the Financial Committee his contribution for the purpose.

Mr. W. TRAVIS, of Pennsylvania, Hon. H. BARNARD, of Connecticut, and Prof. M. J. FLETCHER, of Indiana, reported the state of education in their respective States.

Mr. IRA PATCHIN invited the teachers present to attend the State Teachers' Association to be held in Rochester, New York, on the first Tuesday of August next, and a reünion of Teachers at Albany, on the 13th of July.

Mr. S. N. SANFORD proposed the following resolutions:

Resolved, That duty, no less than interest, demands of the Teachers of Ohio, the careful study of the natural seiences, the close observation of the phenomena of nature, the diligent perusal and critical comparison of the two editions of the Word of God—Nature and Revelation.

Resolved, That a committee of three be appointed to digest and recommend to the teachers of this State a plan for concerted study, observation and original investigation, and, by correspondence or otherwise, enlist as many as possible in Practical Science.

After remarks by the proposer and Mr. M. F. COWDERY, they were adopted.

The following gentlemen were appointed on that committee: Messrs. S. N. Sanford, T. W. Harvey and M. F. Cowdery.

The following resolutions were adopted:

Resolved, That a vote of thanks be presented to the inhabitants of this place, for their kindness and liberality to the members of this Association.

That the members of this Association return their warmest thanks to Mr. Clegg, proprietor of this Hall, for its gratuitous use during the session of this Association.

That Rev. E. THOMPSON, D. D., of Ohio Wesleyan University, deliver the opening address at the next annual meeting.

That the Hon. HORACE MANN be requested to deliver the evening address at our next session.

That a committee of three be appointed to report on the subject of Moral Instruction in common or public schools, at the next annual meeting of the Association.

That the thanks of this Association be returned to the various railroad companies and steamboat lines, for their liberality in permitting the members of this Association to pass over their respective roads and lines of travel for half fare.

That the thanks of this Asssociation be tendered to the Editors of the city papers, for their reports of the proceedings of the Association during its session in this place.

Messrs. A. D. Lord, J. Hurty and James Campbell were appointed the committee on the subject of Moral Instruction.

Mr. W. N. Edwards, of Troy, and Rev. A. Smith, of Toledo, were appointed delegates to the American Institution of Instruction, to meet at New Haven, Conn.

Messrs. I. W. Andrews and J. Hurty were appointed delegates to the meeting of the American Association for the Advancement of Education, at Pittsburgh, on the 9th of August.

Messrs. E. Olney, H. S. Martin, S. F. Cooper, W. N. Edwards, C. S. Royce, J. M. McLane, S. Heslett and W. D. Henkle were appointed delegates to the Pennsylvania State Teachers' Association, to meet at Pittsburgh on the 5th of August.

The Chairman of the Financial Committee announced that the sum of $410 had been raised, in answer to the call for additional funds to pay the Agent of the Association.

The exercises closed by singing a Doxology, the benediction was pronounced by Rev. Mr. HERR, and the Association adjourned to meet in Columbus on the 28th and 29th of December next.

D. F. DE WOLF, *Secretary.*

The following persons became members during the session, by giving their names to the Secretary, and paying the fee of one dollar:

H. Anderson,	J. G. Ecker,	Daniel Hough,	Jacob Pentzer,
Isaac Bailey,	James Elliott,	F. W. Hurtt,	E. W. Pfloutt,
Alex. Bartlett,	C. P. Emerson,	G. Jaqua,	R. P. Prosser,
W. J. M. Batchelder,	T. W. Fidler,	P. H. Jaqueth,	A. W. Rogers,
S. P. Beal,	A. D. Fillmore,	E. Jay,	Rev. J. W. Scott,
J. L. Belville,	Wm. Fordyce,	Wm. Jay,	J. R. W. Sloan,
Enoch Blanchard,	D. E. Gardner,	F. W. Jenkins,	R. W. Stevenson,
Wm. Bogle,	Isaac Gass,	Rev. C. P. Jennings,	T. T. Stroud,
Josiah Bridge,	C. C. Guilford,	John Jobling,	John Tennis,
J. B. Britton,	A. L. Grimes,	D. Lesh,	T. C. Tibbals,
D. G. Bush,	A. H. Guy,	Milton Lewis,	C. Tracy,
A. A. Butterfield,	Liberty Hall,	Wm. Locke,	A. C. Tyler,
A. G. Chambers,	B. R. Hanby,	L. Mackey,	E. Van Harlingen,
J. M. Cook,	W. B. Hardy,	C. F. McWilliams,	Rev. Benj. Waddle,
W. E. Crosby,	John Haywood,	S. B. Page,	C. M. Webster,
Prof. W. H. Doherty,	J. H. Herron,	Isaac B. Parker,	B. Wridgely,
David Ecker,	A. W. Hodge,	C. H. Penfield.	

NAMES OF MEMBERS AND DELEGATES IN ATTENDANCE.

ASHLAND COUNTY.

Lorin Andrews, Mrs. S. R. Andrews, Miss S. Bushnell, J. A. Sloan.

ATHENS COUNTY.

C. W. Webster.

BROWN COUNTY.

F. W. Hurtt.

BUTLER COUNTY.

Rev. W. C. Anderson, D.D.,	Josiah Bridge,	Wm. Denton,	J. W. Scott, D D.,
	A. G. Chambers,	F. Jenkins,	Miss A. E. Closser.

CHAMPAIGN COUNTY.

A. C. Deuel,	W. H. Smith,	Mrs. E. W. Haven,	Miss H. M. Hoyt,
W. D. Henkle,	S. S. Staley,	" C. A. Henkle,	" B. C. Keller,
Prof. W. J. Jenks,	Prof. M. G. Williams,	" N. J. Parker,	" M. L. Peppard,
L. G. Parker,	Robert Wilson,	Miss S. Haven,	" E. Rathbun,
	Miss C. A. Stout.		

CLARK COUNTY.

Prof. W. H. Doherty,	A. S. Kissell,	R. W. Morris,	Miss Davison,
Prof. H. R. Geiger,	A. H. Johnston,	Wm. Reid,	" M. Doolittle,
Thomas Hill,	C. F. McWilliams,	Mrs. Reynolds,	" Johnston.

CLERMONT COUNTY.

John Ferguson,	H. Lockwood,	E. G. Martin,	J. Quinlan,
	Miss Mary Page,	Miss C. Quinlan.	

CLINTON COUNTY.

John Tennis.

CCLUMBIANA COUNTY.

Jesse Markham, Miss M. Bassett, Miss C. E. Siple.

CRAWFORD COUNTY.

T. C. Bowles.

CUYAHOGA COUNTY.

Liberty Hall,	Saml. Newbury,	N. A. Sackett,	Miss M. E. Clemans,
R. F. Humiston,	L. M. Oviatt,	Mrs. W. A. Ingham,	" L. M. Oviatt,
W. A. Ingham,	A. W. Price,	Miss S. A. Chamberlain,	" M. E. White.

DELAWARE COUNTY.

John Braden,	John Kent,	T. C. Tibbals,	Mrs. M. J. Ogden,
A. Cochran,	John Ogden,	Mrs. L. Bartlett,	Miss C. Tibbals.

ERIE COUNTY.

M. F. Cowdery, L. E. Walker.

FAIRFIELD COUNTY.

C. P. Emerson, Wm. Whitney.

GEAUGA COUNTY.

A. C. Tyler.

FRANKLIN COUNTY.

Prof. J. Haywood,	Almon Samson,	Mrs. S. G. Marple,	Miss M. E. Robertson,
A. D. Lord,	Mrs. S. Haywood,	Miss S. D. Phelps.	

GREENE COUNTY.

Andrew Amyx,	J. C. Galloway,	Rev. J. P. Smart,	Mrs. Parker,
J. W. Andrews,	P. J. Jaquith,	Rev. Mr. Stone,	" E. Patton,
L. C. Chaney,	Rev. J. C. McMillan,	J. A. Turnbull,	" T. W. Winter,
B. Cherry,	A. J. Nelson,	Mrs. W. B. Fairchild,	Miss M. Hardie,
Henry Cromwell,	T. W. Ogden,	" S. Findlay,	" C. Kendall,
J. Douthett,	J. B. Parker,	" M. A. Galloway,	" M. McWhirk,
W. B. Fairchild,	M. Pringle,	" McMillan,	" M. McWhirk,
Samuel Findlay,	John Scott,	" A. Nelson,	" Julia Parry.

HAMILTON COUNTY.

H. H. Barney,	E. S. Jacobs,	Mrs. Kelley,	Miss L. McLaughlin,
R. D. Barnes,	Cyrus Knowlton,	" Emma Pratt,	" M. McLaughlin,

B. O. M. De Beck,	George Long,	Mrs. M. J. Pyle,	Miss Mary Palmer,
Mr. Farlow,	J. G. Marchant,	Miss Farlow,	" M. A. Palmer,
C. C. Guilford,	C. Nason,	" Sophia Everts,	" Adelia Silver,
John Hancock,	A. Page,	" Herron,	" Carrie E. Smith,
James H. Herron,	A. J. Rickoff,	" T. J. Hopkins,	" Van Amringe,
Rev. Joseph Herron,	L. H. Rolfe,	" E. Jacobs,	" E. A. Van Pelt,
Daniel Hough,	J. M. Ross,	" A. Landrum,	" Clara Wilcox,
E. Jacobs,	O. J. Wilson,	" C. Landrum,	" H. N. Wilson,

Miss S. A. Wilson.

HIGHLAND COUNTY.

S. B. Beal, J. B. Chamberlain, B. C. Colburn, Jno. C. Thompson

HURON COUNTY.

D. F. De Wolf, E. E. Husted, Rev. S. B. Page.

KNOX COUNTY.

H. H. Bixby, Milton Lewis, Wm. Mitchell, R. R. Sloan,

Mrs. N. Bixby.

LICKING COUNTY.

L. Huggins,	George L. Mills,	Miss Julia Huggins,	Miss V. B. Seymour.
H. S. Martin,	S. N. Sanford,	" Mary A. Lloyd,	

LOGAN COUNTY.

A. H. Guy.

LORAIN COUNTY.

Alexander Bartlett,	A. W. Hodge,	I. W. Wilhelm,	Miss M. G. Goodrich,
S. S. Dillman,	C. H. Penfield,	Miss Sarah Allen,	C. S. Rogers.

MIAMI COUNTY.

W. W. Edwards,	Eli Jay,	A. W. Rogers,	Miss M. Gray,
A. C. Fenner,	Wm. Jay,	W. F. Ross,	" J. Kelley,
T. E. Fidler,	J. Leeper,	Mrs. C. Gaylor,	" M. Kelley,
Wm. Fordyce,	W. W. Locke,	" E. Jay,	" M. Little,
J. Q. Kessler,	J. Manning,	" T. B. Kyle,	" L. Thorn,
T. B. Kyle,	S. W. Panabaker,	Miss R. Fordyce,	" M. H. Raynar,
	Miss E. Sheets,	" S. Willard.	

MONTGOMERY COUNTY.

J. J. Ackerman,	A. B. Leamon,	Robert Stevenson,	Miss Anne Denton,
H. Anderson,	Henry Lorenz,	Wm. Stuckmyers,	" Lizzie Denton,
W. J. M. Batchelder,	H. McAnley,	M. N. Wheaton,	" H. G. Dickson,
I. L. Belville,	Wesley McKee,	George Winder,	" M. G. Dickson,
S. Bookwalter,	R. L. McKinney,	J. C. Zachos,	" Anne Dunham,
Levi Burk,	James Miller,	Mrs. Burk,	" S. Dunham,
A. A. Butterfield,	Marion Nutt,	" A. P. Hinkley,	" R. A. Fitch,
W. H. Butterfield,	Jacob Pentzer,	" E. Rogers,	" Hollingsworth,
James Campbell,	John Porter,	" A. E. Stevens,	" S. Houghtelin,
Charles Cathcart,	Daniel Rife,	Miss H. Brown,	" Martha Lewis,
F. P. Guppy,	Daniel Ritchison,	" M. J. Brown,	" H. Marsh,
W. J. Davis,	Chandler Robbins,	" C. Coffroad,	" A. McEwen,
David Ecker,	Charles Rogers,	" H. Coffroad,	" M. McQueade,
John G. Ecker,	A. M. Scott,	" R. Comly,	" Sarah Norris,
Josiah Espy,	John Smith,	" C. Conover,	" M. J. Petticrew,
Wm. Espy,	J. R. S. Smith,	" Augusta Coen,	" Mary Wilson.
Wm. Gemein,	Charles Sochner,	" Margaret Coxe,	

MUSKINGUM COUNTY.

. Batchelder,	J. M. McLane,	Mrs. J. Herrington,	Miss C. McLane,
Bogle,	R. W. Stevenson,	Miss Anna Griffith,	" M. Slaughter,
Jobling,	John Townsend,	" A. Harrison,	" F. Westervelt.
3. McArthur,	Rev. Benj. Waddle,	" M. P. Lamb,	

PICKAWAY COUNTY.

ı Beach,	John Lynch,	Miss T. J. Cotton,	Miss Celia E. Minott,
Hanby,	Hon. C. N. Olds,	" F. Glazier,	" E. C. Bice,
no. Lawrence,	Mrs. Greenleaf,	" R. L. Greenleaf,	" F. H. Sprengle.

PREBLE COUNTY.

Bloomfield,	J. M. Johnson,	T. S. Stroud,	Miss H. N. Miller,
Burman,	Daniel Lesh,	J. W. White,	" S. J. Moore,
D. A. Cox,	L. Mackey,	Miss Eliza Burman,	" E. T. Morris,
Deardorff,	I. S. Morris,	" Helena Cox,	" E. M. C. Richey,
ldermann,	J. D. Morrison,	" F. F. Fleming,	" N. Richey,
. Hardy,	L. M. Morrison,	" L. A. Mackey,	" C. Thomas,
ıua,	Findley Moore,	" M. Mc Clung,	" R. J. Thomas,

Miss. A. E. Whitridge.

RICHLAND COUNTY.

rtlett,	A. L. Grimes,	W. H. Shupe,	Miss Elizabeth Platt,
Cook,	G. E. Miller,	Mrs. H. E. Bricker,	" A. Smith,
Crosby,	C. S. Royce,	" W. Grimes,	" M. Stewart,
Gass,	E. W. Smith,	" L. Oldfield,	" Nancy Stewart.

ROSS COUNTY.

ıas C. Hearne,	James Long,	R. W. McFarland,	L. E. W. Warner,

Miss K. Franklin.

SANDUSKY COUNTY.

Bush,	A. A. Treat,	Miss A. E. Emerson,	Miss M. K. Laman,
. Persing,	Miss S. C. Downs,	" Julia Kridler,	" J. E. Treat.

SCIOTO COUNTY.

el Heslett,	Miss Mary E. Lusk,	Miss T. Spry,	Miss M. F. Wheeler,
A. S. Thomson,	" E. Ricker,	" S. Stevenson,	" F. L. Wunder.
E. Whigham,	" Martha Robert,	" E. Varner,	

SENECA COUNTY.

E. V. Gerhart,	C. C. Nestleroade,	Rev. S. S. Rickley,	Miss Sarah Thayer.

STARK COUNTY.

Bailey,	E. L. Carney,	T. W. Harvey.

SUMMIT COUNTY.

Samuel F. Cooper.

WARREN COUNTY.

Elder,	Mr. Isenberger,	Miss E. L. Alverson,	Miss H. H. Crandall,
s Elliott,	Robert La Fetra,	" A. A. Boynton,	" C. T. Eastman,
Hawthorne,	H. L. Stirling,	" M. E. Brown,	" F. B. French,
Hough,	E. Van Harlingen,	" M. Burroughs,	" J. B. Kelton,
ı Hurty,	Mrs J. H. Elder,	" A. P. Clapp,	" C. Leggett,
Kimball,	" S. T. Elliott,	" A. C. Crandall,	" T. Mullin.

WASHINGTON COUNTY.

(Prof. I. W. Andrews.

WOOD COUNTY.

Edward Olney.

NECTICUT.	ILLINOIS.	KENTUCKY.
H. Barnard.	Prof. D. Garver.	Prof. J. B. Dodd, D. W. McKenzie.

INDIANA.

N. M. Elliott, Geo. L. Farnham, Prof. M. J. Fletcher, Thomas Olcott.

MASSACHUSETTS. Dr. C. Cutter.

NEW HAMPSHIRE. Dr. R. N. Porter.

NEW YORK. Ira Patchin.

PENNSYLVANIA. John. F. Stoddard, Wm. Travis, D. M. Warren.

VERMONT. L. O. Stevens.

Association of the Friends of Female Education.

The first semi-annual meeting of this Association was attended in Dayton on the 5th of July, 1853. The session was opened with prayer by Rev. Benj. Waddle of Muskingum College. The opening Address was delivered by Rev. C. P. Jennings of Glendale Female Seminary: —Subject, The kind of Education appropriate for Woman.

A Report on The Classics as a branch of Female Education, was read by Mr. T. A. Burrowes, Principal of a Female Seminary in Cincinnati. The report was discussed by Messrs. Zachos, Hurty, Lord and Henkle. Copies of the Report and the Address were solicited for publication.

The Constitution having been read, the following persons paid the fee of $1,00 and enrolled their names as members:

Lorin Andrews, Rev. C. P. Jennings, S. Newbury, R. R. Sloan, B. R. Hanby, John Lynch, Rev. J. W. Scott, J. C. Zachos. The following Ladies also gave in their names for membership:

Mrs. E. M. Haven, Miss R. Greenleaf, Miss F. Rice, Miss T. J. Cotton, Miss C. E. Minot, Miss F. H. Sprengle.

The Executive Committee were instructed to take efficient measures for bringing the objects of this Association before the State Teachers' Association, for the purpose of securing their active coöperation in the promotion of our object.

After some further deliberation the Association adjourned to meet in Columbus on the 27th of December next.

A. D. Lord, *Secretary.*

BUSINESS DEPARTMENT.

At the suggestion of several friends, we insert a statement of the number of subscribers in each of the several counties: from which it will be seen that there are more or less in all but ten of the 88 counties of the State. In addition to those sent to the subscribers here enumerated, more than 300 copies are mailed to editors and school officers, making about 2000 distributed in the State: besides these there are nearly 200 subscribers in 30 different States and Territories, and nearly 300 are sent to offices out of Ohio: making an aggregate circulation of more than 2,400 copies. While we feel grateful to friends for the labors which have secured thus early in the year a circulation larger than the first volume had attained in December of last year, we would remind all that our edition is not half exhausted: we hope to see at least 4,000 on the mail books before the close of the year. If each paying subscriber would secure another and forward the dollar, this might easily be done. Friends of universal education, shall it not be accomplished?

Counties.	Subscribers.	Counties.	Subscribers.	Counties.	Subscribers.
Adams	1	Hamilton	172	Noble	3
Allen	4	Hancock	24	Ottawa	0
Ashland	46	Hardin	1	Paulding	1
Ashtabula	36	Harrison	15	Perry	1
Athens	0	Henry	0	Pickaway	28
Auglaize	0	Highland	11	Pike	4
Belmont	31	Hocking	1	Portage	17
Brown	2	Holmes	2	Preble	20
Butler	8	Huron	30	Putnam	0
Carroll	7	Jackson	2	Richland	37
Champaign	19	Jefferson	50	Ross	24
Clark	15	Knox	33	Sandusky	6
Clermont	29	Lake	24	Scioto	50
Clinton	38	Lawrence	12	Seneca	50
Columbiana	48	Licking	33	Shelby	1
Cosbocton	16	Logan	3	Stark	69
Crawford	12	Lorain	19	Summit	6
Cuyahoga	92	Lucas	12	Trumbull	11
Darke	1	Madison	2	Tuscarawas	4
Defiance	2	Mahoning	10	Union	0
Delaware	24	Marion	9	Vanwert	0
Erie	49	Medina	2	Vinton	0
Fairfield	3	Meigs	0	Warren	42
Fayette	2	Mercer	0	Washington	17
Franklin	30	Miami	15	Wayne	9
Fulton	5	Monroe	2	Williams	0
Gallia	1	Montgomery	49	Wood	18
Geauga	5	Morgan	21	Wyandot	6
Greene	52	Morrow	28		
Guernsey	16	Muskingum	60		

Whole number of subscribers in Ohio.....1620

Report of the Financial Committee.

The following sums were received, from the sources indicated, for the payment of the salary of the Agent of the Association for 1852.

Dayton, Teachers of Pub. Schools.	$65 00	A. Holbrook, Marlboro	10 50
Cleveland ....do	61 00	Prof. I. W. Andrews, Marietta	10 00
Columbus ....do	50 00	A. C. Deuel, Urbana	10 00
Sandusky City.... do	50 00	J. W. Gilmore, Preble Co.	10 00
Cincinnati....do	26 00	Josiah Hurty, Lebanon	10 00
Marietta....do	20 00	S. F. Newman,	10 00
Muskingum Co....do	62 50	L. M. Morrison, Preble Co.	7 50
Seneca Co....do	50 00	F. Cook, Sandusky City	5 00
Greene Co., Teachers' Institute	33 00	P. Dawley, Massillon	5 00
Belmont Co....do	30 00	G. E. Howe, Painesville	5 00
Miami Co....do	30 00	Isaac Sams, Hillsboro	5 00
Richland Co....do	25 00	J. Tuckerman, Orwell	5 00
Ashtabula Co....do	20 00	A. Deyo, Peru	2 50
Columbiana Co....do	20 00	J. A. Briggs, Cleveland	2 00
Knox Co....do	20 00	Cash	2 00
Licking Co....do	20 00	L. Everhard, Stark Co.	1 00
Guernsey Co....do	18 00	C. J. Geiger....do	1 00
Jefferson Co....do	13 00	A. Mc Gregor, Canton	1 00
Lake Co....do	8 62	J. W. Taft, Maumee City	1 00
N. Western Ohio ...do	7 00	Miss H. Bacon, Franklin Co.	1 00
Columbiana Co. Teachers' Association	20 00	R. Baker	1 00
Dr. Joseph Ray, Cincinnati	55 00	C. A. Dimick	1 00
John Lynch, Circleville	50 00	Citizens of Ironton	8 00
J. H. Rolfe, Portsmouth	50 00	Misses in Perrysburg Union School	4 00
D. F. De Wolf, Norwalk	30 00	Cornish, Lamport & Co., New York	50 00
W. B. Fairchild, Xenia	30 00	Thomas, Cowperthwaite & Co., Philadelphia	10 00
C. S. Royce, Plymouth	30 00	W. B. Smith & Co., Cincinnati	5 00
L. E. Walker, Milan	30 00	D. Appleton & Co., New York	5 00
F. Hollenbeck, and Edward Olney,	25 00	A. S. Barnes & Co., New York	5 00
M. A. Page and A. H. Drummond,	25 00	Pratt, Woodford & Co., New York	5 00
W. N. Edwards, Troy	20 00	A. W. Price, Cleveland	5 00
S. N. Sanford, Granville	20 00	Treasurer of Ohio State Teachers' Association	153 75
J. C. Zachos, Dayton	20 00	Avails of Ohio Jour'l of Education	68 63
Rev. W. C. Anderson, Oxford	15 00		
Jas. M. Mc Lane, Zanesville	14 00		
C. S. Martindale, Ashland	11 00		$1500 00

The foregoing is believed to be an accurate exhibit of the receipts for the support of the Agent for the year ending December, 1852.

M. F. Cowdery,
Chairman of Financial Committee.

Sandusky, July, 1853.

The sum of $340 had been received from various sources for the support of our Agent, previous to the semi-annual meeting at Dayton. The following sums were paid and pledged at the said meeting on the 7th of July, 1853:

SUMS PAID.	
Teachers of Columbus per A. D. Lord	$20 00
James Campbell, Cincinnati	10 00
A. C. Deuel, Urbana	10 00
W. N. Edwards, Troy	10 00
Wm. Travis, New Castle, Penn.,	8 00
James Elliott, Franklin	5 00
John Hancock, Cincinnati	5 00
Edward Olney, Perrysburg	5 00
C. S. Royce, Plymouth	5 00
M. G. Williams, Urbana	5 00
L. E. W. Warner, Chilicothe	5 00
Prof. I. W. Andrews, Marietta	3 00
A. C. Fenner, Troy	3 00
Thos. C. Hearne, Chillicothe	2 00
Cash	2 00
B. C. Colburn, Highland Co.,	1 00
Thomas Hill, Springfield	1 00
S. B. Page	1 00
Wm. Reid, Springfield	1 00
Miss H. N. Wilson, Cincinnati	1 00
W. B. Smith & Co., Cincinnati	50 00
Dr. Cutter, Massachusetts	20 00
J. H. Rolfe, Cincinnati	10 00
John F. Stoddard, Pa.	10 00
Ira Patchin, New York	5 00
Whole sum paid	$198 00

SUMS PLEDGED.	
M. F. Cowdery, Sandusky City	$20 00
John Lynch, Circleville	20 00
S. N. Sanford, Granville	20 00
Teachers of Seneca County	20 00
Teachers of Warren County	20 00
H. S. Martin, Newark	10 00
L. M. Morrison, Preble County	10 00
L. E. W. Warner, Chillicothe	10 00
Charles Rogers, Dayton	6 00
Cyrus Nason, Cincinnati	5 00
John Ogden, Delaware	5 00
A. W. Rogers	5 00
Jenks, Hickling & Swan, Boston.	25 00
Thomas, Cowperthwaite & Co., Philadelphia	25 00
A. J. Rickoff, Cincinnati	15 00
Lamport, Blakeman & Law, N. Y.,	10 00
Cash	10 00
Whole sum pledged	$236 00
Total pledged and paid,	$434 00
Received since the meeting at Dayton, from Clinton county Teachers' Institute	$25 00
Whole sum paid for services of the Agent to July 20th	$563 00

Editors' Portfolio.

To make room for the Proceedings of the recent Conventions, the Business Department, and other things of present interest, the contents of our Portfolio must be mainly postponed till next month.

An account of the recent meeting of the Ohio Phonetic Association, at Dayton, is also unavoidably postponed.

Notices of Colleges, Schools, etc.

THE twenty-eighth annual commencement of Miami University, at Oxford, occurred on the 30th of June last. The degree of A.B. was conferred on thirty-five young men: the largest class which has ever graduated. The honorary degree of A.M. was conferred upon Messrs. ANDREW FREESE of Cleveland, D. F. DE WOLF of Norwalk, and JOHN LYNCH of Circleville. The honorary degree of D.D. was conferred upon Rev. SOLOMON HOWARD, President of Ohio University.

The commencements in several other colleges have been attended and will be noticed, together with their catalogues and circulars. Our friends connected with such institutions, Academies, Female Seminaries, Colleges or Public Schools, will confer a great favor by forwarding their Catalogues, and local papers containing notices of their Anniversaries.

Items.

JOHN TRIMBLE, JR., A. M., late Adjunct Professor of Languages in Kenyon College, has been appointed Professor of Ancient Languages and Literature in Jefferson College, Mississippi.

MR. JAMES CAMPBELL, late Principal of the Public High School of Dayton, has been appointed first Assistant in Woodward High School of Cincinnati: salary $1000.

Mr. A. C. FENNER, late Teacher in the Union School at Troy, has been appointed Principal of one of the Public Schools of Dayton.

Miss MARY ATKINS, late Preceptress of the Hughes' High School, Cincinnati, has taken a place in Mr. T. A. Burrowes' Female Seminary in that city, at a salary of $800.

The salary of Mr. A. FREESE, Superintendent of the Public Schools of Cleveland is $1000: that of the Grammar School, or Senior Teachers in the Public Schools $800.

Commencement at Ohio University, at Athens, and Kenyon College, at Gambier, will be attended on Wednesday, the third instant.

A NORMAL CLASS, under the auspices of the Montgomery Co. Teachers' Association, was commenced in Dayton, on the 25th of July, and is to continue four weeks. It will doubtless be attended by a large number of Teachers in that section of the State: a letter dated the 26th, states that more than 60 had already entered the Class.

A Teachers' Institute was attended in Wilmington, Clinton Co., during the week commencing July 11th. More than 70 Teachers were present, the evening sessions were well attended by the people, and a most commendable interest was manifested by the School Examiners, the Clergy, and, indeed, all classes of citizens. This is the first, but we opine it will not be the last Institute in which the spirited Teachers of Clinton Co. and vicinity will participate.

TEACHERS' INSTITUTES.—The Fall sessions of Teachers' Institutes in Ohio, so far as arranged, will be attended as follows:

Greene county, at Xenia, August 15th—one week.
Warren county, at Lebanon, August 15th—one week.
N. Western Ohio, at Perrysburg and Maumee, August 22d—two weeks.
Miami county, at Troy, August 22d—one week.
Pickaway county, at Circleville, August 29th—one week.
Guernsey county, at Antrim, September 25th—one week.
Clermont county, at Bantam, October 3d—one week.
Brown county, at Georgetown, October 3d—one week.
Knox county, at ————, October 3d—one week.
Preble county, at Eaton, October 17th—one week.
Seneca county, at ————, October 24th—one week.
Lake county, at Painesville, October 31st—one week.
Belmont county, at ————, ————.
Delaware county, at Delaware, ———— ————.
Richland county, at ————, ———— ————.
Licking county, at ————, ———— ————.
Sandusky county, at Fremont, ———— one week.
Ashtabula county, at ————, ———— ————.
Muskingum county, at ————, ———— one week.
Coshocton county, at Roscoe, ———— one week.

THE'

Ohio Journal of Education.

COLUMBUS, SEPTEMBER, 1853.

Answers to Questions on the School Law.

TO accommodate those who are frequently asking for information in regard to the School Law, and to obviate the necessity of answering the letters which are often addressed to the Editors of this Journal and the Agent of the Teachers' Association, the Secretary of State has kindly furnished the following Digest of the answers to the various inquiries which have been addressed to him.

RESIDENT EDITOR.

MR. EDITOR: In compliance with your request I herewith transmit, in an abridged form, the substance of a small portion of the correspondence of this office on the subject of the School Law passed March 14th, 1853, which correspondence has been arranged in the form of questions and answers. Such portion of this correspondence has been selected as appeared most important in explaining those parts of the law that seemed to have given rise to the most embarrassment.

I beg here to remark, that this act repeals the provision of a former law transferring the duties of Superintendent of Common Schools to this Department. My opinions, therefore, are not official, nor of any more value than those of any other citizen. Nor am I a Lawyer; it is therefore a matter of great delicacy for me to attempt the solution of all the difficult questions that may arise under this new system, involving as it necessarily does, in its practical operations, so large a scope for controversy.

But in the absence of any officer to whom the law has been given in charge, I have ventured, almost daily, to reply to questions arising

under it,—giving the subject all the attention that the pressure of my official business at a very busy season of the year would admit.

Very respectfully, your ob't serv't,

WILLIAM TREVITT,
Secretary of State.

COLUMBUS, Aug. 20th, 1853.

Questions submitted by Louis J. Bolens, Esq, of Lewisburg.

1. Can sub-districts be altered at other than the regular sessions mentioned in section 12?

2. Does section 16 give power to Boards of Education to transfer persons from one township to another. Does it not apply more particularly to villages situated in two townships?

3. Does the law when it speaks of "persons" mean persons or scholars, or are they householders, or voters?

ANSWERS BY SECRETARY OF STATE.

1. The 12th section provides for "regular sessions" of the board of education, and designates a time when the same shall be held: and where, in section 14, power is extended to the board to alter sub-districts, "at any regular session," I have no doubt reference was had to the regular sessions mentioned in said section 12. Therefore, sub-districts can only be altered at the regular sessions mentioned in the last named section, or at adjourned sessions of the same.

2. I do not understand from the sixteenth section, that boards of education may not transfer a person for educational purposes from one township to another. I do not think it applies, as some have supposed, specially, to a village situate in two or more townships.

3. "*Persons*," in section 16, I take to be broad enough to include any description of persons.

Questions submitted by Bebee Truesdale, Esq., Auditor Clinton Co.

1. Is the fractional part of a district entitled to directors?

2. Were boundaries of sub-districts changed by the school law; and who may vote for the three directors?

3. May sub-districts be altered?

ANSWERS.

1. A fractional part of a district is not entitled to directors.

2. The boundaries of sub-districts were not changed by the school law, and all the qualified voters therein may vote for the three directors.

3. Sub-districts may be altered as provided in section 14.

Question submitted by J. M. Jolley, Esq., Auditor Richland County.

Can the Board of Education, if they wish to build a house in District No. 1, worth three hundred dollars, say that District No. 1 shall pay $150 of that tax, and Nos. 2, 3, 4 and 5 the remaining $150, while No. 6 shall pay no part whatever; or, must not that district and each other district in such township assist in paying such part of said tax as is not estimated upon No. 1, without any exemption?

ANSWER.

The determination of this question would seem to depend upon the construction which is to be given to section twenty-three of the school law. The power to levy taxes ought to be strictly construed. It cannot be extended beyond what was clearly intended by the grant of power. The danger of a different rule need not be enlarged upon. Here authority is given to the board of education to assess, upon the inhabitants of any sub-district in which a school house site is to be purchased or school house built, such part of the cost of the same as they may see proper. But no authority is given to exclude any sub-district from taxation,—to exempt such sub-district from the payment of a fair proportion of the remaining part of such tax, if any. The tax for such site or school house, not assessed against the sub-district for which the same may be purchased, is, clearly, a township tax.

Question submitted from Washington County.

Where a town has been organized for three years — proper officers elected and acting according to law — containing three hundred inhabitants — a board of education elected, at time and place prescribed by law, and previous legal notice given, and mutual oaths administered to each other: Is the township board of education justified by law in refusing to recognize the town board as a distinct school organization? and what is the construction of section 32 of the school law passed March 14th, 1853?

ANSWER.

The first branch of your question is fully answered by the first section of the school law. If the town of Buells Lowell is an incorporation lying within a sub-district and having a school, it seems to me to be entitled to a separate organization, as mentioned in the law, provided the sub-district contains three hundred inhabitants.

The territory hitherto attached to the village for school purposes, and which, together with such village, constituted a school district, has by the present law been annexed thereto for school purposes.

Questions submitted by A. M. Jackson, Esq., Auditor Crawford Co.

1. Can the board of education in a township composed of eleven sub-districts regularly organized, proceed to district the township anew, and lessen the number into six, instead of eleven districts?

2. What was the effect of this action of the board?

3. Are teachers' certificates, issued under the old law, which have not yet expired, valid?

ANSWERS.

1. The fourteenth section of the law provides that "The said board (of education) shall prepare or cause to be prepared, a map of their township, as often as they may deem necessary, on which shall be designated the sub-districts of the township, which they may change or alter at any regular session, and the number of scholars assigned to each," &c.

2. Those local directors who were elected on the second Monday of April last were chosen *in and for* the sub-districts in which they resided. It was their duty to take the management and control of the local interests and affairs of *such* sub-districts, to employ teachers, &c., and their duties did not extend beyond this. If the sub-districts for which they were elected ceased to exist, from that time they would cease lawfully to perform the functions of local directors. It seems to me that the action of the board in the township you mentioned, *blotted out* all the sub-districts in the township, unless, indeed, it be the one in which there are but three directors; that one, perhaps, remains. And, from the time the sub-districts ceased to exist, the directors had no power to act—were no longer legally directors.

What is the proper course now to pursue? This is defined by the third section of the law, where it is provided that, "in case a vacancy shall occur in the office of director, by death, resignation, refusal to serve, or otherwise, it shall be the duty of the township clerk to fill such vacancy."

3. Teachers' certificates, issued under the old law, which have not yet expired, are believed to be valid. The law makes provision in the last section, that all rights acquired under the law "shall remain, and be in no wise altered or affected." The legality of any enactment taking away any legal right, for which compensation has been made, would be exceedingly doubtful. A case in this respect analogous — Ohio *vs.* Hern, reported in the forthcoming volume of Ohio Reports, is believed to be authority for this view of the law. It might further be observed that the qualifications of teachers, under the old laws, were required to be of as high an order as they now are.

Questions submitted by S. E. Browne, Esq., Delphos, Ohio.

1. *Under our school laws*, can a town situated in two counties, the parts on either side of the line, respectively, containing more than three hundred inhabitants, organize into one school district?

2. Can a board, chosen for said entire town, proceed to sell a school house in Vanwert county, and appropriate the funds so raised, in erecting a house in Allen county, although the house so built may be in the corporate limits of the same town.

ANSWERS.

1. In my opinion the fact that the village lies in two counties does not affect the question. Under the school law every incorporated village in the State of Ohio, with the exceptions named in section thirty-two, (and Delphos is not included in the exceptions), is entitled to a separate organization. The taxes assessed on the west side of the canal will be collected and paid into the treasury of Vanwert county, and the taxes due on the other side will, when collected, be paid into the treasury of Allen county. The funds are apportioned to the several counties according to the enumeration of youth, so that a part of your funds for educational purposes will be received from one county and a part from the other; and the funds now belonging to the Allen part, are funds belonging to the village of Delphos for school purposes, and so, in like manner, the funds of the Vanwert part are the funds of the village for the same purpose.

In making and returning the enumeration, reference must be had to county lines.

2. It has been alleged that the board of education of the town intends to sell the school house on the Vanwert side, and expend the money in erecting one on the Allen side. I do not think that the board has power to do this, unless some satisfactory reason can be given for the change. Section eleven, which is also applicable to cities and villages, provides that "when, in the opinion of the board, any school house or school house site has become unnecessary, they may sell and convey the same," &c. But this, I presume, would not and does not give a majority of the board the right to sell a school house, and cause another to be erected in its place, unless such change would be for the benefit of the village. Section fourteen makes provision that in the location of primary schools, &c., "the board shall have reference to population and neighborhood, paying due regard to any school house already built or site procured, as well as to all other circumstances proper to be considered, so as to promote the best interests of schools." This, it seems to

me, should be equally applicable to sub-districts and to cities and villages.

Additional questions from the town of Delphos, submitted by C. G. Ferris, Esq.

1. Who is the proper person to receive the school funds belonging to Delphos, and in what manner will the funds be disbursed?

2. Can the board of education of Montgomery township legally exercise authority over that part of the town situated in that township?

ANSWERS.

1. If the impression I have of the law be correct, the treasurer of the village of Delphos would be the proper person to receive the school funds due said village from both Allen and Vanwert counties; and the manner of disbursing the funds is the same as in townships. The treasurer would be authorized to disburse the funds on the order of the clerk of the board of education.

2. I cannot find any provision in the law by which the board of education of Montgomery township would be authorized to exercise jurisdiction over an integral part of the incorporated village of Delphos. Nor do I believe that any part of the village would be required to obey any other than the board of education thereof; and, if my views of the law be correct, until its territory is altered or changed in the manner pointed out by law, the board can enforce their authority over every part of the village, without respect to county lines.

Questions submitted by R. M. Johnson, Esq., Clermont county.

1. Does the new school law make any provision for paying members of the township board of education for their services?

2. If so, how is the money to be raised for that purpose?

3. What is meant in the twenty-second section by the estimate required to be made to the auditor for school purposes, other than the payment of teachers?

4. Has the township board of education the power to assess two mills on the dollar valuation of taxable property of the township, in addition to the two mills levied by the law?

5. Is the tax for building and repairing school houses, and for purchasing school house sites to be levied on the sub-districts separately, or on the whole township?

ANSWERS.

1, 2. In answer to your first and second inquiries, I would say that no *provision is expressly* made in the new school law for paying the mem-

bers of the boards of education, and I believe there is no authority for paying them at all.

Mr. Rice, Senator from Cuyahoga county, who originally prepared the bill, says it was not designed to pay the board.

The thirteenth section, however, provides that the board may appoint one of their number acting manager. This would relieve the other members of most of the duties, and the section contains authority for paying the acting manager a reasonable compensation for his services.

If there were any provisions in the law relative to compensation of members of the board, they would be entitled to pay; for, in cases where laws allowing compensation are loose or ambiguous, or admit of more than one construction, in all such cases the officer is entitled to that construction most favorable to himself. But here there is no legislation upon the subject—no provision in any way relating to it. In such case I do not think the board entitled to pay. A different construction applied to this and other laws of the State, and carried out, would, in effect, break down all the safeguards to our treasuries, State and county.

3. It is intended by section twenty-two that the board shall include in their estimates the cost of building school houses, &c., &c., as well as for paying teachers.

4. The board has the power to levy two mills on the dollar in addition to the two mills required by law.

5. Section twenty-three provides, that when, in the opinion of the board, "justice and equity require it," the board may levy in any sub-district such part of the cost of building a school house therein as may be deemed proper, provided "the inhabitants have not heretofore borne a reasonable share of the burden of taxation for such purposes in comparison with other sub-districts in the county." But unless the board be of such opinion, and so tax such sub-district, the whole cost is a township tax; and if the sub-district be assessed with a part of the cost, the balance would then be a township tax.

Question submitted by R. I. Peach, Esq., Auditor Muskingum Co.

Under the 24th section of the school law, what is the remedy for the following difficulty: One sub-district has in it 120 scholars and another but 60, the one will receive double the amount of money that the other will be entitled to, consequently there may not be a sufficiency in the one sub-district to pay for a school seven months within the year, as enjoined by law, and in the other there may be an excess, and in the

whole district there may be a sufficiency, provided it be properly expended.

ANSWER.

This question does not appear to be very clearly settled by the law. But boards of education are clothed with large powers, and as the school act was designed to be a *practicable law* it should receive an *equitable* and liberal construction,—sufficiently so, at least, to make it *practical* in its operation.

It is true that the larger the school the more it will require to support it, but not necessarily twice as much to support a school of one hundred and twenty, as one of sixty scholars.

But it appears to me, that the board is clothed with ample power to settle and adjust the question.

Question submitted by Rev. H. E. Peck, Oberlin, O.

Under section 45 of the new school law, is it essential to give notice of the meetings of the Board of Examiners, and without such notice would a teacher's certificate issued be valid?

ANSWER.

The law provides that examiners shall give notice of their meetings; I find no provision dispensing with such notice; yet if a certificate should issue to a teacher at a meeting held without such notice, I entertain the opinion that it would be valid; and I am not prepared to say that, in case of emergency, the examiners would not be authorized to issue certificates without such notice.

Questions submitted by Geo. S. Bruce, Auditor Morrow County.

1. How are the books, mentioned in sections 5 and 10 of the school law as records of District and Township Clerks, to be procured, and in what manner paid for?

2. By what process are the members composing Township Boards of Education to be compensated for their services under the new school law?

ANSWERS.

1. In answer to your first inquiry, I would say: the expenses of books, stationery, &c., for township clerks and boards of education, under the school law, are to be paid from the treasury. Those books are to be permanent records—are the property of the townships; the members of the boards and township clerks, as individuals, have no interest in them.

It would be unjust that the expense should be borne by the members

of the boards and township clerks, in their individual capacity. A law which would compel an officer not only to perform the duties gratuitously, but to procure stationery and books (to become the property of the township) at his own expense, would scarcely be binding. As the books, &c., are for the township, I think that part of the law defining the powers of the board generally, authorizes the purchase of such books and stationery at the expense of the township; and if any expense should be incurred by the individual members of the board, or township clerk, it might very properly be included in the annual estimate.

2. For answer to this question, see reply to questions Nos. 1 and 2, submitted by R. M. Johnson, Esq., page 302.

Question submitted by John C. Way, Lake County.

Where a school house stands in one of four fractions of townships composing a district, must all the directors be chosen from the fraction where the house stands? Are the voters eligible in any or all of the educational fractions. For illustration: Should the district clerk be chosen in *Concord* fraction, or *Kirtland*, or *Chardon*? Should every fraction keep up its organization for the purpose of enumeration, &c.?

ANSWER.

The school act did not alter the boundaries of the old school districts. They became "sub-districts," but until altered, as provided by statute, they contain precisely the same territory that they did before the passage of the law (see section 1 of said act). Besides, section 2 of said law provides for an election for directors at the "*place of holding district meetings;*" and the "qualified voters resident within the sub-district" are entitled to vote. I might cite many other parts of the law to show the intentions of the Legislature, but the above is deemed sufficient.

Question submitted by the Auditor of Lorain County.

Is it the duty of a county auditor to distribute the school funds to sub-districts, or should he apportion and distribute to townships, leaving the board of education to make the distribution to the sub-districts?

ANSWER.

By reference to section 37 of the school law we find the following: "And in making such distribution, each county auditor shall apportion all moneys collected on the tax duplicate of any township, for the use of schools, to such township," &c., Again, same section: "and all other moneys for the use of schools in the county, and not otherwise appropriated by law, to the proper township," and in the same section you will see that the auditor is "to give an order on the county treas-

urer to each township treasurer, or to such treasurer as may be entitled to receive the same, for the amount of money belonging to his respective township, city, or village." By referring to section 24, you will find "that all school funds which may come into the hands of township treasurers from whatever source, shall be paid out only on the order of the clerk of the board of education, under the direction of the board." And nowhere does the law provide that there shall be funds distributed directly to sub-districts, but it expressly provides that money shall be paid, when necessary, by the board of education in the manner pointed out, upon the certificate of the local directors.

From the foregoing, there can be no doubt that the money for school purposes in every township shall constitute a *township fund* and be under the control and management of the township board of education, and paid to *sub-districts* only as occasion may require.

Questions submitted by A. McGregor, Esq., Auditor Stark County.

1. What is to be done with the proceeds of sales of school houses, school house sites, etc., which have heretofore belonged to districts which now are attached to others?

2. Will it be lawful to apportion the school funds belonging to districts among the sub-districts of the township; or will each sub-district retain the funds they were in possession of when the present school law went into effect?

ANSWERS.

1. For the determination of the first question I would refer you to the following, contained in section 11: "And when in the opinion of the board any school house or school house site has become unnecessary, they may sell or convey the same in the name of the township board of education of the proper township, such conveyance to be executed by the chairman and clerk of said board, and shall pay the avails over to the township treasurer of the proper township, for the use of schools." From which, I would infer that the proceeds of all such sales would become a part of the township fund, for the benefit of all the sub-districts within the township.

2. This question appears to be definitely settled by the proviso contained in the last section of the school law, which reads as follows: "Provided, that the obligations or liabilities incurred and the rights acquired under the provisions of any of the acts hereby repealed, shall remain, and be in no wise altered or affected, but may be enforced as if this act had not been passed."

Now if the fund had been distributed to districts, they would seem thereby to have acquired a right of possession which the Legislature could not take away, and which by the above provision is guarantied.

Question submitted by Hon. Ransom A. Gillet, Ravenna, O.

Under former school laws a school district was formed out of fractions of two townships, viz. *Aurora* and *Twinsburg*, and the funds for school purposes collected in each fraction went into the treasury of the township in which such fraction was situated: now the directors of the district drew out of *Twinsburg* treasury all the money belonging to the fraction of the district situated in that township, and applied the funds thus drawn for the benefit of the whole district.

Now, is the fraction in *Twinsburg* township entitled to a portion of the funds remaining with the fractional district in *Aurora* township?

ANSWER.

For the solution of this question I would refer you to the proviso contained in the last section of the school law, which reads as follows:

"Provided, that the obligations or liabilities incurred and the rights acquired under the provisions of any of the acts hereby repealed, shall remain, and be in no wise altered or affected, but may be enforced as if this act had not been passed."

From the foregoing, I would infer that if the sub-district in *Twinsburg* township has acquired any right or interest in the funds remaining in *Aurora* township, that right would not be in the least affected by the present school law, and that they would be entitled to the same remedies that they would have had if this law had not been passed.

Questions submitted by E. L. Wortman, Esq., Muskingum county.

Have township boards of education the power to alter or change the limits of sub-districts at *adjourned* sessions?

ANSWER.

By reference to section 1 of the school law, it will be seen that "all school districts and fractional parts thereof," became sub-districts when this law took effect.

The power to change or alter sub-districts is conferred upon the township board of education by the following: (See section 14.)

"The said board shall prepare or cause to be prepared a map of their township, as often as they deem necessary, in which shall be designated the sub-districts of the township, which they may change or alter, at any regular session, and the number of scholars assigned to each," &c.

Section 12 provides regular sessions of the board to be held on the

third Monday of April and the third Monday of October, annually, with the power to adjourn from time to time, &c., &c.

If the law confers upon the board of education the power of adjourning a regular session, it also gives said board the power to transact any business at such adjourned session as they could have done at the session from which they adjourned, as an adjournment is but the continuation of the regular session. Therefore every act of the board, would, in my judgment, be as valid in every respect, as if transacted on the first day of the regular session from which the board adjourned.

For the Ohio Journal of Education.

Common Schools and School Examiners.

That there ought to be some improvement made upon our present system of Common Schools, as it exists in the country generally, there can be no doubt. Many of them are in lamentable circumstances, on account of the qualifications of their teachers and the supineness of their directors. We are also warranted in the belief, that if our teachers were better qualified than they generally are, and more liberally remunerated, they would become more elevated in public opinion; and that the profession, instead of being rather disreputable, would be looked upon as one of the most honorable callings of our day. We are aware that prejudices have existed, and still do exist against the teachers of Common Schools; but have not these prejudices chiefly arisen from the dependent state of the teacher, his humble origin, his want of capacity, or his deficiency of acquirements?

This system of education, on which the moral and intellectual soundness of the country so essentially depends, is in a deplorable condition. Except in some of the towns and a few country places, teachers of Common Schools are as unfit for their vocation as a Hottentot is to teach Theology. Their want of knowledge, of self-respect, and manners, can hardly be surpassed. A great number of them, on account of their incapacity, are unqualified alike to govern and instruct, to set example and command respect. In truth, they are disqualified for everything connected with education, because they are almost wholly uneducated themselves. They are generally too ignorant or feeble-minded to be engaged in business in which intellect and knowledge are requisite,

therefore they become schoolmasters, and teach their scholars bad English, bad manners, and too often bad morals. We do not aver this to be the case with all, but it is true of a great number of those with whom we are acquainted. We know teachers who can not teach the five fundamental rules in Arithmetic without a key. There are hundreds who have not the least idea of the number of elementary sounds in the English language, and it is doubtful if they all know the number of graphic characters of which its alphabet is composed, unless they have a book to count them from.

The only remedy that we, at this time, propose for the above evils, is, that the board of school examiners, in order to prevent the public from being so grossly imposed upon, adopt a more thorough course of investigation into the qualifications of those who present themselves for examination. The examinations under the old law were in many cases entirely useless, and nearly rendered the law—which was intended to protect the people from imposition—a perfect farce. The law requires that the teacher shall be qualified to instruct his pupils in certain branches, and when the Legislature made use of the word qualified, they intended that it should mean, fitted by attainments or endowments. The attainments of some of our teachers are wonderful indeed! The examiners certify that they have diligently examined the candidate, and find him qualified to teach, etc. Now, with such a certificate as this from the examiners, teachers are prepared to practice any amount of fraud upon an unsuspecting people, who should be warranted in presuming that the individual presenting such certificate is competent to teach.

The public are beginning to wake up on these matters. Many of our new examiners are making thorough work of it. Their examinations are critical and severe; none get certificates as a personal favor; and if they continue to pursue the same independent course, our Common Schools will be renovated, and impostors banished from our school houses.

IRVING P. BEACOM.

JEFFERSON CO., OHIO.

For the Ohio Journal of Education.

Exchange and Union Schools.

THE social compact is a matter of exchange. Whether we look at the body politic or the family bond, we can hardly fail to recognize exchange as the all-important feature, at once the chief source and means of

all advantage accruing from any and every social relation. The indirection of buying and selling through the medium of money, does not alter the fact nor abridge the extent of exchange. It is an improved method by which exchange is brought to its highest degree of convenience, and to its largest possible prevalence.

But exchange is ever productive, and generally to both parties engaged. The commodities of different and distant countries are exchanged to the mutual advantage and comfort of both countries participating. For instance, sugar, spice and dye woods are exchanged for manufactured goods; tropical fruits for ice. In the same commonwealth, the exchange of the labor and productions of the farmer and mechanic, with each other, and the artist and physician for their skill, with the clergyman and teacher for instruction, and with the capitalist and others for gold and silver, is indispensable to the existing order of things.

In the same family, the exchange of out-door labor and exposure for in-door labor and care, of heavier toil for gentler duties, constitute the strength and beauty of the family relation. Even in the incipient stage of the family, the *exchange of hearts* is not only desirable, but necessary, as the only permanent basis on which to erect the family edifice, within whose sacred walls are found the chief sources of pure perennial felicity.

If these things be thus, why has not exchange been also introduced into, nay, more, been made the all-pervading principle in our various systems of education? I answer, in some forms and to some extent it is in operation in all schools. There is the exchange of the tuition fee or the teacher's wages for instruction, or that which is so called; the exchange of blows for curses, muttered not loud but deep! And, here, in the majority of cases, exchange begins and ends. In the better class of schools, however, which are altogether in the minority, it prevails to a greater extent, though scarcely acknowledged as such. The reason why exchange is not thoroughly incorporated into the different systems of education is, because of the isolated character of those systems, or in other words, because, before the Union School system, there has been no organization in the matter of education worthy of the name of system.

It is true, we have our universities, our colleges, our seminaries, each of which proffers its *programme* of studies, but any thing like a general system of education is yet to appear. It is dawning upon us in a rudimental form, in the present condition of Union Schools, in this and other States. It is likewise true that there are the royal societies of Europe, in which exchange, in its noblest sense, is made the basis of organization and the grand object of action; and that there are some socie-

ties of similar character in this country. But, thus far, they have been too isolated in position, too exclusive in membership, too restricted in action; one, or all, to accomplish any great good in the way of exchange.

Hence the UNION SCHOOL SYSTEM alone seems to present the proper and legitimate field of general and profitable SCIENTIFIC EXCHANGE. It is that kind of organization into which exchange is most easily introduced, and most effectually carried out. That we may see this more clearly, let us glance, for a moment, at what the Union School is destined to become, and that right speedily.

In the district we shall have the primary and secondary schools, connected or separate. In the township and city we shall have the Grammar and High schools, combined or distinct. In the county we shall have the County Institution, designed to receive the graduates of the several High Schools; and prepared to advance them in practical science and thorough discipline to any desirable extent. And as the crowning element of this noble—not royal—but democratic organization, we shall have the State University, designed to meet the peculiar exigencies which could not economically be provided for in the County Institutions.

The Union School system, thus developed, will embrace not only every child and youth in the State, but in some measure every parent and taxpayer. Can there then be any system devised in which the element of exchange shall enter more generally and productively, and that too almost spontaneously? It is obvious that exchange in many of its endless forms and channels could but with difficulty be excluded from such a system when fully in operation. It is equally obvious that with some attention to this subject commensurate with its importance, suitable arrangements will suggest themselves by which exchange will become thoroughly incorporated and intimately blended with every feature of the Union School system. Thus, scientific exchange becoming a prominent and inseparable element in this system, would tend more than all things else, to make it what it assumes to be—a *Union* System for the diffusion of practical science, and active benevolence through every mind and heart in the State and Nation.

A. HOLBROOK.

MARLBORO, Stark Co.

PROFESSIONAL.

Teachers' Meetings.

It is scarcely to be doubted that much of the educational progress of the country may be attributed to the frequent meetings and the mutual counsels of teachers. In states, in cities, counties and smaller towns, it is often easy to trace important measures of improvement directly to these agencies. Whenever and wherever the attention of a number of teachers has been concentrated for a time upon any existing defect, or any proposed measure of progress, improvement has almost certainly followed. Our purpose, however, is not to undertake to analyze, or to prove what is now generally admitted, but to advocate a further application of the same doctrine. As an essential element of prosperity in the newly organized classified schools of our State, we desire to see the usage early established, of frequent and regular meetings of all the teachers, having charge of such schools. So far as we know, there is very great diversity at present on this subject; some teachers meeting monthly, some semi-monthly, some weekly, and some *not at all;* some having a regular course of exercises, and some having none; some meeting in the evening, and some during some portion of the day. As before stated, it is not our purpose to enlarge upon the advantages of frequent meetings of teachers, although a volume might be written upon the subject. A sufficient number will occur, we think, to the enthusiastic teacher, to bring them into favor, and we must leave sluggards to follow in the light of their more energetic neighbors. We simply record the results of the last five years' experience, when we state that there *can*, and will probably be, first, more of unity in a school system; second, more of harmony in all its operations; third, a greater power of overcoming existing difficulties, and of carrying forward important improvements; fourth, more of faithfulness, personal improvement, and right feeling among the teachers themselves; and lastly, more of confidence and enthusiasm in the community, where teachers meet regularly and frequently for mutual improvement. We think, too, that it is highly important that the forenoon of Saturday be entirely devoted to these meetings. Very generally in the State, custom has established that we teach but five days. Let the other half day be sacredly devoted to the improvement of teachers.

In conducting these exercises for the last few years, experience has taught us many things — among others, that if these meetings shall be made in the highest degree profitable, and continually interesting, they

must be, first, regular, and, we should say, weekly; second, every teacher should be required, by the terms of his contract with the school authorities, to attend *all* regular meetings of teachers; third, there should be an order of exercises established for the month, or the term, known beforehand to every teacher, which should be *rigidly* observed; and fourth, every teacher, as far as possible, should participate in some way in these exercises.

For the purpose of inviting attention to this subject, and of soliciting Superintendents and others to furnish for the Journal such forms of exercises and reports as are deemed valuable, we annex the following form of a weekly report which has been in use in the public schools of Sandusky City for the last two years:

SANDUSKY PUBLIC SCHOOLS.

Report from ——— *School, for the week ending* ——— 185 .

1. No. of pupils enrolled.....
2. Average daily attendance .....
3. No. of pupils who have been *tardy*.....
4. Whole No. of cases of *tardiness*.....
5. No of pupils who have been *absent* .....
6. No. of days of *absence* from sickness .....
7. No. " " " all other causes .....
8. No. of *communications* for the week .....
9. No. of pupils engaged in *quarreling* .....
10. No. of cases of *falsehood* detected.....
11. No. of cases of *profane language*.....
12. No of cases of *obscene language* .....
13. No. of *corporal punishments* inflicted.....

——— *Teacher.*

The following is the order of exercises at present arranged for the Teachers' Meetings:

SANDUSKY PUBLIC SCHOOLS—TEACHERS' CLASS—FALL TERM, 1853.

Order of Exercises—Saturday, 9 o'clock a. m.

1. Opening exercises and reading reports.....10 Min.
2. Theory and practice of teaching .....30 "
3. Teaching exercise by members of the class.....10 "
4. Criticisms on the last exercise ..... 5 "

RECESS TEN MINUTES.

5. Written essay .....10 "

6. Mental arithmetic ..... 30 Min.
7. Drawing exercise ..... 20 "

RECESS TEN MINUTES.

8. Teaching exercise ..... 10 "
9. Criticisms on the last exercise ..... 5 "
10. Written essay ..... 10 "
11. Remarks by the Superintendent ..... 20 "

TWELVE O'CLOCK, M.

M. F. COWDERY, *Sup't.*

It will be seen by the foregoing, that a course of study in the Theory and Practice of Teaching is pursued. This is a regular exercise — to be continued from term to term, and designed to embrace the whole range of the teacher's duties. The questions on this subject are all prepared and placed in the hands of each teacher one week beforehand, and each prepares, by reading and reflection, to express an independent judgment upon all topics introduced.

The following, for the last two weeks, may serve as a specimen of the whole:

SANDUSKY PUBLIC SCHOOLS.

TEACHERS' CLASS — THEORY AND PRACTICE OF TEACHING.

Saturday, August 20th, 1853.

1. Is it certain that a person can teach a given subject well, provided he has acquired a thorough knowledge of that subject?

2. Name the essential requisites in a teacher for teaching successfully any given subject.

3. Does it follow, because a teacher may teach one, or several subjects, successfully, that he is a proper and competent teacher of youth?

4. Name all the leading qualities which you regard as essential to the highest success in teaching.

5. Can any one or all of these be so cultivated as to secure fair success where they seem to be originally defective or wanting in a teacher?

6. In the management of your school, do you think it best to restrain entirely the restlessness of children?

7. What means do you think it best to employ to secure proper order and quiet in the school room?

8. Do you think it better to explain to your pupils the *reasons* of such regulations as you adopt, or to insist on punctillious obedience without giving reasons?

9. Do you think it better to announce that special penalties will be connected with special violations of order, or always to be left free to settle all violations at your own discretion?

10. How would you treat a case of disobedience from thoughtlessness,—from hasty temper,—from obstinacy?

Saturday, August 27th, 1853.

1. Mention the three great divisions of the science of mind.

2. Name the common divisions of the intellectual powers.

3. What do you understand by the *sensibility*,—by the *will*?

4. Do either of the three great divisions of the mind, or any of the subdivisions, deserve any special attention of the teacher during the early school years of the child, and, if so, what course is necessary in true teaching?

5. What is the general law with regard to the development or the cultivation of any faculty of our nature?

6. The degree of control which different teachers have over the minds of children varies very much. What are the principal elements of character which serve to give the most complete control?

7. If a school were to be governed singly, either by *respect* or *affection* for the teacher, which would you prefer?

8. State the more common ways by which teachers forfeit the respect of their pupils, and in what ways they may fail of securing the affection of their pupils.

9. In your opinion, can punishment be inflicted by a teacher upon a pupil, and neither the respect nor the affection of the child be thereby forfeited?

10. If you think this possible, state such conditions as you deem essential to its accomplishment.

The subjects of the several essays are designated at the commencement of each term and given to each teacher. These relate to general history, biography, science, or directly to some department of the profession.

Every teacher is expected to be qualified at any time to take charge of the scientific instruction, which, the present term, happens to be mental arithmetic. This has a two-fold advantage—of securing *thoroughness* in the subject studied, and of affording to the assembled class the *best, as well as the poorest* specimens of tact in teaching.

The *Teaching Exercise* consists in presenting, within ten minutes, in the best manner of which the teacher is capable, some subject, upon which previous special preparation has been made, to the other members

of the class, they being regarded, *pro tempore*, as pupils. The manner of presenting the subject then becomes a subject of careful and close criticism for a few moments by those who have listened. Each teacher selects a subject for himself or herself, but, on no account, can any member of the class be excused from the exercise.

In conclusion, we desire to reäffirm the conviction, that, in the almost entire absence of a proper early professional training for the teachers of our State, a systematic course of instruction *among themselves*, in some form, is indispensable to their highest success, and that the half-day *on Saturday*, is, we think, none too much, and none too frequent for this purpose. M. F. C.

SANDUSKY, August, 1853.

For the Ohio Journal of Education.

Thoughts on Education.

Selected and translated from the German, by C. Papé.

To all who have consecrated themselves to the work of education, I would say, learn, I pray you, learn to play with your children. By this practice your gain will be three-fold. You will draw the children towards yourself, and win their love and affection; you will acquire the gift of speaking to, and acting in a proper way upon them; and finally, you will have opportunity to look into their innermost selves, because in play more than under other circumstances they will act more openly and without any restraint, and show themselves in their faults, infirmities, freaks, desires and opinions, just as in reality they are.

G. SALZMAN.

I have always had the conviction, that only by means of a thorough improvement of education, the human family can be improved.

LEIBNITZ.

I call that education unworthy which offends the dignity of humanity. Instead of educating the child *for himself*, he is but too often trained for others, or even for a particular selfish family purpose.

C. E. SCHMID.

The individuality of man must be preserved, for it is a sacred inher-

itance of his nature, it is the only condition under which he is *himself;* but it must be *cultivated*, and that in such a way, that the generic character of humanity in it be formed to the highest degree.

SCHWARTZ.

The education of children, i.e., the promotion of the development of the human faculties, consists in nothing but the preparation for humanity. The educator ought not to have any other aim, and a by-end he can not have. Of an educator it may and can only be asked (if the term is properly understood), the development of humanity.

HEUSINGER.

The end must be known before the means. All means and arts of education are to be determined by the ideal image or prototype of it. It is the prototypical (original) man which must be developed and set free—by one who himself is free. J. PAUL RICHTER.

I am of opinion, that in regard to education the principal rule ought to be this, *to give the children time to develop themselves.* All nature, in order to become great and magnificent, must have its own course. Whatever a child does not comprehend with his senses,—that of which he does not understand its purpose to his *use* and *delight*,—such things fly away from him like straw before the wind. Much of nature and little of books, more experience than *learned* things, has produced the most excellent persons in every rank of life. A child must first know the soil on which it is grown, its plants, animals and men, before he can comprehend any foreign thing, otherwise he will become a parrot. Good education consists not so much in giving rules as in the practice of the good, right, true and beautiful. The first education is not the teaching of virtue and truth, but the protection of the heart from vice and the intellect from error. J. J. ROUSSEAU.

SCIENTIFIC.

Meteorology.

No. V.

57. RAIN results from the union of two or more volumes of humid air, *of different temperatures.* As explained in sec. 15, *the capacity of the air for moisture increases, and consequently decreases, in a greater ratio than the temperature;* the temperature following an

arithmetical series, while the *capacity* follows in the same direction a *geometrical progression*. For example: one pound of saturated air at 86° would contain $\frac{1}{40}$ of a pound or .4 of an ounce of water; and a pound of air at 32° would contain $\frac{1}{160}$ of a pound, or .1 of an ounce. The two pounds, before mixture would contain .5 of an ounce. But these two pounds of air, being mixed together, would have a temperature the mean of 86° and 42° i. e. 59°; and the *capacity* corresponding to that degree of temperature is $\frac{1}{80}$ of the weight of the air, .2 of an ounce for each pound, or .4 of an ounce for the supposed mixture. As the two portions contained before mixture .5 of an ounce, and *now*, after mixture, can contain only .4 of an ounce, it follows that .1 of an ounce *must be deposited*. If a pound at 113° and another at .5 be mixed, the result will be much more striking. Before mixture they would contain, the one .8, the other .05 of an ounce; *after* mixture they would contain the same as in the preceding case, .4 of an ounce. In this case, .8+.05=.85—.4=.45 of an ounce would be deposited. See Table, Sec. 5.

58. The quantity of rain that falls at any given time or place, depends primarily upon the *amount* of moisture which the combining volumes contain, and secondly upon the *difference* in their temperatures.

59. The union and mixture of these differently heated portions of air is brought about by the rising of heated air into the colder regions, or by shifting and variable winds.

60. The mean annual fall of rain at any given place is found to bear a relation to its latitude; it being greater near the equator, and less towards the poles. Local causes, however, (generally easily traced) cause the average annual fall, at places within the same parallels, to differ greatly; e. g. at Bombay the annual fall varies from 61 to 112 inches, while at Vera Cruz, in about the same latitude, it varies from 120 to 278 inches. This great difference, it will be readily seen is due to those lofty mountains in rear of Vera Cruz, in ascending whose sides, into the region of perpetual frost, the hot, humid air from the sea is compelled to part with nearly all of its moisture, which falls in frequent and copious rains.

61. Though the *annual fall* of rain is *less* in higher latitudes, the *number of rainy days* is much *greater;* e. g. between 12° and 43° N. the mean annual number of rainy days is 78; this number increases as we proceed, until between 50° and 60° N. it is 161, or more than double. As the quantity of rain is *greater*, and, at the same time, the number of rainy days is *less*, in the tropical than in the temperate

regions, it follows that in the former the rains must be much more violent than in the latter:—a conclusion which observation fully sustains. At Bombay rain has been known to fall to the depth of 32 inches, in the space of twelve successive days; an amount equal to more than one-third of the annual fall at that place, and nearly one-fourth more than the whole annual fall at London.

62. Less rain falls on mountains, table-lands and other elevated points than in valleys and lowlands. This difference is observable even in slight variations in altitude; e. g. at the Paris Observatory the mean annual depth of rain which fell *upon the terrace*, in ten years, was 19.68 inches, while *in the court*, 98 *feet below*, during the same period there fell 22.44 inches, (or 2.76 inches more) annually.

63. There is a greater fall of rain on the sea-coast than in the interior of continents in the same latitude; e. g. the annual fall at Cambridge, Massachusetts, is 38 inches; at Western Reserve College, Ohio, 36 inches; at Fort Crawford, Wisconsin, 30 inches. Further south a similar decrease is observable. At Philadelphia, Pennsylvania, it is 45 inches, at Marietta, Ohio, 41 inches, at St. Louis, Missouri, 32 inches.

64. The Old World and the New differ greatly in the depth of water which they receive from the clouds. The average annual fall in the Old World is 77 inches; in the New it is 115 inches. The reader will find this whole subject of distribution of rain treated in a most masterly manner in the seventh and eighth of Guyot's Lectures on "Earth and Man," a most interesting and valuable work.

65. In those regions where the trade wind blows constantly *seaward*, no rain ever falls; but where the trade wind is disturbed, and the monsoons prevail, (sec. 25 and 26,) the rains are *periodical;* and the year is there divided into the *rainy season* and the *dry season*. During the former it rains almost *constantly;* during the latter *never*. The rainy season occurs at the *shifting* of the monsoon, (sec. 26,) by which vast quantities of moist air, of *different* temperatures are brought together, thus affording the necessary conditions for abundant rain. This shifting of the monsoon, and consequently the rainy season, depending upon the position of the sun, (sec. 26,) occurs at different times in the year, at different places; e. g. at Panama it commences early in March, in Africa in April, on the southern extremity of the Malabar coast in May, at Delhi and in the region watered by the Senegal, it commences in June and continues till November.

66. Frost and Snow have the same relation to each other, in their

origin, form, and circumstances of production as Dew and Rain, (sec. 45, 46 and 47.) Hoar Frost is deposited from the same cause as dew, but being deposited slowly upon a colder surface, and in an atmosphere below the freezing point, the moisture slowly congeals, leaving the atoms at liberty to arrange themselves in strict obediance to the molecular forces, producing most exquisitely beautiful crystaline forms. A beautiful experiment, illustrating the formation of frost may be thus easily made. Carry a piece of *very cold* iron or other metal, into a warm room where water is boiling. Almost immediately the metal will be covered with *frost;* in a few minutes the metal becoming warm, the frost will disappear, and a copious dew will occupy its place.

67. Anything that prevents the radiation of heat from a body, prevents the deposit of frost upon it. A light covering of straw, paper, or even a cloud of smoke will often effectually protect vines or fruit trees from the injurious effects of frost.

68. When the temperature of the air at the surface of the earth is at or below the freezing point, the moisture, which otherwise would have fallen as rain, falls in beautiful crystaline flakes, called SNOW. These flakes, sometimes an inch in diameter, are not solid crystals, but are very porous, and hence light and opaque. When melted they form about one-tenth their bulk of water.

69. It is supposed that the clouds, in which snow-flakes are first formed, consist not of minute vesicles of vapor, as the rain-cloud, but of minute crystals of ice, which by the continued condensation of vapor increase and form flakes, which further increase as they fall through the air to the earth.

70. The *single* crystals unite at angles of 30°, 60°or 120°, yet they form, by their different modes of union, hundreds of distinct varieties. These are all referable however to *one* system—the Hexagonal—and are distributed among five classes:—"1st. Crystals in the form of *thin plates;* 2d. Flakes having a *spherical nucleus*, or a plane figure studded with needle-shaped crystals; 3d. Slender *prismatic* crystals, usually six-sided, but sometimes having only three sides; 4th. *Pyramids* with six sides; and 5th. *Prismatic crystals*, having, perpendicular to their length, both at their *extremeties* and in the *middle*, thin *six-sided plates.*"

71. Flakes belonging to the same fall of snow are *alike* in form, while those belonging to consecutive falls are *unlike.*

72. Snow serves many important purposes, among which may be mentioned the following, viz: It affords a nonconducting covering and *protection* to crops, grass, grain and tender plants; it affords to the

Esquimaux the material for his hut, and thus protects him against the extreme cold of those inhospitable climes; it serves to lessen the darkness of those long polar nights of months; it cools the air which is about to visit the torrid, and otherwise almost uninhabitable zone, and, melting gradually through the summer, on the mountain tops, feeds untold thousands of rivers and streams, which serve to cool the air, enrich the soil and crown the labor of the husbandman with an abundant harvest.

73. HAIL STORMS are showers of congealed water, or pieces of ice, varying in size from that of a pea to that of a goose's egg. They have fallen in Ohio fifteen inches in circumference. They sometimes seem to be composed of alternate layers of ice and snow; at others they appear like snow balls, dipped in water and then frozen.

74. Hail is most frequent in the temperate zone, and usually occurs in hot weather; it rarely occurs within the tropics, or in the high latitudes, or in the night.

75. To produce hail, it is necessary that warm moist air should unite with air so cold that their temperature after union, shall be *below the freezing point;* and this too, during the *warmest* part of the year and the day. To explain this is not easy. Several theories have been advanced, none of which, however, are regarded by all as satisfactory.

76. Electrical phenomena universally accompany hail storms, and hence all theories involve electricity, either as a cause or effect of the formation of hail. Formerly it was very generally believed that the great cold, sufficient to freeze water, in such warm weather, was produced by *expansion*, and that the cause of this expansion was electricity.

77. Volta's theory is that the *cold is produced by evaporation* from the upper surface of the lower of two clouds, in opposite electrical states, and situated one above the other. The nucleus of the hail thus formed, is made to move rapidly upward and downward between the two clouds by electrical attraction and repulsion, like the "dancing images." While thus moving the hail stones are constantly increasing by congealing upon their surface the vapor through which they pass, until they at length become so heavy as to pass through the lower cloud.

78. Espy's theory supposes an "up-moving current so violent as to carry drops of rain to a great height, when they freeze and become hail." Being thrown out, laterally, they fall to the earth, or perhaps are carried inward again to the vortex, then again upward, increasing as they go, and this it may be is many times repeated.

79. Olmsted's theory makes electricity an *effect* instead of a *cause*

of hail. Hail, he supposes, results from *an exceedingly cold wind meeting a warm wind;* or *warm air* carried by a *whirlwind* from the surface of the earth into the *high and cold regions* of the atmosphere; or by *cold blasts sweeping down from the snow and ice clad peaks of lofty mountains,* and mingling with the warm air of the vales.

GRANVILLE FEMALE SEMINARY. S. N. S.

Editors' Portfolio.

The Convention which met in Columbus on the 24th of August, nominated Mr. H. H. BARNEY, the Principal of the Hughes High School of Cincinnati, as the candidate of the Democratic party for the office of State Commissioner of Common Schools.

Mr. BARNEY is a gentleman of liberal education, has studied and practiced Law, is a Teacher of long experience, and a radically thorough Common School man. He spent the greater portion of his life in the State of New York. In the fall of 1847 he located in Cincinnati as the Principal of the Central High School. Since that time he has been mainly confined to the city: his duties there and the state of his health preventing him from leaving his school for the purpose of laboring for the promotion of education in other parts of the State; hence he is not personally known to the active friends of education so widely as he might under other circumstances have been.

Mr. Barney's personal acquaintances, especially those who conversed with him on the subject at Dayton and after the close of that meeting, are confident that he will not accept this nomination. Should he do so, the people of the State will have the opportunity of showing by their votes whether they prefer for this office a man who appears as the nominee of a political party, or one who is recommended and approved by a large number of citizens without distinction of profession or party, on account of his known and long tried competency for the responsible duties of the office.

We have found no active friend of education, of the numbers who have approved the recommendation of Mr. ANDREWS whose views of his preëminent fitness are in the least changed by the comparison of his qualifications, and his services in the cause of Education with those of Mr. BARNEY.

We are compelled to omit from this number notices of the meeting of the American Association for the Advancement of Science at Cleveland, of the N. Y., Pa. and Vt. State Teachers' Associations, the Am. Association for the Advancement of Education and the American Institute of Instruction, whose Anniversaries were attended during the last month.

Notices of Colleges, Schools, etc.

Marietta College.—The Commencement Exercises were attended on the 28th of July: the Graduating Class numbered 15. The honorary degree of A. M. was conferred on Joseph Perkins, Esq., of Cleveland, Willard Warner of Cin-

cinnati, and A. Layman, of Marietta; and the degree of LL. D. on Edward D. Mansfield, of Cincinnati. The Catalogue for the year contains the following summary: Seniors 15, Juniors 11, Sophomores 11, Freshmen 31, Under-Graduates 68, Preparatory Department 50. Total 118. The Triennial gives the names of 152 Alumni, 49 of whom have entered the Ministry.

Wittenberg College.—This Institution was chartered in 1845: it has a Theological, a Collegiate, a Commercial and Teachers', and a Preparatory Department. The number of students in each is as follows: Theological 9, College 36, Partial Course 8, Commercial 39, Preparatory 108. Total 190. The Alumni of the Theological Department number 36, and of the College 18.

Farmers' College.—The last Catalogue presents the names of 13 in the Senior Class, and 321 as the whole number, in the Collegiate and Preparatory Departments during the year. The Alumni now number 62.

Antioch College.—This Institution, incorporated in 1852, is to be opened for the reception of Students on the first Wednesday of October next. It is located at Yellow Springs, Greene county, Ohio. It is under the control of the denomination called "Christians," but the Announcement affirms that "the College will exert no sectarian influence over its pupils." The Endowment is large, the buildings are spacious and commodious: both sexes are to be allowed equal privileges for obtaining a thorough education. The Hon. HORACE MANN, LL. D., the President, is to be aided by a sufficient number of Instructors in every Department.

Starling Medical College.—The sixth course of Lectures in this College, (located at Columbus,) will commence on the 31st of October, and continue 16 weeks: the Preliminary course will commence on the 17th of October.

Wesleyan Female College.—The eleventh Catalogue enumerates 158 in the Collegiate, 244 in the Preparatory, and 60 in the Primary Department, making, with a few irregular Students, a total of 489. Those who have completed the course of study, and graduated, now number 105.

Cooper Female Seminary.—The eighth Catalogue of this Institution, which is still under the charge of Prof. J. C. ZACHOS and Miss MARGARET COXE, contains the names of 157 pupils, ten of whom completed the four years' course at the close of last year.

Oxford Female Institute.—The fourth annual Catalogue of this Seminary, which is under the charge of Rev. J. W. SCOTT, D. D., presents the names of 5 in the Collegiate, 135 in the Academic, and 32 in the Primary Department. Total 172. Its Alumni number 48.

Ohio Female College.—This Institution, located at College Hill, near Cincinnati, has published its fourth Catalogue, reporting 49 in the Collegiate, 136 in the Preparatory, and 16 in the Primary Department, making a total of 194. Rev. J. COVERT is President, Mrs. COVERT is Principal, Prof. A. WOOD, the Botanist, Mrs. WOOD, and several other experienced Professors and Teachers are employed.

Worthington Female Seminary.—Rev. O. M. SPENCER is Principal, Mrs. M. T. CORNER, Governess, and six other Teachers are employed. There are 55 pupils in the three regular classes, 47 in the Preparatory and 19 in the Primary Department.

Ohio Wesleyan Female College.—An Institution under this name has been organized in Delaware, and will be opened under the supervision of Rev. O. FAVILLE, A.M., on the 8th of this month.

Grand River Institute.—This Institution, one of the oldest in the Western Reserve, is now under the charge of Rev. S. H. WALDO and Mr. A. A. SMITH. Its Students numbered 159 during the last year—85 Gentlemen, and 74 Ladies.

Salem Academy.—This Academy, located at South Salem, Ross county, is under the charge of Rev. JAMES A. I. LOWES, aided by Rev. JAMES LONG and Miss ELVIRA MCCUNE. Its tenth Catalogue enumerates 60 male, and 48 female pupils. Total 108.

Findlay Male and Female Seminary.—SAMUEL A. SPEAR, A. M., Principal, Mrs. M. S. SPEAR, Preceptress. Pupils, males 93, females 67. Total 160.

Mount Union Seminary and Normal School.—The Principal, Mr. O. N. HARTSHORN, A. M., is aided by three regular Teachers and three Assistants. During the past year 266 Students—184 Gentlemen and 82 Ladies—received instruction. The course of study occupies four years.

PUBLIC SCHOOLS.—Harmar.—The public schools of this place, (near Marietta,) are efficiently organized under the supervision of Mr. JOHN GILES, A.M. The By-Laws of the Board of Education and the Rules for the Government of the Schools, have been published in a neat pamphlet of 16 pages.

Defiance.—The Regulations of the Union School in this place have also been published by the efforts of Mr. D. C. PEARSON, the Superintendent.

The Superintendent or some proper officer, in each of the Union Schools or systems of Public Schools in the State should aim to send a copy of all printed Rules, Reports, etc., to every other town and city in which such schools exist. Our thanks are again tendered to all who have forwarded favors of this kind to the Journal of Education.

The Union Schools of Marietta.—The Examinations of these Schools were attended last week, at the close of the School year. We understand they were all highly satisfactory, creditable to Teachers and Pupils. Our time was so occupied that we could attend only on Friday afternoon, and witness the Exercise of the graduating class which had, we believe, sixteen members, as follows:

HATTIE SHIPMAN, SOPHIA BROWNING, WILLIAM LOOMIS, RHODA SHIPMAN, MARY C. SLOCOMB, JOHN M. MORSE, MARY TOLFORD, MARIAH BOOTH, MARY GILBERT, VESTA WESTGATE, JUSTICE MORSE, VIRGINIA NYE, JULIA SHIPMAN, CARRIE BRIGHAM, Miss SOYEZ and Miss MORSE.

The literary exercises were interspersed with beautiful and appropriate Music, by members of the class. The young ladies read compositions which did them much credit. We might name some of them whose compositions were far better than those we are wont to hear on such occasions; but we have neither the time nor the space to do so now.

After the exercises of the Class, interesting and instructive remarks, relative to our Public Schools, were made by Rev. Mr. WICKES, Prof. I. W. ANDREWS and Mr. KINGSLEY, the Superintendent.

The School room was well filled during the afternoon by interested and gratified spectators. The people of Marietta are justly proud of their Schools. The interest they manifest on occasions like the one we have noticed indicates this. We trust that this interest may become even more general than it is now.—*Marietta Republican, August 1st.*

Ripley Union School.—The first term of the Ripley Union School closed last week. We attended the examination one day. From what we saw we are satisfied that the discipline of the Schools is good, and that the mental training of

the pupils is careful and thorough. For the time the school has been established it is in excellent condition. The superintendent and teachers have evidently been assiduous in the discharge of their duties. The proficiency of the pupils is satisfactory evidence that their instructors have not been inattentive to their duties.

Why cannot our Directors start a school on the "Union plan"? Such a school would do infinitely more good than our schools as conducted at present can possibly accomplish. It is just what we need.—*Georgetown Union.*

Editors' Table.

THE TEACHER AND THE PARENT: A treatise upon Common School Education; containing practical suggestions to Teachers and Parents. By CHARLES NORTHEND, A. M., Superintendent of the Public Schools at Danvers, Mass. New York: A. S. Barnes & Co. Cincinnati: H. W. Derby & Co. 1853.—A large duodecimo of 320 pages: it is as its title imports, a practical work. The first part treats of Common Schools, the qualifications, relations and duties of Teachers; and the second of the relations and duties of Parents to their children, to Schools and the cause of Education. Would that it might be owned and read by every Teacher and every Parent in the land.

PHYSICAL GEOGRAPHY: By MARY SOMERVILLE. A new American, from the third London edition: With Notes and a Glossary, by W. S. W. RUSCHENBERGER, M. D. Philadelphia: Blanchard & Lea. 1853.—Every friend of Science will be glad to see so fine an Edition of this admirable work. It is worthy of a place in the Library of every Teacher and every intelligent family.

MATHEMATICS SIMPLIFIED and made attractive; or the Laws of Motion explained. By THOMAS FISHER. Philadelphia: 1853.—A series of 19 large Plates illustrating the relations of mathematical forms, and demonstrating to the eye numerous geometrical truths by ingeniously constructed Diagrams. The set in a neat Portfolio, and a volume of 128 octavo pages containing the explanations, are sold by the Author for $5.

REPORTS OF STATE SUPERINTENDENTS OF SCHOOLS, ETC.—New York.—The Annual Report of the Common Schools of N. Y., submitted to the Legislature in January last, is a document of 160 pages. The statistics reported are as follows: Number of school districts 11,587; the schools were taught an average of 7 months and 14 days; number of children enumerated 1,100,613; number enrolled 832,481; expended for Teachers' wages $1,681,316; for Libraries $90,579.50; raised by tax for various purposes, $477,918.51—total for school purposes, $2,249,814. The Superintendent pays a high tribute to the State Normal School, to the Free Academy and the Public Schools of New York City, and nobly vindicates the Teachers' profession from the opprobrium which is so often cast upon it by those who have little knowledge of its members, or are incapable of appreciating their attainments. Hon. H. S. RANDALL, of Albany, State Superintendent.

New Hampshire.—The seventh Annual Report upon the Common Schools of N. H., (the third Report of the present Board of Education,) contains some 230 pages. The number of towns reported is 223; number of districts 2,310; number

of pupils enrolled, 90,297; of these nearly 70,000 attended in winter, and more than 57,000 in summer; the average monthly wages of male Teachers, exclusive of board, $15.68; of females, $6.99; number of male Teachers in winter schools, 1,166; in summer, 52; number of female Teachers in winter schools, 1,082; in summer, 2,025; about half the winter schools were taught by females; the whole sum raised for the schools, $201,802.60; in addition to this $3,600 is required to be raised for the support of Teachers' Institutes.

The State contains ten counties, each of which has a School Commissioner: these Commissioners constitute the Board of Education, and elect one of their number Secretary, who is virtually the State Commissioner. The present Secretary is Hon. HALL ROBERTS, of Concord. During the year ending in May last, 17 Teachers' Institutes were attended under the direction of the County Commissioners, in which nearly 2000 Teachers were instructed.

Connecticut.—The eighth Annual Report of the Superintendent of Common Schools, Hon. H. BARNARD, covers some 280 pages: in addition to the reports and statistics for the year, it contains a full history of the Schools of the State and the legislation on the subject of Education. The Appendix of 100 pages is replete with valuable statistics of education in Connecticut, and several other States and countries. A considerable portion of this we hope soon to republish.

The Reports of the Superintendents of Pennsylvania, Indiana, Wisconsin and California; and several other valuable Reports and Documents have been received, and will be noticed as soon as possible.

TEXT BOOKS—NEW EDITIONS.—GREENE'S Elements of English Grammar, 220 pages, Philadelphia: Thomas Cowperthwaite & Co., 1853.—This is intended to take the place of GREENE'S First Lessons, and GREENE'S Analysis: it presents the features of the Analysis in a more practical form.

COVELL'S Digest ofEnglish Grammar: second edition, 219 pages. New York: D. Appleton & Co., 1853.—This work has been materially modified, and some portions of the first edition entirely re-written.

COMSTOCK'S CHEMISTRY, pp. 432. New York: Pratt, Woodford & Co., 1853.—This work has been revised, brought up to the present time, and stereotyped, for the third time.

CUTTER'S First Book on Anatomy, Physiology and Hygiene, pp. 191; and CUTTER'S Anatomy, Physiology and Hygiene, pp. 475. Boston: B. B. Mussey & Co., 1853.

STODDARD'S Practical Arithmetic, for Schools and Academies: Fifth Edition. pp. 296. New York: Lamport, Blakeman & Law, 1853.

GRIMSHAW'S History of the United States, by WM. GRIMSHAW, revised and corrected with additional chapters by A. H. GRIMSHAW, A. M., M. D., pp. 224. Philadelphia: Lippincott, Grambo & Co., 1853.

NEW WORKS.—Second Latin Book: comprising a Historical Latin Reader, with Notes and Rules for translating; and an Exercise Book, developing a complete Analytical Syntax in a series of Lessons and Exercises. By ALBERT HARKNESS, A. M., Editor of "Arnold's First Latin Book." pp. 362. New York: D. Appleton & Co., 1853.

XENOPHON'S Memorabilia of Socrates, with Notes and an Introduction. By R. D. C. ROBBINS, Prof. of Languages in Middlebury College, pp. 421. New York. D. Appleton & Co., 1853.

STODDARD'S American Philosophical Arithmetic for the use of advanced *classes in* Schools and Academies; it has neither rules nor answers, pp. 292. *New York:* Lamport, Blakeman & Law, 1853.

Items.

Mr. JAMES CAMPBELL, having been assured of receiving a salary of $1,000, retains his place as Principal of the Public High School in Dayton.

Mr. W. H. BUTTERFIELD, who retired from his school in Dayton, a year since, has again taken charge of the same school.

Mr. M. N. WHEATON has resigned his situation as Principal of the N. E. District Public School of Dayton.

Mr. A. C. TYLER, late of Geauga county, succeeds Mr. WHEATON.

Mr. A. C. FENNER, late of Troy, has been employed as Principal of the new Public School about to commence at Dayton.

Mr. JAMES ELLIOTT, late Principal of the Union School in Franklin, Warren county, has been appointed Principal of the North District Public School in Columbus, at a salary of $650.

Mr. JOHN W. SUTHERLAND, a Graduate of Jefferson College, Pa., and late a Teacher in the Public High School at Ashland, takes charge of the School in the Middle District in Columbus. Salary $650.

Miss HARRIET E. SEARS, late of Wheeling, Va., and formerly of Boston, Mass. has been appointed Preceptress of the Female Department of the High School, in Columbus, in place of Miss A. C. MATHER, resigned.

Mr. L. E. WALKER, late of Milan, is employed in the Public Schools of Sandusky City.

Mr. P. E. WALKER has been secured to take charge of the Public Schools of Milan.

Mr. WM. P. CLARKE, late of Hillsdale, Mich., formerly of Medina, O., succeeds Mr. D. F. DEWOLFE, as Superintendent of the public schools of Norwalk; his salary is $800.

Mr. ALEXANDER BARTLETT, of Oberlin, is appointed Superintendent of the public schools of Mansfield, which are to be organized on the Union plan this month.

Mr. W. E. PIERCE is to continue in charge of the Public Schools of London, Madison county.

Rev. Mr. SPALDING takes charge of the Union School in Plymouth, Richland county, in place of Mr. C. S. ROYCE, resigned.

Mr. J. R. BURGETT is appointed Principal of the Union School in Utica, Licking county.

Mr. W. T. HAWTHORNE is to take charge of the Union School in Franklin, Warren county, in place of Mr. JAMES ELLIOTT.

The Board of Education in Hillsboro', Highland county, wish to secure as Superintendent of their Schools, a man of experience in conducting such schools, and competent to teach the higher English branches and the Languages. They will pay a respectable salary. For further information, apply to J. R. EMRIE, President of the Board.

A thoroughly qualified Teacher is wanted to superintend the Public Schools of Ironton, Lawrence county. From $650 to $800 will be paid. Address the "Board of Education."

A Teacher is also wanted to take charge of the Schools in Hanging Rock, Lawrence county: Salary $450 or $500. Address Rev. A. BARDWELL.

TEACHERS' INSTITUTES.—The Fall sessions of Teachers' Institutes in Ohio, so far as arranged, have been, or will be attended as follows :

Clinton county, at Wilmington, July 11th—one week.
Greene county, at Xenia, August 15th—one week.
Warren county, at Lebanon, August 15th—one week.
N. Western Ohio, at Perrysburg and Maumee, August 22d—two weeks.
Miami county, at Troy, August 22d—one week.
Pickaway county, at Circleville, August 29th—one week.
Licking county, at Granville, Sept. 5th—one week.
Delaware county, at Delaware, Sept. 19th—one week.
Guernsey county, at Antrim, September 26th—one week.
Clermont county, at Bantam, October 3d—one week.
Knox county, at ————, October 3d—one week.
Brown county, at Georgetown, October 12th, 13th and 14th.
Morrow county, at Chesterville, October 17th—one week.
Preble county, at Eaton, October 17th—one week.
Belmont county, at Barnesville, October 24th—one week.
Seneca county, at ————, October 24th—one week.
Lake county, at Painesville, October 31st—one week.
Richland county, at ————, ————— ————.
Sandusky county, at Fremont, ————— one week.
Ashtabula county, at ————, ————— ————.
Muskingum county, at ————, ————— one week.
Coshocton county, at Roscoe, ————— one week.
Stark county, at Canal Fulton, ————— one week.
Columbiana county, at Salem, ————— one week.

THE OHIO JOURNAL OF EDUCATION.

THIS Journal, the Organ of the Ohio State Teachers' Association is published monthly, each number containing thirty-two pages of reading matter exclusive of the Advertising sheet, which adds nothing to the postage. The price is one dollar per year in advance : all subscriptions should commence with the volume.

The first volume of the Journal neatly bound in cloth, and the numbers of the second volume will be furnished to subscribers for two dollars. If the first volume is ordered by mail, twenty-four cents in stamps should be inclosed to prepay the postage; if not *prepaid* the cost of postage wi l be doubled.

All communications, and Books to be noticed or reviewed, should be directed to the Resident Editor, Dr. A. D. LORD, Columbus, Ohio.

Remittances and business letters should be addressed to LORIN ANDREWS, Columbus, Ohio.

Copies of the New School Law will be forwarded by mail prepaid: Single copies for 4 cents, 25 copies for $1.

The March number of the Journal containing the New School Law and the Report of the Secretary of State on Common Schools, can still be furnished for 12 cents each.

The September number, containing the Opinions of the Secretary of State on the School Law, will be sent by mail prepaid for 10 cents.

THE
Ohio Journal of Education.
COLUMBUS, SEPTEMBER, 1853.

Why has the State a right to direct in regard to Education?

AT the present time, when some among us are finding fault with the provisions of our new School Law, we invite the attention of all to the following, from an address delivered by the Hon. HORACE MANN in 1838:

But, before I go on to speak of other provisions of the law, perhaps there may be a class of persons ready to ask,—"Why all this interference? Why this obtrusion of the State into the concerns of the individual? Are not our children," say they, "our own? Who can be presumed to care more for them than we do? And whence your authority," they demand, "to fetter our free-will, and abridge our sovereignty in their management?" The vagabond, the drunkard, the monster-parent who wishes to sell his children to continuous labor,—who, for the pittance of money they can earn, is willing they should grow up without schooling, without instruction, and be used, year after year, as parts of machinery,—these may cry out to the Legislature,—"By what right do you come between us and our offspring? By what right do you appoint a Board of Education and a Secretary to pry into our domestic arrangements, and take from us our parental rights? We wish to be our own Board of Education and Secretary also." Such questions may, perhaps, be honestly put, and therefore should be soberly answered.

The children, whom parents have brought into this world, are carried forwards by the ceaseless flow of time, and the irresistible course of nature, and will soon be men. They are daily gathering forces and passions of fearful energy, soon to be expended upon society. The

powers of citizenship, which reach every man's home and every man's hearth, will soon be theirs. In a brief space, these children will have the range of the whole community, and will go forth to pollute or to purify, to be bane or blessing to those who are to live with them, and to come after them. On the day when their minority ceases, their parents will deliver them over, as it were, into the hands of society, without any regard to soundness or unsoundness in their condition. Forthwith, that society has to assume the entire responsibility of their conduct for life;—for society, in its collective capacity, is a real, not a nominal sponsor and godfather for all its children. Society has no option whether to accept or reject them. Society cannot say to any parent, "Take back this felon-brood of yours; we never ordered any such recruits; we know not what to do with them; we dread them, and therefore we will not receive them;"—but society must equally accept them, whether they are pieces of noblest workmanship, inwrought with qualities of divinest beauty and excellence, or whether they are mere trumpery and gilded pasteboard, impossible to be thought of for any useful purpose. Now, in those cases from which the objectors draw their analogies, the circumstances are totally different. If I make a general contract with my neighbor for an article of merchandize, the intendment of the law is, that it shall be, at least, of a fair, merchantable quality;—and if it be valueless, or even materially defective, in stock or workmanship, the law exonerates me from all obligation to receive it. I may cast it back into the hands of the producer, and make the loss wholly his, not mine. So if, for a sound price, I contract with a dealer to furnish me a horse for a specified journey or business, and he, instead of providing for me an animal suitable for the object stipulated, sends me an old hack, whose only merit is that one might study all the diseases of farriery upon him,—there is not a court or jury in the country but would make the fraudulent jockey take back the beast, and pay smart-money and all the costs of litigation. But not so, when parents deliver over to the community a son who carries the poison of asps beneath his glistening tongue; or a daughter, who, from her basilisk eye, streams guilt into whomsoever she looks upon. Twenty-one years after a child's birth,—and often much earlier than that,—be he sot, brawler, libeller, poisoner, lyncher,—society has, none the less, to take him into her bosom, and bear his stings and stabs;—and this, as I suppose, is the reason why all those good citizens who care what they have in their bosoms, have an undoubted right to take these precautions beforehand.

Duties of the State Commissioner of Schools.

THE following excellent summary, which is copied from the *Ohio Statesman*, will be found convenient for reference:—

MESSRS. EDITORS: In conversing with my associates appointed to the State Convention of August 24th, inst., as well as with other individuals, intelligent enough on other points, I find very indistinct, not to say incorrect notions as to the qualifications required in the nominee for the office of State Commissioner of Common Schools. I ask the use of your columns to present my views on this subject, believing that the statement thus presented, will make a clearer impression than any vocal remarks in the Convention would secure.

Under the provisions of the act creating the office, the following duties are assigned to the State Commissioner of Common Schools:

1. To attend, ten days or more, in each judicial district of the State, superintending and encouraging Teachers' Institutes, conferring with Township Boards of Education or other school officers, counseling teachers, visiting schools, and delivering lectures calculated to subserve the interests of popular education.

2. To purchase school libraries and apparatus, and attend to their distribution among the various Boards of Education throughout the State.

3. To supervise the educational funds of the State, so as to secure their safe and right application and distribution according to law.

4. To obtain of County Auditors, Boards of Education, or other school officers, Clerks and Treasurers of townships, County Treasurers and Clerks, and Recorders and Treasurers of cities and villages, copies of all reports by them required to be made, and all such other information in relation to the funds, and condition of schools and the management thereof, as he may deem important.

5. To prepare suitable forms and regulations for making all reports and conducting all necessary proceedings under this act, with such instructions as may be necessary and proper for the organization and government of schools, for the guidance of school officers, in the discharge of their duties.

6. To prepare for publication the laws relating to School Teachers' Institutes with appropriate forms and instructions for carrying into exe-

cution such laws, so that they may be printed and distributed for the use of school officers, as often as may become necessary.

7. To make a report, annually, to the Governor or General Assembly as the case may be, which shall present a statement of the condition and amount of all funds and property appropriated to purposes of education; a statement of the number of common schools in the State, the number of scholars attending such schools, their sex, and the branches taught; a statement of the number of private or select schools in the State, so far as the same can be ascertained, and the number of scholars attending such schools, their sex and the branches taught; a statement of the number of Teachers' Institutes, and the number of teachers attending them; a statement of the estimate and accounts of the expenditures of the public school funds of every description; a statement of plans for the management and improvement of common schools, and such other information relative to the educational interests of the State as he may think of importance.

It will readily be perceived that a high order as well as a wide range of qualifications, are demanded in the incumbent of this office. He must be a man of great energy, perseverance and activity, to go through the immense amount of physical labor these duties involve. He must be a man of tried integrity and firmness, to resist the outside pressure of teachers and book publishers, who may spare neither persuasions, threats nor tricks to mold him to their interests. He must be a man of good education, and above all, of good hard common sense and business tact. He must also be a good accountant, and should be conversant with human nature in its various aspects.

I know but few men in the State fit for the office, and none who would lay down their present occupation to take it. Of that portion of the Commissioner's duties which relates to statistics, accounts and the preparation of tables and forms,—and this is a large share of them—I claim to be a judge, as they have been, for the last fifteen years, in my own line; and I hesitate not to say, that in that department alone the incumbent will have his hands full. I have no doubt that the Commissioner elect,—*if he does half that the law prescribes*, will be the business man of the State of Ohio for the ensuing three years.

Although I cannot specify any man for the post, I trust my colleagues can offer the Convention suitable persons for a choice. My object in making this communication is to suggest to every person making a nomination to the Convention the responsibility which that act involves.

Respectfully, CHARLES CIST.

Columbus, Aug. 23d, 1853.

Report of a visit to New England.

THE following brief report was presented by Rev. A. SMYTH, Superintendent of the Public Schools of Toledo, to the Board of Education in that city:

GENTLEMEN: My recent tour to the Eastern States, for investigating their school systems, and for inquiring as to the best mode of conducting educational institutions, was made, partially, under your direction; and I deem it proper to report to you my doings. This report must necessarily be brief, as thousands of facts, both interesting and instructive, came under my observation, but which would require a large volume for specific statement. In regard to the employment of Teachers:—inquiries concerning Furniture, Apparatus, etc., I will furnish you special reports.

I visited many schools, public and select, and of different grades, in Massachusetts, Rhode Island, and Connecticut; particularly those of Boston, Charlestown, Springfield, South Hadley, Providence, New Britain, Hartford and New Haven. Many of them are of high character, having no superiors in our country. From them I was able to gather information respecting the management and instruction of schools, which I trust can be employed for the improvement of those under your direction.

The schools which I visited are established on various systems of organization, and after witnessing their operations I can affirm that I have seen nothing to induce the belief that the *Graded, Union Plan*, on which the Toledo schools are based, should be abandoned, or greatly modified. I am more than ever confident that schools thus organized, will admit of working up to a higher degree of excellence than any other. Let this system be carried out as it may be; let buildings, teachers and supervision be what the plan contemplates, and I can see no reason why your schools may not soon take rank with the very best in our land.

Many of the schools which I visited were near the close of their terms, which prevented my seeing them in the practice of their more common routine of duties. Some were in examination, and some preparing for exhibition. But this disadvantage was more than compensated by privileges and opportunities which I could have experienced at no other

period of the year. I refer to the meetings of various educational and literary associations which I attended, and which afforded me an acquaintance with many of the most distinguished gentlemen and ladies who are engaged in the great work of instruction. To be placed on terms of correspondence with persons of this character is more than a personal privilege, for it may be made productive of high advantage to your schools.

I availed myself of opportunities for the collection of documentary facts and statistics relating to the cause of education, and brought home with me more than one hundred different books, pamphlets, etc., many of which are of rare value.

Without one exception, all school officers upon whom I called, laid me, and, perhaps I may add, yourselves, under obligations by their respectful attention, and the facilities they afforded me for the prosecution of the objects of my mission. Among those to whom I am most deeply indebted, are—

In Boston—Gov. Clifford; Rev. Dr. Sears, Secretary of the Mass. Board of Education; Nathan Bishop, Esq., Sup't of the City Schools; and the Principals of the Quincy, Brimmer, Hancock, and other schools.

In Springfield—Mr. Parrish, of the High School, and Mr. Bangs of the Select Classical School.

In South Hadley—Miss Chapin, Principal of the Mount Holyoke Female Seminary, and Miss Tolman, a Teacher in that institution.

In Providence—Prof. S. S. Greene, of Brown University, and Superintendent of the City Schools.

In Hartford—Hon. Henry Barnard, State Commissioner of Schools.

In New Britain—Prof. Philbrick, Principal of the State Normal School.

In New Haven—Hon. James F. Babcock, Chairman of the Board of Education, and Professors Silliman and Olmstead, of Yale College.

All of which is respectfully submitted. A. SMYTH.

TOLEDO, Sept. 8th, 1853.

Examination of School Teachers.

TO THE TEACHERS AND PATRONS OF COMMON SCHOOLS IN ASHTABULA COUNTY:—

THE Board of School Examiners, appointed under the new School Law, having completed their first series of meetings for the examina-

tion of teachers, deem it proper to make the following statement of their official proceedings.

They have held four meetings for examinations: The examinations in Orthography and Reading, were conducted orally; but, owing to the great number of applicants, they were necessarily brief, and not altogether satisfactory. In Arithmetic, English Grammar, and Geography, the following questions were proposed; those in Geography having been slightly varied after the examination at Orwell:

ARITHMETIC.

1. Name the different methods of Notation, and write the date of the present year in each method.

2. Name the 7th period in the French, and also in the English method of Numeration.

3. What is the difference, if any, between the "parts" and the "factors" of a number?

4. How many bottles, each containing one pint two gills, can be filled from a barrel of beer?

5. What number, multiplied by $3\frac{3}{5}$, gives the product $1\frac{1}{7}$?

6. Define "Ratio" and "Proportion."

7. If a barrel of flour last 7 persons 8 weeks, how long would it last 15 persons?

8. At 6 per cent. interest, what is the amount of a note for $108 dated Feb. 12, 1851, and paid March 1, 1853?

9. (By Analysis—process to be written out.) If 4 men eat 32 lbs. of bread in 2 days, how many pounds will 9 men eat in 5 days?

10. Two men start from the same place—one goes 60 miles west, the other 50 miles south. How far are they, then, apart?

GRAMMAR.

1. How is the possessive case of nouns formed?

2. Compare the following adjectives: good, wise, bad, far, ill, *delight.*

3. Write the plurals of the following nouns and pronouns: man, fly, chimney, me, him, *irksome.*

4. Write the past tense, and the perfect participle of the following verbs: forsake, fly, go, choose, take, wear, *garb.*

5. In the sentence, "Let him eat what he chooses," state how many clauses, and name the subject or subjects, predicate or predicates.

6. Parse "eat."

7. Parse "what."

8. Write the verb "eat" in the 3d person, singular number, of all the tenses of the subjunctive mode.

9. In the sentence, "That was the same man that I saw," parse each *that.*

10. In the sentence, "That is the room in which we recite," between what words does "in" show the relation?

11. In the sentence, "I have laid in the snow so long, as I am almost froze, and feel bad," make the necessary corrections, and give a synopsis of the first verb in the corrected sentence.

GEOGRAPHY.

1. Name the Grand Divisions of the Earth.

2. Which Grand Division contains the most lofty and extended range of mountains?

3. Name the political divisions of North America.

4. Name those of the United States which lie south of 36 degrees, 30 minutes North Latitude.

5. What causes the difference in the length of days and nights?

6. How long is the longest day at the equator, and also at the poles?

7. How many degrees of latitude do we reckon? how many of longitude? and why more of one than of the other?

8. Name the countries of Europe and Africa which border upon the Mediterranean.

9. Give the boundaries, capital and chief towns of the State of New York.

10. Name the States bordering on the right bank of the Mississippi, and give their capitals.

These questions were reduced to writing by each applicant, and a corresponding list of written answers made out and delivered to the Board of Examiners. From an examination of these written answers, the Board determined what persons were entitled to receive certificates, for what length of time, etc. In determining these matters, they were governed by the following rules: (the number of written questions being *thirty-one:*

1. Each applicant, not failing in more than 4 questions, received a certificate for 24 months.

2. Each applicant failing in more than 4 questions, and not more than 8, a certificate for 18 months.

3. Failing in more than 8 questions, and not more than 12, 12 months.

4. Failing in more than 12, and not more than 15 questions, 6 months.

5. Failing in more than 15, and not more than 18 questions, 4 months.

6. Failing in more than 18 questions—no certificate.

Slight deviations from these were occasionally made, where circumstances seemed to warrant it.

The grade of each branch, in the "Scale of Qualifications," on the certificates, was determined in a similar manner. Thus, in Arithmetic, for example:

All the questions correctly answered, marked 1; one or two questions incorrectly answered, 2; three, incorrect answers, 3; four, 4; five, 5; etc.

The other branches were graded in the same way.

It is but justice to say, that the lateness of the examinations, and the fact that very many schools had already begun, have induced the examiners to be more lenient with applicants, than they could have been under other circumstances. Hereafter no applicant ought to expect a certificate who cannot answer correctly much more than half of even a more difficult list of questions than the ones here presented.

At the four meetings held by the Board, there have been 265 applicants for certificates. Of this number

4	have received	certificates	for 24	months,
23	"	"	18	"
57	"	"	12	"
47	"	"	6	"
58	"	"	4	"
75	"	no certificate;		

Being a little more than 28 per cent. of the whole number of applicants. Those who apply for certificates in future must do better, or surely we shall be "benighted" in earnest.

W. W. HOPKINS,
Clerk of Board of School Examiners.

[Ashtabula Sentinel.]

PROFESSIONAL.

Teaching.

To teach is to impart instruction or information to others. Those who are to be profited by oral instruction must, of course, be present to the Teacher, not in body merely, but in mind; that is, they must

give him their attention. The *will* must be in a proper frame: they must be willing to listen, willing to learn, willing to be instructed; they must believe that they can learn, that they can be instructed, that the Teacher is competent to instruct them; and, not only this, they must have a *desire* to learn, not at some future time, but now; a desire to be instructed on the particular subject which is under consideration. But that this state of things may exist, the atmosphere of the room must be healthy and of a proper temperature, the body must be in a comfortable position, the mind must be unoccupied with other subjects, and must be in that *impressible* state which can be produced only by arousing to action that desire for knowledge which, in the form of curiosity, always exists in the youthful mind.

These preliminary remarks will show the propriety of many of the following principles or maxims which are commended to the attention of Teachers:

1. It is useless to communicate information or give instruction to scholars unless you can secure their attention.

2. To secure attention, the Teacher must lead the pupil to control his senses: the eye must be directed toward the instructor, that there may be opportunity for that intercourse of mind with mind which can take place only through this medium; and the ear must be intent to catch not only the words, but those intonations and modulations of the voice which convey relations of ideas and shades of meaning too subtle for words to express.

3. It is of little avail to attempt to instruct those who are not anxious to learn, and, to learn that which you are attempting to teach.

4. The instruction given must always be nearly on a level with the capacities of those for whom it is intended, must have reference to their previous attainments, and be adapted to their present stage of mental development; hence it would be useless to attempt to explain to young children Kepler's laws, or the calculation of eclipses.

5. The amount of information communicated at any time must be proportioned to the capacity of the scholars: enough should be imparted at each recitation to furnish a repast for the desire for knowledge, to strengthen and invigorate the mind, but not sufficient to overtask its powers of digestion and assimilation, and thus cloy the appetite.

6. The time occupied by any lesson or exercise must vary with their age and advancement; the attention of young children should not be confined to an exercise more than eight or ten minutes. Vocal exerci-

ses, especially those conducted in concert, should seldom continue more than ten or twelve minutes: many exercises, however, may occupy fifteen or twenty minutes, and the recitations of the older and more advanced classes, from thirty to forty-five minutes.

7. The Teacher should always endeavor to call out all the knowledge possessed by the class on any subject before presenting any thing new.

8. He should never do anything *for* a scholar which the pupil can be led or aided to do for himself; he should not answer a question directly, if by asking another or a series of questions he can lead the scholar to answer it correctly for himself.

9. He should not solve a problem on the blackboard, or explain a difficult point in a lesson, if there is a single scholar in the class who has mastered it; let the scholar do it if he can, first, because he will be likely to do it quite as well if not better than the Teacher; and second, that he and others may be encouraged to persevere and overcome difficulties unaided in future.

10. Let it be remembered that the great secret of success in teaching consists in frequent and thorough reviews. A. D. L.

Grammar: Exercises in Parsing.

TEACHERS not unfrequently find difficulty in interesting classes in *parsing*, as the exercise is generally conducted, and especially in confining the attention of the class during the recitation. The following methods have been found very successful in remedying some of the evils often complained of.

I.—ORTHOGRAPHIC PARSING.

Assign to the class for examination some five or six words and require them, first, to determine the number of elementary sounds contained in each; second, to classify the sounds as *vocal*, *subvocal* or *aspirate;* and third, to classify the letters or combinations of letters employed in representing the sounds, as *vowels*, *dipthongs*, *digraphs*, or *trigraphs*, *consonants*, *double-consonants* or *combinations*. To prove the accuracy of their results, the number of the several classes of sounds, and of the

classes of characters employed to represent them, should be equal to each other, and to the whole number of sounds first given.

II.—ORTHOEPIC PARSING.

Give for examination a paragraph containing four, six, eight or ten lines of prose or poetry, and require the class, first, to count all the words in the paragraph; second, to count all the monosyllables, dissyllables, trissyllables and polysyllables, and compare their sum with the whole number. Then let them ascertain how many of the words containing more than one syllable, are accented on the first, on the second, on the third, and on the fourth syllable, etc.

Next require the number of words which have one, two and three (primary, secondary and tertiary,) accents; and those which have the common, or *articulatory* accent, as in con*form*ity; of those which have the *discriminative*, as *sub*ject, sub*ject;* and of those which have the *rhetorical* accent, as "he will *as*cend, but they must *de*scend."

III.—ETYMOLOGICAL PARSING.

Assign the passage and let the words be counted as before; then require the number of simple and of compound words; next, the number of primitives and derivatives; the number of derivatives formed by the use of prefixes alone, by the use of suffixes, and by the use of both; require the meaning of the radicals and the prefixes and suffixes employed; and lastly, the definitions of the words as used in the passage.

The study of arithmetic is often extolled for the absolute certainty attending the result of its operations, while grammar is frequently represented as a study in which only *probable* conclusions can be reached by the most expert; it will be readily seen that these exercises furnish opportunity for the attainment of absolute accuracy. Such lessons may be studied beforehand and the results presented at the recitation in writing, or the investigation may be made by the whole class on the recitation-seat in the presence of the Teacher. It will generally be best to go through with these exercises at recitation, until the scholars become familiar with the mode of executing them, the Teacher counting and noting his results at the same time with the scholars.

IV.—ORTHOGENIC PARSING.

The term Orthogeny, signifying a correct classification, is a more appropriate name for that department of grammar commonly called

Etymology, but which has no immediate connection with Etymology proper. Orthogeny treats of the classification of words as parts of speech, their subdivisions and inflections.

For an exercise in orthogenic parsing, after the passage has been assigned and the words counted, require the class to ascertain the number belonging to each class or "part of speech;" as nouns, pronouns, adjectives, verbs, participles, adverbs, prepositions, conjunctions, and exclamations. Here it will require no little familiarity with the subject to enable the scholar to arrive at correct conclusions, since the proper classification of the words can not be determined, without a clear perception of the meaning of the passage and a correct idea of the use of each word; but if pupils are required to defend their judgments, and a free interchange of opinion is secured, this may be made a most profitable exercise.

Next the scholars may be called to classify the words belonging to each of the classes above named, under their respective subdivisions: the nouns may be classed as common or proper, individual or collective, abstract or concrete, participial or verbal; the pronouns, as personal, relative or interrogative; the adjectives, as limiting or qualifying, or, as common, proper, numeral, pronominal, participial, compound, negative, intensive or diminutive; the verbs, as finite or infinitive, principal or auxiliary, regular, irregular or defective, governing, passive or neuter; and the participles, and the other parts of speech may be subdivided into classes whenever it is deemed desirable.

The accidents or modifications of the several parts of speech may next receive attention, and a class may go through with all these exercises in less time than it has required to describe them, at least, after they have become somewhat familiar with the mode of executing them. The great advantage of a method like this is, that it confines the attention to one subject at a time.

V.—SYNTACTICAL PARSING.

First, find the number of *periods* in the paragraph to be examined; this will, of course, give the number of leading or dependent sentences: then classify all the sentences, first, as simple or compound, and second as declarative, interrogative, imperative or exclamative; next, ascertain the number of distinct propositions, that is, of sentential forms containing a subject and a predicate, and classify them as co-ordinate with the leading proposition, or subordinate to it or some of its co-ordinates;

and next, examine the subordinate propositions and classify them with respect to their connectives, as relative, conjunctive-adverbial, or conjunctive clauses, and with reference to their use as substantive or adjective.

Next, the phrases should be counted and classified; first, with reference to their structure as participial, infinitive, or prepositional; and second, with respect to their relations in the sentence, as substantive, adjective, adverbial, or absolute.

The elements or constituent parts of the several propositions should next be examined, and classified as principal or essential, and subordinate or accidental; as incomplex or complex, that is, grammatical or logical; as simple or compound; and each element be referred to its appropriate class as a word, phrase or clause.

The objective elements may also be classified as direct or indirect; and the adjective and adverbial elements as primary, secondary or tertiary modifiers. A. D. L.

SCIENTIFIC.

Meteorology.

No. VI.

PART IV.—ELECTRICAL PHENOMENA.

80. Otto Von Guerike, (the inventor of the Air-Pump,) and Wall, first noticed the electric spark and *compared* it to lightning. But Franklin first *proved*, by direct experiment, in June, 1752, that lightning and electricity are one, and in the following June, De Romas, at Nevac, without knowing the result of Franklin's experiments, proved conclusively the same fact. In 1757, De Romas repeated his experiments, and succeeded in drawing from the clouds numerous "streaks of fire from 9 to 10 feet in length, and 1 inch in breadth, accompanied by a cracking as loud as a pistol shot."

81. This is not the place to treat the science of Electricity; it will rather be taken for granted that the reader is acquainted with the ordinary electrical phenomena and the laws that govern them.

82. The Atmosphere is ordinarily *positively* electrified, but when the sky is *overcast*, and the clouds moving in different directions, it frequently and quickly changes from *positive* to *negative*, and back again to *positive*. When fogs, rain, hail, snow and sleet first appear, the electri-

cal condition of the atmosphere is generally *negative;* but it gradually changes to positive, and slowly increases in strength, and then *decreases* in the same manner.

83. The electricity of the atmosphere is *stronger* in the *winter* than in the *summer*, and gradually increases from July to January, and in like manner decreases from January to July. As a general rule, it increases as the degree of cold increases.

84. There is also a daily variation in the intensity of the atmospheric electricity. It reaches its *maximum*, in summer, at about 6 or 7 A. M., in spring and autumn, at about 8 or 9, A. M., and in winter, at about 10 or 12. It then gradually diminishes until from 4 to 6., P. M., it reaches its first *minimum*. At about two hours after sunset it reaches its *second* point of *maximum* intensity, and at sunrise it is again at its *minimum*.

85. The intensity of electricity *increases* with the *altitude*, as may be shown by discharging a metallic arrow, which is connected by a *conductor* with an electrometer; or by ascending in a balloon with an electrometer, or, when at a great altitude, by suspending by a fine wire attached to an electrometer in the balloon, a metallic ball.

86. The electricity of the atmosphere is caused by the *evaporation* of the impure water from the surface of the earth and from the ocean, in which evaporation *chemical decomposition* occurs; from the *condensation* of vapor; from *vegetation;* from *combustion*, and from *friction*.

87. When we consider the vast amount of water spread over the surface of this globe, and recollect that from the Mediterranean alone *one hundred millions of hogsheads* of water rise in vapor *daily*, we shall not fail to recognize in *evaporation* a powerful developing cause of electricity.

88. The *vapor* arising from the Earth is in a *positive*, and the *earth*, or that portion of it from which the vapor arises, in a *negative* electrical state.

89. Plants, when the seeds first sprout, and probably at all times while growing, give off *carbonic acid gas*, *positively* electrified, during the night, leaving the earth from which they sprout *negatively* electrified.

90. *Positive* electricity escapes from a burning body in the vapor and smoke, while the body itself remains in a *negative* state. From all these sources, evaporation, vegetation, and combustion, the atmosphere receives the *positive* electricity, and hence the fact that the electrical condition of the atmosphere is generally *positive*. See 82.

91. In view of all the facts connected with the development of this interesting agent, I will venture the opinion that *chemical change* always accompanies, and probably causes this development.

92. The *effects* of atmospheric electricity are well known; such as the rending of trees, the shaking and igniting of buildings and the destruction of animals. These effects are produced by the passage of clouds, highly charged with *positive* electricity over, and near to, objects *negatively* electrified. The *discharge* which tends to produce an equilibrium passes through the injured body, because being a conductor and being elevated above the earth's surface, it is nearer to the highly charged cloud.

93. Such a cloud passing over the surface of water causes the water to rise below it, and form a large though probably not generally a very *high* wave.

94. In all cases the equilibrium between the cloud and the earth or water must be restored in one of three ways, viz: — 1. By *gradual dissipation without discharge;* 2. By a discharge between the cloud and some other cloud in an opposite electrical state, by which means the positive electricity of the cloud is materially lessened, and consequently the *negative electrical wave* which it had *induced* on the surface beneath it, flows off or diffuses itself over the surface; 3. By a *discharge* between the cloud and the earth, which takes place whenever the cloud is sufficiently highly charged, and approaches sufficiently near to the earth.

95. The first of these three modes of restoring equilibrium, produces no sensible effect; the second is seen only in the flashes of light which dart athwart the sky, sometimes accompanied by thunder; while to the third are due all the destructive effects of atmospheric electricity.

96. When a long and highly charged cloud approaches the earth, it induces the opposite electrical state in the surface of the earth beneath it, repelling the electricity of the same name. Beneath those portions of the cloud which approach nearest to the earth, the electricity induced will be most intense. If now one extremity of this cloud approaches so near to the earth or another cloud as to discharge its electricity, there may be, what is called a *return-stroke*, at the surface of the earth, under the opposite end of the cloud, it may be miles distant, caused by the return and re-union of the two electricities, which had been separated from each other by induction from the cloud above. This *return-stroke* is without thunder, and is less destructive than the direct stroke, never igniting combustibles, but sometimes causing death. In

these cases the victim exhibits marks of having received the charge through his feet.

97. Of the three kinds of lightning, named from the forms which it assumes, *Zigzag-Lightning*, *Sheet-Lightning*, and *Ball-Lightning*, the two former are so common and well known, as to need no remark here. Ball-Lightning is of very rare occurrence, and very singular and unaccountable in its phenomena. A ball of fire is seen, varying in size from two or three inches to two or three feet in diameter. This sometimes remains stationary, sometimes moves slowly, and sometimes rapidly, and ultimately *bursts* with a loud noise and destructive effects.

98. Those flashes of light which play so constantly on the sky, on many of our warm summer evenings, and which we call *heat lightning*, are supposed to be generally the *reflection* from the atmosphere of the lightning of distant storms; though when the weather is *very sultry*, and the air is both *rare* and *moist*, it becomes a bad conductor of electricity, affording just enough resistance to its passage to render it *visible*, but not *audible*.

99. Lightning from a cloud near the earth is of a brilliant *white*, while that from a cloud of great altitude is of a *violet* color.

100. The vast *power* of this wonderful agent may be seen from numerous well authenticated facts like the following:—It is recorded that on the 21st of June, 1723, the trunk of a tree which required *twelve men* to lift it, was split in two parts, and thrown to a distance of *fifty-one* feet; and on the sixth of August, 1809, a brick wall, containing 7000 bricks, and weighing more than *twenty-six* tons, was by lightning raised from one foot below the surface, to the surface, and one end carried nine feet, and the other four feet from its original place, and the wall left entire. That such an immense and apparently uncontrollable power exists everywhere, and at all times around us, and yet so obedient to the laws which its Creator has stamped upon it, as to be at all times harmless, if we but obey those laws, is calculated to fill the devout mind with wonder, admiration, and thankfulness. S. N. S.

GRANVILLE FEMALE SEMINARY.

Language.

The term language in its widest sense, signifies any means by which beings of the same or of different species hold communication. As applied to mankind, it signifies the means by which men communicate to

each other their thoughts, feelings, or volitions. Language, thus defined, may be divided into natural and artificial. Natural language includes those signs and sounds which are naturally expressive of thought or emotion, and is generally classified as gestural and exclamative. Under the gestures belonging to this class may be named those made in beckoning or repressing, in assenting or denying, in pointing out objects, in imitating actions or events; and the modifications of the features of the face, accompanying and revealing peculiar emotions or states of mind. Among the sounds included in this kind of language, may be mentioned those spontaneous cries or exclamations indicative of pain or pleasure, of fear or surprise, and other feelings; and those tones and inflections of voice which properly accompany the utterance of certain sentiments, which invariably render ironical language intelligible even to the unlettered, and which often give the lie to words uttered for the purpose of deceiving others in regard to our real sentiments or intentions.

Artificial language consists of those sounds, and the representatives of those sounds, which have become, by usage, significant for the expression of ideas. Artificial language may be classified as symbolic, spoken and written. By symbolic language is here meant the sign language of deaf mutes. Spoken language consists of the oral sounds employed in uttering words. It is estimated that there are more than three thousand different languages or dialects spoken upon the globe; of which about twelve hundred are found in America, five hundred in Europe, one thousand in Asia and Oceanica, and three hundred in Africa. Of these, the Chinese is spoken by the greatest number of people, but the English language is most widely spread. All these may be reduced to some eighty original languages, and these may be classified in a few groups or families intimately related to each other.

The organs employed in the formation of the sounds of spoken language are divided into three classes: the respiratory, the vocal, and the articulating organs. The respiratory organs are the lungs and the trachea, or windpipe; the vocal organs are the larynx, the glottis, and the epiglottis; the articulating organs are the tongue, palate, lips, teeth, and nostrils.

The number of separate elementary sounds in all known languages is estimated at sixty. These may be divided into three classes: vocal, sub-vocal, and aspirate, sounds. The voice is formed by the vibrations produced by the passage of air through the vocal chords of the larynx. A *vocal* is a voice sound, but slightly modified by the organs of articulation, as the sound represented by *a*, *e*, or *o*. A *sub-vocal* is

a voice sound, materially modified by the articulating organs, as that of *b*, *d*, or *v*. An *aspirate* is an articulated breath sound, as that of *p*, *t*, *k*. By suspending the action of the vocal organs, the utterance of all the vocal and sub-vocal sounds of the language may be assimilated to that of the aspirates, as in the act of whispering.

Notation, in language, signifies the representation of ideas, or of oral sounds, by characters. The different systems of notation which have been employed, are the hieroglyphic or picture system, in which the picture of an object was used instead of its name, or for the purpose of suggesting some idea of which this object had been adopted as the emblem; the syllabic notation, in which characters, mostly arbitrary, are used to represent a syllable or word; and the alphabetic system, in which each character represents a separate sound, either elementary or compound. The first of these systems was used by the ancient Egyptians, and some other nations; the second is still used by the Chinese and some other oriental nations, and in some of the aboriginal languages on this continent which have been reduced to writing; the alphabetic system, which is adopted in our own and in most of the European languages, is considered the best which has ever been devised, though few, if any, languages have secured all the advantages the system is capable of conferring.

To form a perfect system of notation for any language, it will be readily seen that all which is necessary, is to adopt a character for each of the elementary sounds it contains; and to construct a universal system of notation, or one applicable to all languages, it would be necessary to invent or adopt a character for each of the sixty elementary sounds before named.

A. D. L.

For the Ohio Journal of Education.

Apparent Motion and Falling Bodies.

Mr. Editor:—In the August number of the first volume of the Journal, in an article headed "Force and Motion," you say, in a note, that, "Apparent motion has been defined: The motion which a body at rest *seems* to have to an observer in motion," and ask, "Can any one give a better definition?"

The above definition is *defective*, as is shown in the following in-

stance; if one train of cars is passing, on a side track, slowly by another train at rest, it will appear, to an observer in one of the cars of the train at rest, on looking out of the window at the other train, that the train which he is on is the one which moves. But since it does *not* move, this is therefore an instance of *apparent* motion; and this apparent motion is not owing to the motion of the observer, for he is at rest, but it is owing to the motion of the *other train*. The definition therefore *fails*. I propose the following definition: *Apparent motion is the motion which a body seems to have owing to the motion of some other body.*

The doctrine of *falling bodies*, an interesting and important subject in Natural Philosophy, is based on the proposition: the spaces described by bodies falling from a state of rest, under the influence of gravity, are to each other as the *squares of the times* during which they are described. The demonstration of this proposition given in our larger works on Philosophy is not accessible to the great majority of our scholars pursuing the study, and, even if accessible, it would be of little use to them being Geometrical, and consequently above their comprehension.

The following demonstration is simple and natural, though perfectly *rigorous:* during the first second, the body falls, from a state of rest, through a certain space, and the velocity acquired at the expiration of the second is *twice* the average velocity for the second. Now, should the influence of gravity cease, the body would move uniformly with the last acquired velocity, and in the next second it would describe *twice* the space described in the first; but as gravity does *not* cease, it describes *three times* that space. Therefore, in the two seconds, it describes *four times* the space described in the first second. Again, should the influence of gravity cease, the body would move on uniformly with the last acquired velocity, and in two seconds more, it would describe *twice* the space already described, or *eight times* the space described in the first second; and if, moving uniformly, it would describe *eight times* that space in two seconds, it would describe *four times* that space in one, or in the third second. Gravity acting at the same time, it would describe *five times* that space in the third second. Hence, in the *three seconds*, it describes *nine times* the space described in the first second. By a similar process of reasoning, we would find, that in *four seconds*, the body would describe *sixteen times* the space described in the first.

In order to prove the law *general*, take the space described in the

first second as a *unit*, and, since we have proved the law true for several of the first successive seconds, suppose that it is proved true for the first *n* seconds. In n seconds, the body has therefore described a space denoted by n^2. Should the influence of gravity now cease, the body would move on, uniformly, with the last acquired velocity, which is twice the average velocity for the n seconds, and in the next n seconds, it would describe *twice* the space already described, or the space $2n^2$. If it would describe a space equal to $2n^2$, moving uniformly for n seconds, in *one* second, it would describe the space 2 n. Gravity acting, the space for that second would be $2n+1$. But as it had described the space n^2 in n seconds, the whole space described in $n+1$ seconds, is $n^2+2n+1=(n+1)^2$. The law is therefore *general*, and the proposition is *demonstrated*.

We have found that the space described in the second denoted by $n+1$, is $2n+1$, which equals twice the number of seconds—1; and since this is the general case, the space described in any particular second equals twice the number of the second—1. If therefore in the series, 1, 2, 3, 4, 5, etc., which denotes the number of seconds, we multiply each term by 2, and subtract 1 from the product, the result, which is the series of odd numbers, 1, 3, 5, 7, 9, etc., will express the spaces described in the successive seconds, the space described the first second being taken as a unit. A. SCHUYLER.

REPUBLIC, Sept., 1853.

MISCELLANEOUS.

Anniversaries, Etc.

The session of the American Association for the Advancement of Science attended in Cleveland, during the last week in July, was one of great interest and profit. We regretted much that a larger number of the leading Teachers in the State were not present. Doubtless many have supposed that the proceedings were not of such a character as to interest those who are not specially devoted to the pursuits of science: this is true in regard to a portion of them, still a very considerable number of the Papers read were on subjects which would interest every Teacher, and indeed every person of ordinary intelligence; and the discussions upon them were often exceedingly interesting.

The exercises consisted mainly of the reading of carefully prepared Reports or Papers on subjects connected with almost every department of science and the arts. All which required it, were amply illustrated by well prepared diagrams, drawings, etc.: these, with the additional illustrations sketched upon the blackboard during the reading of the Papers, and the full discussions which followed the reading, generally sufficed to elucidate the most abstruse, or, at least, to awaken a deep and absorbing interest in the most difficult subjects presented. None could have listened to any considerable portion of the exercises without having aroused within them a determination to do more than they had ever before done to make themselves familiar with the investigations and the results of modern science.

But it was not so much for the amount of knowledge which might have been acquired, or the interest in this or that department of science which might have been awakened in their minds, that we deemed an attendance on this session so desirable to Teachers; but for the opportunity to obtain valuable hints in the *art of teaching*. Most of the distinguished men who took part were Teachers: they have prosecuted the labors and researches by which they have acquired renown for themselves, and conferred honor upon their country, while engaged regularly in the arduous and exhausting labors of the recitation room. From such men we expected some note-worthy specimens of skill in teaching; and we were not disappointed. The familiarity they manifested with the art of drawing, their frequent resort to the black-board, and almost constant use of the crayon; and the readiness with which they seemed able to demonstrate almost any thing to which the *pointer* could be used to direct attention, was a lesson even to those who have claimed the most for the utility of the black-board in school-instruction.

Another important fact, obvious to every observer, was, that the wisest and most experienced men were invariably the most modest and unpretending.

The Transactions of this society, now numbering six volumes, constitute one of the most valuable contributions to science, lately published in this country; every Teacher of the higher branches needs them in his library; and it is much to be regretted that some plan has not been devised by which those who are not connected with the Association can obtain them for a reasonable price.

The next meeting is to be attended in Washington, D. C., in May, 1854.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF EDUCATION.

This body held its third anniversary in Pittsburg during the second week in August. The opening address was delivered by Rt. Rev. A. POTTER, the retiring President, and Prof. JOSEPH HENRY, of the Smithsonian Institution, presided during the session. The exercises were similar to those of last year, which were somewhat fully described in the Journal for September, 1853.

Several very interesting Reports were presented, and the discussions were ably conducted. The Association resolved to raise a sum (of $2,000, or more if possible,) to be offered in the form of premiums for works on the History and Philosophy of Education, and the best means of promoting it. Bishop POTTER and Prof. HENRY were appointed to prepare and publish a circular on the subject: an appeal having been made to the citizens of Pittsburg, the sum of $600 was raised for the purpose, before the close of the meeting.

The Association adjourned to meet in Washington, D. C., during the second week in August next.

NEW YORK STATE TEACHERS' ASSOCIATION.

The Eighth Annual meeting of this Association was attended in Rochester, commencing on the 2d of August. Prof. CHARLES DAVIES presided.

The New York Teacher says it was the best as well the largest meeting ever held by the Association. Some 500 persons were in attendance, representing about forty counties of the State, besides a very respectable delegation from other States. An excellent spirit prevailed. The New York Teacher, the Organ of the Association, is to be continued: an able corps of Editors was appointed. Mr. V. M. RICE, of Buffalo was elected President, and T. W. VALENTINE, of Albany, corresponding Secretary. The Association is to meet at Oswego, on the first Tuesday in August next.

For the Ohio Journal of Education.

Instruction in Phonetics.

AT the late meeting of the Ohio State Phonetic Association, in Dayton, the Executive Committee was authorized to employ an agent to labor for the promotion of General Education, by introducing Phonotopy

into Primary Schools, as a means of teaching children more expeditiously, to read and spell the Romanic print. The undersigned has been selected to perform that labor.

I hold, and stand ready to prove, that a child can be taught to read and spell the Romanic print much quicker, and at the same time will become a much better reader and speller, by first learning to read the Phonetic print.

The object of this article is not to prove this position. Those who have watched the educational movements in Massachusetts during the last three years, I think, must be already satisfied on this point. Those who wish for proof, are requested to address me through the mail.

It is my intention to attend Teachers' Institutes during this month and the next; and after that, to go into schools, where the Teacher and the Patrons are willing to have Phonotopy introduced, and instruct classes for a few weeks, or until the Teacher becomes sufficiently acquainted with the system to take charge of the pupils; and then leave for another similar field.

The latter services are offered without charge. As people will naturally inquire how I am sustained, I will say by the voluntary contributions of the friends of education; which contributions should be sent to Adams Jewett, M.D., Dayton, Ohio, Treasurer of the Association.

Superintendents and Officers of Union Schools, who are willing to embrace this opportunity of rendering the irksome task of teaching and learning the first rudiments of reading and spelling, agreeable, and desirous of materially reducing the cost of an education, both in money and time, are requested to address me by letter. CHAS. S. ROYCE.

PLYMOUTH, Richland Co., Ohio.

Dictionary in School.

Every pupil who can read, in every school, should have a dictionary on his desk. Almost any small dictionary will do. But no boy or girl should be permitted to think he or she is studying a lesson of any kind, unless every word met in the lesson is understood. Hence, as many not understood words are met, arises the indispensable necessity for a desk dictionary, which may be had for 25 cents. The teacher who instils this principle — which in one sense may be called *the* principle — of study, into his pupils by precept, and exacts it out of them by requiring

an off-hand definition of any word in the lesson, will, at the end of six months, be astonished at the amount of thought and intelligence he will have generated in the school.

The schools for the autumnal and winter terms will soon be in operation. Let this simple plan be adopted, and if it fail, we shall acknowledge total ignorance of the youthful mind and its wants.

But in addition to a small dictionary on each scholar's desk and always within reach of his hand, there should also be a large Dictionary of the English language on the Teacher's desk. The habit of seeking out the meaning of each word in the lesson, will soon generate the desire to know the derivation and various uses of words, and this can only be satisfied by Webster's large Quarto Dictionary. This should be in every school for general reference. The time will soon be here, when the pulpit will be as complete without the Bible as the Teacher's desk without its Webster's Dictionary.

In our opinion Directors should place this invaluable work in every School District, and require each pupil to furnish himself with a small work of the same kind. With a good dictionary in hand, and plenty of Blackboard on the wall, no good Teacher should fail in developing the mind of his school.

PA. SCHOOL JOURNAL.

Importance of Primary Schools.

Sketch of remarks by Bishop POTTER before the Pa. Teachers' Association at Pittsburg, Pa., in August last.

Bishop Potter remarked that there could be but one opinion with regard to Primary Schools — that they were the most important, both as regarded the intellectual and spiritual nature — most important because they were the only schools where all the children were taught, since a great many were never allowed to remain under the charge of the schoolmaster until they reached the higher branches. The early impressions for good or evil, the affections and remembrances forming the basis for the man, and the tastes for higher branches in culture either engendered or destroyed, all conspired to make the primary schools the most important of the series, and from this fact he argued the necessity for the best teachers in that department of every school.

The Reverend gentleman was of opinion that the teacher of a primary

School should have a heart, a loving heart, broad enough to recognize his duty to God, and the great importance of the work committed to his hands, and to take in the truth that each urchin from the alleys, garrets and hovels, even though he might be ragged and dirty, is the tabernacle of an immortal soul. He said that now-a-days at the early age of twelve the boys of the land began to look into and cavil about the reason of things — would think for themselves about things *told* them by fathers, mothers and teachers. It was not so in the infant schools — there the children were inquisitive but not skeptical. The Speaker concluded by remarking that teachers of primary schools should have active minds and consciences, and a good elementary fund of knowledge that they must teach. He objected to their going through the routine of duties like a clock wound up to run its regular eight days and then stop. Teachers would of necessity partake of either the nature of torpedoes or magnets; they would draw the children to them and after them, or they would repulse them. Teachers should never cease to learn, for they would never have any superfluous knowledge. Neither Prof. Henry, of this country, nor Prof. Faraday, of England,—two of the most profound philosophers in the world — would find their great knowledge and researches useless, should they undertake the teaching of children.

WEEKLY UNION, PITTSBURG.

Editors' Portfolio.

During the past month, the claims of the candidates for the office of Commissioner of Schools, have occupied a large share of the attention of the Press. This is not a matter of surprise. The office is second in importance to none in the State. The necessity of securing for it a man having as many as possible of the qualifications needed for the discharge of its duties, must be obvious to all. That Mr. ANDREWS possesses a larger share of them than any other man who has been named, we believe is admitted by all, except those who regard his political opinions as of primary importance.

That Mr. BARNEY should have allowed himself to become a candidate, after having so many times affirmed that his name could not, under any circumstances, be thus used; and that he should have permitted the papers of his party to deny the action which he took at Dayton in regard to the *recommendation* of Mr. ANDREWS, and the views and feelings which he subsequently expressed to him and others in regard to his *election*, we, in common with others, cognizant of the facts, find it difficult to explain.

Correspondence, etc.

MR. EDITOR: The system of Union Schools was adopted in this place, some three or four years since. All things considered, its present standing is all that could reasonably be expected. Our schools are thoroughly graded, and several of them are taking a high position. Our citizens have just voted to erect an additional school house, which, in its interior arrangement, is intended as a model, and its construction is in charge of men determined to make it so.

Prof. I. W. Andrews addressed a large and attentive audience here on the 9th instant. His remarks were such as to awaken a deep interest among our citizens in regard to their schools.

A meeting of the Morgan County Teachers' Association was attended on the 10th instant. The spirit manifested by those present, was of the right kind. It was decided to hold the first Institute in this county, during the second week in November next.

W. C. C., McConnelsville.

We had an excellent meeting of the American Institute of Instruction at New Haven. Ohio was well represented: Rev. MR. SMYTH, of Toledo, made a very satisfactory statement of the condition of Education in your State. Our State Association was re-organized and a board of Editors appointed to establish and conduct an Educational Journal for this State. We do not expect by this to drive other educational papers from the State, but rather to increase the demand for them.

J. D. P., State Normal School, Conn.

Notices of Colleges, Schools, etc.

Capital University, at Columbus.—The fine edifice recently completed for this Institution was dedicated on the 14th of September. The exercises were conducted in the German language, in which an address was delivered by Rev. C. F. E. STOHLMAN, of New York city. An address in English was also delivered, by Hon. WM. H. SEWARD, of New York.

The dedication of Antioch College, at Yellow Springs, is to be attended on Wednesday, the 5th inst., at half past 10 a. m. The address will be given by Hon. HORACE MANN, LL. D., the President.

Cincinnati Female Seminary.—The third annual circular of this Institution contains the names of eighty-seven who attended during its last session; and enumerates 257 who have received instruction since its commencement. Mr. T. A. BURROWES, the Principal, is aided by a corps of experienced Teachers and Lecturers. Two or three of his female teachers are receiving a salary of $800.

The Grove School, at Cedarville.—The first annual Catalogue has the names of 199 students; of whom forty are in the Primary, seventy-five in the Intermediate, seventy-eight in the Scientific, and six in the Classical department. This school, commenced by the late Mr. JAMES A. TURNBULL, is now under the charge of Mr. A. AMYX, and an arrangement has been effected by which it is made the High School for a number of the surrounding school districts.

The Normal School, in Dayton.—The Catalogue of the Teachers' Class, recently instructed for four weeks by Mr. CHARLES ROGERS and others, presents the names of 96 ; 61 gentlemen and 35 ladies.

PUBLIC SCHOOLS.—From nearly every part of the State we learn that the public schools have reöpened under the most favorable auspices. The Union School system is doubtless growing in favor with the people every day. Let the schools now organized or soon to be commenced under this system, have the benefit of the liberal provision made for them in our present school law, and none can doubt that they will rise still higher in the esteem of all classes, and demonstrate their preëminent fitness to accomplish the great work for which they are intended.

TEACHERS' INSTITUTES.—The Institutes held thus far, under the direction of the agent of our Association, have generally been well attended, and seemed to accomplish all that could reasonably be expected from them. The class at Delaware, during the week ending Sept. 24th, numbered about 200; the others have varied from 70 or 80 to 100 or more. It would be easy to fill a large portion of our Portfolio with the resolutions passed in relation to Mr. ANDREWS, and the complimentary notices of his labors which we are almost daily receiving.

Selections.

PREVENTION AND CURE.—An exchange says: "The city of Albany pays $27,565 for its police department, and only $13,415 for its schools." There is a mine of argument in this simple fact above stated. Its proper application is worth more than a volume of lectures on the value of education as an element of public morality. In a single city, in a single year, twice as much money is spent to guard society against the effects of full grown vice, as in strangling it in its infancy. As a question of mere economy what would be the result of reversing these items? We speak not of the immediate result, but of the change which ten years of such policy, universally pursued, would produce. Which is easier—which most profitable—to root out from a field the rank and muture weeds that scatter their seeds on the wings of every breeze, or by sowing good seed, to pre-occupy the soil with life sustaining grain? "An ounce of prevention is better than a pound of cure." In the matter of education, and in the general diffusion of intelligence, how little is this old maxim regarded! City corporations with blind pertinacity insist upon purchasing annually, at an exhorbitant price, the "pound of cure," in the shape of police establishments, criminal courts and jails, rather than buy, at a cheaper rate, the "ounce of prevention," in maintaining systems of free schools, which would make honest and intelligent men, and useful citizens, of those who would otherwise grow up in ignorance and vice, and eventually become the occupants of jails and penitentaries.—*Sandusky Register.*

BENEFICIAL EFFECTS OF EDUCATION.—It was stated by Livingston, in his introductory report to the code of prison discipline for Louisiana, "That such success had attended the schools in Boston, that while they have been in operation more than ten years, and on an average, more than 3000 have been educated at them every year—not one of those educated there has ever been committed for any crime. In New York a similar effect has been observed. Of the thousands that have been educated in the public schools of that city—taken generally from the poorest classes—but one, it has been asserted, has ever been committed, and *that for a trifling* offence."

I could multiply statistics, pro and con, but the above are sufficient for my purpose. They prove the fact, that ignorance is the parent of vice and crime. Education, then, is our only safety; and the 19-20ths of our youth, can only be educated in our public schools.

RUM AND CRIME. — Judge Spooner of Cincinnati, lately declared, during the trials at the police court, that in forty cases of crime and misconduct, brought before him for trial, as many as *thirty-nine* were the results of drinking ardent spirits. How impossible does it seem that any man should be willing to continue the trade in whisky at such a cost, and fear to stop it lest some constitutional right should be invaded.

The population of Great Britian — that is England, Scotland and Wales — by the recent census of 1851, recently published, is ascertained to be 21,129,967 — about 4,000,000 less than that of the United States. Judging by the past, the population of Great Britian doubles every 52 years. The females exceed the males more than half a million.

During the last war, a Quaker was on board an American ship engaged in close combat with an enemy. He preserved his peaceable principles until he saw a stout Briton climbing up the vessel by a rope which hung overboard. Seizing a hatchet, the Quaker looked over the side of the ship, and remarked—"Friend, if thee wants that piece of rope thee may have it;" when suiting the deed to the word, he cut off the rope, and down went the poor fellow to his long watery home.

Editors' Table.

History of English Literature; with an outline of the Origin and Growth of the English Language: illustrated by extracts, for the use of Schools and Families. By WM. SPALDING, A. M., Professor in the University of St. Andrews. 413 pp. 12mo. New York: D. Appleton & Co.—The author divides the history of English literature into four great periods: first, the Roman period, from B. C. 55 to A. D. 449,—about 500 years; second, the Anglo Saxon period, from A. D. 449 to the Norman conquest, 1066,—more than 600 years; third, the Middle Ages, from 1066 to the Protestant Reformation, 1509,—about 450 years; and fourth, Modern Times, from 1509 to the present time,—about 350 years. The work will be found convenient for reference, a good text-book, and a valuable addition to our books upon this most important branch of study.

The Patent Office Report for 1851, in two parts, Mechanical and Agricultural.—Our thanks are due to Hon. CHARLES MASON, Commissioner, for these valuable documents. We hope the Commissioner will remember the Superintendents of Public Schools, and the Principals of Union Schools and Academies, in our larger towns, in the distribution of such favors. They constitute an invaluable addition to our works of reference.

EDUCATIONAL PERIODICALS.—The Pennsylvania School Journal commenced its second volume with the month of July. It is the largest, and one of the very best, which is, or ever has been, published in the United States. Terms $1 00. Address Hon. T. H. BURROWES, Lancaster, Pa. (Will the editor please send the No. for June.)

The New York Teacher closed its first volume with the month of September. The second volume is published on the same terms as the first. It is not necessary to urge those who have read the first to renew their subscriptions. Address T. W. VALENTINE, Albany, N. Y., inclosing $1 00.

The Journal of Education for Upper Canada, a quarto of sixteen pages, is published monthly, at $1 00, in Toronto, under the direction of Rev. E. RYERSON, Superintendent of Public Schools. The July, August, and September numbers contain lists of books suitable for school and township libraries, and remarks and instructions which will be found of the highest value to those who have charge of the selection of books for public or private libraries.

For the benefit of the members of the Teachers' Institutes and Associations who may wish to furnish their Reading Rooms, we append a list of the other Educational periodicals now published in the Union, and the price, and the address of the publishers. Most of these commence their volumes with the year:

Journal of Education, quarto, vol. III., $1 00. Address J. T. HUSTON, Bath, Maine.

TheMassachusetts Teacher, octavo, vol. VI., $1 00. Edited by a committee of the State Teacher's Association. Address SAMUEL COOLEDGE, Boston, Mass.

The Rhode Island Educational Magazine, octavo, vol. II., 50 cents. Address Hon. E. R. POTTER, Kingston, R. I.

The Connecticut Common School Journal, octavo, vol. VIII., $1 00. Address Hon. H. BARNARD, Hartford, Conn.

The Southern School Journal, royal octavo, vol. I., $1 00. Address THOMAS F. SCOTT, Columbus, Georgia. (Will the editor have the kindness to send Nos. 2, 3, and 8 to our address?)

The District School Journal of the State of Iowa, royal octavo, vol. I., $1 00. Edited by R. R. GILBERT, and published by R. SPAULDING, Dubuque, Iowa. (Will the editor please forward No. 2.)

The Teacher and Western Educational Magazine, octavo, vol. I., $1 00. Edited by an Association, and published by JOHN H. TICE, St. Louis, Mo. (The late numbers of this have not been received. Is it discontinued?)

PERIODICALS FOR CHILDREN AND YOUTH.—To the foregoing may be added quite a list of papers intended for school-reading and the instruction of scholars. Of these we receive:

The Student, a Family Miscellany and Monthly School Reader, edited by N. A. CALKINS, and published monthly by Fowler and Wells, N. Y., at $1,00. Volume VII, commenced in May.

The School Mate, a Monthly Reader for School and Family instruction of youth, edited by A. R. PHIPPEN, and published by Geo. Savage, N. Y.. at $1,00. Volume II, ends with October.

The School Fellow, a Magazine for Boys and Girls. Published monthly, at $1,00 per year by Evans and Britton, N. Y. The No. for October is the ninth of Volume V.

SCHOOL BOOKS.—Elements of Anatomy and Physiology of the Human System. By JUSTIN R. LOOMIS, late Prof. in Waterville College. With numerous Illustrations, 211 pages 12 mo. New York: Lamport, Blakeman & Law, 1853. A text book of moderate size, intended to be completed by the study of a single term.

Cicero's Tusculan Dispuations; with English notes, critical and explanatory. By CHARLES ANTHON, LL. D. New York: Harper and Brothers; Cincinnati: H. W. Derby & Co.—Why are not these Disputations more generally real in our Schools? They are unquestionably preferable to much of the Latin which is read. This will be found a very convenient edition.

The Humorous Speaker: being a choice collection of amusing pieces both in prose and verse, original and selected. By OLIVER OLDHAM, New York: Newman and Ivison; Cincinnati: Moore and Anderson, 1853.—The title gives a good idea of the character of the work. A few copies in every school will be found a great convenience.

An Improved Grammar of the English, for the use of Schools and Academies: pp. 89. By Rev. W. COLEGROVE, Principal of Burton Academy. Cleveland: Smith, Knight & Co.,

Introductory Lessons in Geography. By GEORGE W. FITCH. 38 pages quarto illustrated with Maps.

A Manual of the Origin and Meaning of Geographical Names. By A. J. PERKINS.

Fitch's Mapping Plates, or Lines of Latitude and Longitude on the same scale as the Maps in the National Geography. Published by George Savage, 22 John Street, New York.

Items.

Mr. JOSIAH HURTY, A.M., the Superintendent of the Union School in Lebanon, receives a salary of $800 instead of $700, as heretofore; the Board of Education in that place having recently increased the number and raised the salaries of their Teachers. They have now three female Teachers at $300; and the lowest salary paid, is $220.

Mr. O.T. REEVES, a graduate of Ohio Wesleyan University, is employed in the Public High School in Chillicothe; Mr. E. BLANCHARD, late of Defiance, is Principal of the first ward Grammar School; and Mr. THOMAS A. FULLERTON, a recent Graduate of Miami University, and Mr. R. T. LOCKWOOD are the Principals of the other Grammar Schools in Chillicothe.

Prof. R. M. WALKER, for many years Instructor in Languages in Grand River Institute, has been employed to teach the same branches in Otterbein University, at Westerville, Franklin county.

Mr. I. W. LEGG has been appointed Principal of the Union school in Hamilton: a new building has been erected for the school, which is to open during this month.

Mr. I. H. DREW is employed as Principal of the Union School in West Jefferson, Madison county.

Messrs. F. P. CUPPY and WM. J. BATCHELDER, late of Dayton, have taken charge of a Union school in Germantown, Montgomery county.

Mr. J. G. N. Cole, recently from New England, has been employed to take charge of the Public Schools of Delaware.

Wanted, by a gentleman who is an experienced teacher, and well versed in the higher English branches, together with the classics, mathematics, and French, as far as they are pursued in schools, a situation as Master, or under master. Salary required above $500. Address L. E. W, Columbus, Ohio.

TEACHERS' INSTITUTES.—The Fall sessions of Teachers' Institutes in Ohio, so far as arranged, have been, or will be attended as follows :

Clinton county, at Wilmington, July 11th—one week.
Greene county, at Xenia, August 15th—one week.
Warren county, at Lebanon, August 15th—one week.
N. Western Ohio, at Perrysburg and Maumee, August 22d—two weeks.
Miami county, at Troy, August 22d—one week.
Pickaway county, at Circleville, August 29th—one week.
Licking county, at Granville, Sept. 5th—one week.
Delaware county, at Delaware, Sept. 19th—one week.
Guernsey county, at Antrim, September 26th—one week.
Clermont county, at Bantam, October 3d—one week.
Knox county, at ————, October 3d—one week.
Brown county, at Georgetown, October 12th, 13th and 14th.
Morrow county, at Chesterville, October 17th—one week.
Preble county, at Eaton, October 17th—one week.
Belmont county, at Barnesville, October 24th—one week.
Harrison county, at Hopedale, October 24th—one week.
Seneca county, at ————, October 24th—one week.
Lake county, at Painesville, October 31st—one week.
Morgan county, at McConnelsville, Nov. — —one week.
Richland county, at ————, ————— ————.
Sandusky county, at Fremont, ————— one week.
Ashtabula county, at ————, ————— ————.
Muskingum county, at ————, ————— one week.
Coshocton county, at Roscoe, ————— one week.
Stark county, at Canal Fulton, ————— one week.
Columbiana county, at Salem, ————— one week.

THE OHIO JOURNAL OF EDUCATION.

THIS Journal, the Organ of the Ohio State Teachers' Association is published monthly, each number containing thirty-two pages of reading matter exclusive of the Advertising sheet, which adds nothing to the postage. The price is one dollar per year in advance : all subscriptions should commence with the volume.

The first volume of the Journal neatly bound in cloth, and the numbers of the second volume will be furnished to subscribers for two dollars. If the first volume is ordered by mail, twenty-four cents in stamps should be inclosed to prepay the postage; if not *prepaid* the cost of postage will be doubled.

All communications, and Books to be noticed or reviewed, should be directed to the Resident Editor, Dr. A. D. LORD, Columbus, Ohio.

Remittances and business letters should be addressed to LORIN ANDREWS, Columbus, Ohio.

Copies of the New School Law will be forwarded by mail prepaid: Single copies for 4 cents, 25 copies for $1.

The March number of the Journal containing the New School Law and the Report of the Secretary of State on Common Schools, can still be furnished for 12 cents each.

The September number, containing the Opinions of the Secretary of State on *the School Law*, will be sent by mail prepaid for 10 cents.

THE

Ohio Journal of Education.

COLUMBUS, NOVEMBER, 1853.

Responsibilities of School Directors.

WE ARE well aware that the office of School Director is not generally regarded as one of very great responsibility or importance. It is not sought as a means of influence, or as a stepping-stone to offices regarded as more honorable. Would that it might be properly esteemed as a means of usefulness to society, and especially to the next generation, by all who hold it. To those willing to reflect upon the subject, it will readily appear to be no trifling affair to be called to oversee, even for a short time, the mental and moral culture of forty, fifty, or sixty children and youth.

But for the purpose of obtaining a clear idea of the magnitude of these responsibilities let us view them in the aggregate. There are in the State some 12,000 school districts, and some 36,000 directors have the immediate supervision of the schools to be taught in them. Their responsibilities may be presented in two points of light.

First, they have charge of the application and expenditure of the school fund of the State. The precise amount of this is not now known, but more than a million of dollars will be at their disposal during the coming year. If wisely applied, what untold good may not this be expected to accomplish! Less than a million of dollars has been expended by the Christian world during the last thirty years, in changing the people of the Sandwich Islands from a heathen to a Christian nation.

Second, to them is intrusted the supervision and direction of the intellectual and moral culture of the youth of Ohio.

The number of these between the age of four and twenty-one was, as reported last year, 838,000. Of these, at least thirty-nine fortieths, or more than 830,000, depend entirely upon common or public schools for all the systematic instruction they will ever receive. Imagine this

vast multitude of youth, more than 500,000 of whom will probably attend school during the coming winter, and more than 700,000 during the year. Remember that during this year, one fifteenth, or more than 50,000 of this number will attend school for the *first time*; that the first impressions in regard to all the objects and the means of education are to be made upon their minds by the teachers whom these directors shall select and employ; and that these impressions will be as lasting as their own imperishable minds. Again, it should be remembered that during this year some 40,000 of these youth will attend school for the *last time*; that at its close they will go forth, with the knowledge and mental culture which they may have acquired, to engage in the active duties and assume all the responsibilities of life; whether well or ill prepared, they will take their places in society, and have a voice in the direction of all its interests. Of these a number sufficient to turn the scale of any election will be invested with the elective franchise, the highest gift which our favored government can bestow—unless such an education as will fit them for the proper exercise of this priceless privilege be regarded as more valuable.

Who then can feel that the office of director in the smallest or most secluded district is one of little importance? Let all who hold it feel their obligations as they ought; and, with the liberal fund now placed at their disposal, we may hope that our schools will become at least two fold more efficient than they have ever before been.

Duties of School Directors.

The duties of the Township School Boards, so far as they will effect the schools for the coming winter, have probably been performed. But the duties of the directors of the sub-districts cease only with their term of service; upon the faithful performance of them, the efficiency and usefulness of the district schools must depend. The more important of these may be named under the following heads: First, their duties with reference to the School House; second, to the Teacher; and third, to the School.

It is their duty to see that the school room and its furniture are in

good repair, that blackboards, maps, and all the means of instruction which the finances of the district will afford, are furnished, and that an abundant supply of suitable fuel is provided. If the school house is new and in good repair, they must see that it is kept so; if not, if the roof or the siding, the door or the windows need attention, now is the time when they should receive it. If the interior is not in such a condition as to be wholesome and even attractive, let it be made so before the school begins; let the walls be whitewashed, the desks be repaired, and the floor be thoroughly cleaned.

2. They must select and employ a competent teacher. He should be, first, a person of unexceptionable character; second, he should have a love for the employment of teaching, and a fondness for the society of children and youth; third, he should be one who has made an effort to qualify himself for the business, and, if possible, one who has had experience and proved himself capable of governing a school, and apt to teach, and who has therefore a reputation to maintain; and fourth, he should be one who intends to remain in the employment for some time, at least, and who has therefore, a character to establish. But in order to secure a competent teacher, they must be willing to pay a respectable price; they must not expect to get one for a scanty pittance. Well qualified teachers can not be had for a song; they are worth a price; and when a man, or a woman, is known to be a skillful and successful teacher, it is wisdom to secure his or her services at any reasonable cost. Teachers should be paid enough to make them feel that their services are valued; and that something, that much is expected of them. Indeed, it is miserable economy to beat down, below a reasonable price, a laborer in any employment. Nothing has a more unfavorable effect upon a person's energies than to feel that his services are lightly esteemed.

3. After they have secured a teacher, and pledged to him a compensation for which he can feel justified to devote his entire energies, and all the necessary time and attention to the school, and have given him such information in regard to the present condition and character of the school, and the course of instruction and discipline which has hitherto been pursued in it, and in relation to their own views and wishes concerning its management in future; it is their duty, on the morning appointed for commencing the school, to accompany him to the school house, call the school to order, and introduce him to the scholars, with such remarks and ceremonies as they may deem proper; and to remain, if practicable, during the first session and see the school organized. After

the teacher is thus appropriately inducted into office, they should frequently visit him, should counsel and encourage him in his labors, and, so long as they retain him, sustain him in all his laudable efforts for the improvement of his school; and avoid doing aught to thwart any of his plans, not absolutely objectionable or injudicious, remembering that every competent teacher can succeed better on his own plan than upon that of another. They should take opportunity to become personally acquainted with the real character of the school; should watch its progress and improvement, and encourage the pupils to attend punctually and regularly, and to be diligent in study, and orderly in their deportment. In short, they should do all in their power to elevate the character of the school, to increase the influence of the teacher, and interest parents and guardians in its improvement; and finally, in case the teacher they have employed proves incompetent or unsuccessful, they should dismiss him and secure another. But if the course here indicated is pursued, the occasions for dismissing a teacher will be rare.

A. D. L.

Duties of Parents and Guardians.

The duties of those who have children attending school may be named under the following heads: first, duties to the Teacher; second, to their own children and wards; and third, to the school.

From an Address by Mr. Page, formerly Principal of the N. Y. State Normal School we quote the following excellent summary of their duties to the Teacher of their children.

1. Parents should reciprocate the efforts of the Teacher towards a mutual understanding. 2. They should candidly listen to his plans, and, unless they are manifestly wrong, should do all in their power to aid him in the execution of them. 3. They should thankfully listen to the Teacher's faithful account of their children; even if that account be not a flattering one. 4. They should visit the school which their children attend. 5. They should promptly and cheerfully supply the required books and apparatus for the school. 6. They should be slow in condemning the Teacher for supposed faults. 7. When he is known to be wrong, parents should possess a forgiving spirit. 8. They should give to Teachers their *sympathy*.

The following enumeration of the duties of parents to their children, is taken mainly from "A Teacher's appeal to the parents of his pupils," by Mr. C. Northend, of Danvers, Mass. 1. Parents should send their children to school constantly and seasonably. 2. They should see that they are decently clothed, and cleanly in their persons. 3. They should encourage them to respect and obey the rules and requirements of the school. 4. They should encourage them to be orderly in their deportment, and studiously to regard right. 5. They should encourage them to be studious, by manifesting an interest in their lessons. 6. They should have a regard for the character of the books their children read, and see that they read understandingly. 7. They should cultivate in their children habits of true politeness and courtesy.

Many of the duties of parents to the school have already been named under the two proceding heads: but besides visiting the school and coöperating and sympathizing with the Teacher, they can do much for its improvement and success, by manifesting at all proper times and in all proper places, an interest in its welfare, and a deep solicitude for its reputation; by speaking well of the Teacher and of all his judicious plans; by palliating or excusing his faults or failings; (of which every Teacher must be expected to have some,) and by inducing their neighbors to visit the school and take an interest in its exercises; thus showing to their children, in the most convincing manner, that they feel that their present employment is an important one, and that the duties of school are not to be regarded as of little consequence.

In regard to the binding nature of the obligations implied in each of the duties above named much might be said. It is hoped, however, that the statement of them is sufficient; they will commend themselves to the judgment and the conscience of every parent and guardian. Would that all would perform them as faithfully as they expect the Teacher to discharge his duties. A. D. L.

Duties of Scholars.

We would not have our young friends, the scholars attending the thousands of schools soon to be opened, one in every neighborhood in the State, feel that they are without duties, that there are no obligations resting on them. For their benefit taxes are levied, school-houses are

built and furnished, school officers appointed, teachers employed, and their parents incur numerous expenses, in addition to depriving themselves of the labor and assistance of their children while they are attending school. All these expenditures and sacrifices impose obligations upon the children for whose benefit they are made.

The duties of scholars attending school are thus stated in a "Letter from a Teacher to his pupil," published by Hon. H. Barnard, as one of his series of Educational Tracts. 1. Scholars should be constant in their attendance at school. 2. They should always endeavor to be at school in season. 3. They should have a strict regard to all the regulations of the school. 4. They should be studious, and improve all their time to the best possible advantage. 5. They should be honest in regard to their lessons. 6. They should be neat and orderly in their personal appearance and habits. 7. They should avoid the use of profane and improper language. 8. They should always speak and act the truth. 9. They should be kind and pleasant to their companions, and to all with whom they have intercourse. 10. Their deportment in the street and elsewhere, should be orderly and becoming. 11. They should love God and keep his commandments.

Should every scholar in all our schools faithfully perform these duties, not one would require punishment, or even a reprimand during the coming winter. How delightful a place would the school-room be, what a pleasant employment would that of the Teacher prove, and with what alacrity would all the scholars resort to school and engage in their duties, if all were *aiming* to discharge these duties to the best of their ability!

A. D. L.

PROFESSIONAL.

Teachers' Meetings.

No. II.

THEORY AND PRACTICE OF TEACHING.

Since the publication of the questions in the September number of the Journal, several teachers have written to us, to supply them, regularly, with copies of the questions proposed at our Teachers' Meetings, or forward them to the Journal monthly for insertion.

The question is also asked, what professional work is consulted in the selection of our topics, and to which we would refer those desirous

to form correct opinions upon the subjects of inquiry embraced in our course. We avail ourselves of this opportunity to say that but a limited number are printed and that we can not, to any extent, supply friends unless a special previous arrangement is made to secure the printing of extra copies. We will, however, cheerfully furnish such number of questions for the pages of the Journal, monthly, as will neither in the judgment of the resident Editor, seem to occupy a space disproportionate to other important professional matter in his hands, nor conflict with the rights of others, desiring to present to our readers something of a similar character. We shall also be happy to *exchange*, regularly, sets of questions with those pursuing a similar course.

In reply to the question, what works should be consulted on methods of teaching that will coincide with our topics, we say, no *one*, with which we are acquainted. It is our fixed purpose to select such subjects as we deem of immediate and practical importance, and, in doing so, we are compelled to look rather to the nature and pressure of our duties than to any volume within our reach. We most sincerely and earnestly wish that a great and good work, *a standard work*, on all subjects relating to education were accessible to us and to our entire profession, but in our judgment, that work is yet to be prepared. *Prepared*, we say, or *compiled*, not entirely *originated*, for every hour of professional reading or thinking confirms us in the opinion that there is much less that is really *new* in educational subjects, than is commonly supposed. The most profound and philosophical views, and the best practical application of these, have not, indeed, heretofore, been as widely *diffused* as at present. But Locke, one hundred and sixty years since, presented thoughts in his essay on education, which modern teachers and essayists on the same subject, might consult with infinite advantage, Pestalozzi, the great theoretical teacher of the last century, reaching on, also, into the present, ventured further into the boundless field of speculative inquiry, than any who have succeeded him. Fellenberg, Jacotot and others, entertained quite as comprehensive and just views, and were quite as successful in their practical application, as any to whom we can now refer on either continent.

There are stores of wisdom in the practical suggestions of Salzmann, CHRISTIAN GOTTHILF SALZMANN, an extract from whose writings was kindly furnished to a recent number of the Journal, by a correspondent, such as we rarely meet in our best modern works on the subject of education. His thoughts on the RATIONAL EDUCATION of TEACHERS, under the whimsical title of the ANT'S BOOK, are well worthy of the most care-

ful attention of every teacher. Our readers must not, however, infer from the foregoing remarks that we hold in slight estimation the labors of more recent writers and teachers. The ten volumes of the Massachusetts Common School Journal, edited by Horace Mann, we regard as a very choice contribution,—*the* choicest American contribution to educational literature. We consider them worth to the spirited teacher, *one hundred dollars* per volume—or one thousand for the set! They are, it is true, rather freely interspersed with the local school laws of Massachusetts, but there are still, valuable suggestions and discussions which will repay the teacher for frequent consultation. The succeeding volumes under the editorship of Mr. Fowle, we scarcely think worth the money they cost. The published volumes of the proceedings of the AMERICAN INSTITUTE of INSTRUCTION, now numbering about twenty volumes, are also among the *indispensable* things in a teachers' library. Other valuable single volumes might here be enumerated, but it is presumed that most of these are more generally known and consulted. From all here enumerated, and from all valuable works *not* here enumerated, we should rejoice to see such a compilation—such a DIGEST on physical, moral, and intellectual culture as would invariably enlighten and guide every true teacher, seeking professional excellence. Until such a volume can be given to our profession and to the world, we must most earnestly and cordially advise our teacher friends, of all ranks, to read *everything* on the subject of teaching that promises, in any way, to aid them, and *to think much* for themselves, on the methods which they are pursuing, or *ought* to pursue, in the education of the children committed to their care. We think it quite safe to say, that *every teacher* ought to read and think on some professional subject *every day*. It would, perhaps, be unsafe, at least ungenerous, to say that there can be no *good* teaching which is not constantly accompanied by philosophical inquiries; yet it is quite certain that no department of human labor more richly repays the faithful investigator of first principles.

We append the following questions under the head of Theory and Practice of Teaching, in accordance with the request of our friends.

SANDUSKY PUBLIC SCHOOLS.

TEACHERS' CLASS—THEORY AND PRACTICE OF TEACHING.

Saturday, September 24th, 1853.

MORAL CULTURE.

1. Do you think that Moral Culture can be conducted with the same system and certainty as Intellectual, or must it necessarily be less

successful and less under the direction and control of the Teacher than Mental Discipline?

2. Can the consciousness of having acted truly and dutifully be made a source of pure enjoyment to children?

3. If children seem strangers to this pleasure, how would you first excite it within them?

4. If pupils already derive some enjoyment from acting conscientiously, how would you increase such enjoyments?

5. Would you, in any case, give *rewards* for acting uprightly, and, if so, under what circumstances?

INTELLECTUAL CULTURE.

1. Please to enumerate the advantages to the Teacher of *order* and *system*, in all the arrangements and duties of the School-room.

2. Do pupils instinctively approve and sustain the most systematic and exact arrangements, or do they secretly rebel against them?

3. What facilities are always at hand for cultivating habits of order and system in pupils?

4. Is it as essential that all the time for studies and recreations for the pupils, should be arranged by the Teacher, as the hours for recitations?

5. Are the studies and duties of the School-room, when attended to in an orderly and systematic manner, during the usual school years of the child, sufficient, in ordinary cases, to fix habits of order and system for life, or should special subjects and exercises be introduced for this purpose?

Saturday, October 1st, 1853.

MORAL CULTURE.

1. Please to enumerate such motives as are commonly employed to incite pupils to study or duty in the School-room.

2. Do you think it laudable in your pupils to strive to equal or excel each other in their studies?

3. Do you think it praiseworthy in children to endeavor to imitate the virtues of others?

4. Do you regard either of the above motives as admissible in the work of Moral Culture?

5. In general, do you regard *emulation*, or the desire of excelling others, as a proper motive for action in Mental and Moral Culture?

INTELLECTUAL CULTURE.

1. Mention the advantages of *frequent reviews* of studies, to pupils and classes.

2. To what studies are *reviews* not applicable, and to what age or class are they not essential?

3. How often would you think it necessary to have a complete and faithful review of any regular study?

4. Would you have pupils review such studies as have been once committed and laid aside?

5. What method do you think best for conducting a review?

Saturday, October 22d, 1853.

MORAL CULTURE.

1 Please to give an example, real or supposed, of an act of *pure disinterestedness.*

2. Can children be made to understand the difference between unselfish deeds, and acts of selfishness?

3. Can children who are habitually selfish, learn to love and practice acts of pure disinterestedness?

4. Will frequent examples of unselfish acts, performed in the presence of the child, or presented to his understanding, be sufficient, always, to secure the practice of this virtue?

5. Please to name any practical method in which you have confidence for cultivating, faithfully and systematically, this virtue among children.

INTELLECTUAL CULTURE.

1. Ought pupils ever to commit to memory that which they do not understand?

2. Would you have rules and definitions accurately committed to memory, or would you think it better for the pupil to give definitions and principles in his own language?

3. In teaching history would you have the entire volume committed to memory, or would a concise statement of the facts in the language of the pupil be preferable?

4. What course of culture would you think best to secure the most ready and retentive memory?

5. Upon what does the difference in the power of memory in different persons depend? M. F. C.

SANDUSKY, October, 1853.

The Organization of Schools.

After the Teacher has, in a proper manner, been introduced to his school, his duties may be named under the following heads: first, the organization; second, the instruction; and third, the government of the school.

Under the head of organization, his first duty will be to seat his pupils, to become acquainted, to some extent, with their advancement, to ascertain what books they have, and what they need, to decide what number of classes must be formed, and to classify the scholars; second, to determine the order in which the several recitations and other exercises shall follow each other, and the time which can be devoted to each; third, to make proper allowance for recesses and other interruptions liable to occur, which may be named under the head of granting leave to requests of various kinds, answering questions upon the studies, attending to calls, accidents, or offences of any kind.

Under the head of instruction, he should aim, first, to give as much time as is consistent to the recitations and exercises of his regular classes, and should prepare himself to give such additional instruction in every study as the class may need; second, he should, during every half day, have some general, concert, or other exercises in which the whole school can take part; and third, he should aim daily, to communicate more or less oral instruction, either pertaining to the regular studies, or on other important topics directly or indirectly connected with them.

Under the third head, he should aim, first, to secure and maintain a proper degree of quietness and order in the school room on the part of every scholar; second, to incite to diligence in study and the cheerful and proper performance of every duty; third, to secure from every pupil correct deportment in school, and to lead all to form the habit of treating courteously and respectfully all with whom they associate; fourth, to accustom his pupils to be punctual and regular in their attendance at school; and, fifth, to treat delinquents and offenders in such a manner as will be likely to prevent the repetition of offences, and to promote the reformation of the offenders.

Let the Teacher, however young, have a plan well arranged in his own mind, let him go directly forward, from the first hour, in the execution of it, and he will rarely find scholars disposed to thwart him in his efforts.

A. D. L.

Teaching.

No. II.

ASSIGNING LESSONS AND CONDUCTING RECITATIONS.

The business of assigning lessons is one of the most important of the Teacher's duties. To assign lessons of sufficient length to tax the minds of the class to a proper extent, and yet not so long or so difficult as to discourage them from making the necessary effort to master them, and to awaken and cherish in the minds of all a desire to become thoroughly acquainted with every lesson assigned, requires a thorough acquaintance with the attainments of the class, and no little discrimination and skill on the part of the Teacher.

With younger pupils, when a lesson in reading is given out, it is well to call attention to its subject; to ask some suggestive questions in regard to it; to mention some fact or item of information connected with it, or request the class to seek for such information; or to read some portion of the lesson, and thus awaken interest in their minds. If a lesson in spelling be assigned, let the class open their books, then call their attention to the number of syllables in the words, ask which syllable is accented, inquire the meaning of some of the words, or mention such words as are likely to be misspelled. For instance, if the words *zephyr*, *beryl*, *elixir*, or *porphyry* occur, point them out: say you fear that they will be missed, and you will be much more likely to have them and all similar words spelled correctly by every scholar.

With more advanced pupils, a course very similar to this may be pursued. Three or four well selected questions upon an advance lesson in geography, may give the right direction to the minds of the scholars and do very much toward securing that earnest, faithful study without which little is accomplished. So in arithmetic, alluding to a definition or a rule with the remark that you fear that not more than half of them will be able to give it, may prevent any one from failing to get it thoroughly; or saying of one or two examples, that if the class can do them, you shall think they can do almost anything in this part of the book, may be the means of having the whole lesson mastered by every scholar.

The attention of the whole class should always be required when the lesson is given out, and every one should distinctly understand where it begins and where it ends, whether it be a lesson in reading, spelling, or any other branch. After announcing it, ask some one, What is the

lesson? Or let all state it in concert. This is of course more frequently needed with small scholars. Never accept as an excuse for a failure in recitation, "I did not know what the lesson was." If a scholar is absent when the lesson is given out, his first business when he comes into school should be to learn where and what the lessons are. Never indulge those who were present when a lesson was assigned, in the habit of inquiring of other scholars, or asking the Teacher what the lesson is.

The skillful Teacher will never speak of a lesson as perfectly easy, or very easy, lest the scholars should think it needs no study; nor, on the other hand, will he represent it as very difficult, lest they be discouraged from attempting to master it. He may say it is nearly, or quite as easy as the preceding, or that it is rather more difficult than some previous lessons, but that every one can learn it, with faithful study. And whenever a lesson has been faithfully studied and well recited he will give full credit therefor. Much may be done to stimulate scholars to increased activity and faithfulness hy the judicious bestowment of *approbation* for fidelity. *Praise* and *flattery* are seldom, if ever, necessary, and are perhaps never useful in inciting to persevering diligence in study; but the love of *approbation justly bestowed* is a perfectly laudable, and a very powerful motive with the young.

In classes composed of scholars who are sufficiently advanced to devote time to their studies without the constant supervision of the Teacher, every well conducted recitation will consist of three different exercises or parts: first, a review of the preceding lesson and of others intimately connected with the lesson of the day; second, the recitation of the regular lesson; third, the communication of additional instruction, information or illustrations by the Teacher or by the scholars, and the exhibition of experiments. To these will succeed the assignment of the succeeding lesson in accordance with the suggestions made above.

The review of preceding lessons may be conducted in several different ways: one scholar may be required to give an abstract of the whole lesson, or of a subject which has been treated in successive lessons; a particular topic may be assigned to each scholar; or the class may be questioned by the Teacher. Different modes may also be adopted in examining the class by questions: first, the Teacher may question each scholar in turn, or in any order he may please to adopt; second, he may propose the questions to the whole class, and allow all who think they can answer, to raise the hand, and then call upon one of the number for an answer; third, he may propose the question as last named

and allowing a moment for silent thought call upon *any one* he pleases to answer it.

Different methods of conducting the regular recitations may be followed: the Teacher may propose questions in either of the modes just named; he may assign or name to each scholar a particular topic or department of the lesson and require him to state all which is said of it in the book; or he may first require some one to give an abstract of the whole lesson, and then follow either of the other methods.

In proposing questions, those called *leading* questions should, if possible, be avoided: care should be taken that the language of the question be intelligible, but it should contain as few as possible of the words to be used in answering it.

In the examinations of schools and seminaries of the higher class, it is not uncommon to hear questions proposed which contain three fourths or nine tenths of all the words to be used in the answer. For example. "Columbus then applied to what court?" Answer, "Columbus then applied to the court of Spain." Avoid asking questions which can be answered by *yes* or *no;* but, as far as may be, let the answer to each question be a complete proposition: thus if the question be, what is addition? The answer should be, Addition is putting together two or more numbers to find their sum.

The objects to be borne in mind in conducting the daily recitations, are: first, to ascertain whether the lesson has been faithfully studied by all; second, whether it is properly understood; if not, it must either be given out again for further study, or be explained and illustrated by the teacher; third, to cultivate in the scholars, the habit of communicating their ideas in consecutive order and in correct and intelligible language.

A. D. L.

Duties of Teachers.

The Teacher has duties to himself; to his school; to his employers, the parents and guardians of his pupils; and to society.

His duties to himself commence long before his school begins. Among them may be named the obligation to become deeply impressed with the importance of the work in which he is to engage, to examine carefully his own habits, disposition and character, and ascertain, by

every possible means, his own defects, as well as his excellencies, and to adopt and faithfully prosecute a well digested plan for self-improvement; second, to qualify himself thoroughly, both to teach and to govern a school successfully. This is to be done, first, by a faithful study of all the branches he expects to teach; second, by storing his mind with a fund of general information derived from every accessible source; third, by the reading and study of periodicals and books on the science and art of teaching; and fourth, by visiting the schools of experienced and successful Teachers, and becoming familiar with their plans and methods.

In relation to his school, the Teacher is bound, first, to cherish and to manifest a deep interest and an anxious solicitude for its welfare and improvement, and for the advancement of its individual members; second, to devote his energies and all the time not needed for exercise, relaxation or rest, to the appropriate labors of his school; third, to be impartial in the admnistration of its government and discipline; and fourth, to guard the health, to watch the habits, and to labor for the social and moral improvement of his pupils, as well as for their intellectual culture.

The following are among his duties to his employers: first, he should endeavor to become personally acquainted with the Directors, and with as many of the parents as possible, before opening his school. Second, he should feel himself, and aim to lead them to feel, that his great object is to *aid them* in the important work of educating their children; and hence that he has no interest antagonistic to theirs. Third, he should seek frequent opportunities for intercourse and consultation with parents; should explain to them his views and plans; should be frank and open in his intercourse with them, especially in his representations in regard to their children; and always show that he values their coöperation and counsel. Let the Teacher pursue such a course, let him thoroughly understand his work and thus devote himself to it, and he may reasonably hope for success.

To society at large, the Teacher is under obligation, first, to set such an example and exert such an influence as is becoming to the high and responsible office which he holds; second, to become so thoroughly acquainted with his profession, so well informed in everything pertaining to the great subject of popular education, that he may do his part toward forming a right public sentiment in regard to it; that he may thus magnify his office, and do the greatest amount of good to all with whom he associates. A. D. L.

Importance of Accuracy and Thoroughness.

In addressing professional Teachers it is hardly necessary to use argument to show the desirableness and importance of training their pupils to habits of the utmost accuracy as well as thoroughness in all their attainments.

For the purpose of securing the first, they must be habituated to acquire a clear and correct idea of the meaning of the *words* they use, and especially of the *terms* they employ in their several studies. To this, constant and persevering attention must be given by the Teacher: the question of Philip to the Eunuch was one of great importance, and in the form, Understandest thou what thou *sayest*? should be put to the pupil whenever he hesitates in the *use*, or mistakes in the *application* of a word or term. The result of such a course faithfully pursued in one department of instruction is fully set forth in the following, from the biography of a Scotch Teacher recently deceased.

"He taught Latin so thoroughly, made his pupils interpret out every particle of the meaning of the authors whom they read so punctiliously, was so severe on a bad construction or a false quantity, that to learn Latin from him, though it was only Latin, *was to be disciplined in accuracy and research for the whole of one's life.*"

In order to be successful in leading his scholars to form such habits, the Teacher must of course be master of his business, a model of accuracy and precision himself.

But not only must the Teacher be what he would have his pupils become, but he must interest them in the work. For this purpose there is perhaps no better course than to exemplify its importance by well selected anecdotes illustrating its utility where it is found; or the results of the absence of it. Of the latter class the following specimens may be used if Teachers have not better ones:

At a public examination of a school in Ohio, a young lady being asked the number of square miles in France, replied, "It is either two hundred thousand or two hundred millions;" and when questioned further, could not determine which number was correct.

An Irish recruit was asked by his officer, "What is your height?" To which Pat replied; "The man that measured me told me it was five feet ten, or ten feet five, I am not exactly sure which, but it was either the one or the other."

"A man is said to have sent a friend in the East Indies a request in

the following form: 'I wish you to send me *loo* monkeys,' etc., to which was returned the following reply: 'We have received your order for 100 monkeys. We have found it impossible to procure so large a number; we send 80 and will forward the other 20 as soon as they can be procured.' Thus for his ignorance of the spelling of the word *two*, and his failure to cross his *t*, he had to pay a bill of several hundred dollars; and what was equally vexing, he never heard the last of his monkey speculation."

"An English gentleman applied to the East India Company for an office for a friend of his in India, and succeeded in obtaining an appointment. His friend wrote him a letter of thanks and signified his intention to send him an *equivalent*. The English gentleman could make nothing of the word but *elephant*, and being pleased with the idea of possessing so noble an animal, he was at the expense of erecting a building for his accommodation. In a few weeks the equivalent came, which was nothing more nor less than a pot of sweetmeats."

"A clergyman in Mass. more than a century since, addressed a letter to the legislature on some subject of interest which was under discussion. The clerk read the letter, in which was this remarkable sentence: 'I address you not as magistrates, but as *Indian devils*.'" The clerk hesitated, and looked carefully, and said, 'Yes, he addresses you as *Indian devils*.' The wrath of the honorable body was aroused, they passed a vote of censure, and wrote to the reverend gentleman for an explanation; from which it appeared that he did not address them as magistrates, but as *individuals*."

In regard to the habit of being *thorough* in every thing, we can present nothing better than the following excellent remarks from the Philadelphia Register: "It is of great importance—may we not say *essential* to future success or usefulness in the world—that young persons learn something *well*. We do not much care what it is, supposing it not to be reprehensible. It will give them the habit of learning *well* all that they attempt. They will become dissatisfied with any other mode of learning—inasmuch as they see it does not suit their purpose. They speak with *confidence* about what they *know*—doubtfully and distrustingly, allowing them to be candid, of what they have acquired imperfectly. The habit of acquiring superficially in our youth, is apt to attend us through life. We are apt to acquire all things in the same way. It places us at the mercy of frontless opponents, who often assert a thing to be true, which they do not know to be so—as also of those who are more accurate than ourselves. It prevents us, too, from

being useful to the world or any part of it:—in fine, to know nothing *well*, is to furnish indubitable evidence, that we are but common characters of the great countless herd. A. D. L.

SCIENTIFIC.

Meteorology.

No. VII.

PART V.—OPTICAL PHENOMENA.

101. Under this head might be properly considered, 1st. The *color* of the *Atmosphere* and *Clouds;* 2nd. *The Rainbow;* 3d. *Mirage;* 4th. *Coronas* and *Halos*. But as these are treated to a considerable extent in nearly all our text books on Natural Philosophy, little need be said here upon any of these subjects, and *nothing* upon some of them.

102. The color of the Atmosphere and of Clouds, as of anything else, is caused by the decomposition of light, by the absorption or refraction of some and the reflection of others of the primary colors. Were the atmosphere perfectly transparent, (and the more pure and free from vapors it is, the nearer it approaches this state,) the sky would appear *perfectly black*, and the heavenly bodies appear like bright, or rather *white* spots on a *black* ground; the sun even would be shorn of his dazzling, diffusive beams, and he would no longer reign as sole monarch of day, but sun, moon and stars would reign harmoniously together.

103. The various shades of the sky, ranging from a dark blue, "approaching to blackness," to a bright red, are all due to different degrees of absorption, diffusion, refraction and reflection of the air and its vapors. The color of the "clear sky" is due chiefly to the separation and *diffusion* of those shades from the sun's light, and their reflection from the atmosphere to the eye, while the higher colors, *having more momentum*, pass *through* the atmosphere and come more directly to the eye.

104. From the statements above (see 102,) it follows that the higher we ascend above the general level of the earth's surface, in other words, the thinner the stratum of air above us, the nearer will the color of the sky approach to blackness—a fact abundantly supported *by observation*.

105. The color of the sky, or at least its brilliancy, varies greatly in different latitudes; in different localities in the same latitude; at different seasons of the year, and times of the day, at the same place; and frequently in different parts of the sky at the same time and place; as well as at different altitudes. These variations all result from the principle already stated, viz: that were the air perfectly transparent the sky would be black, and that the nearer pure or transparent the air, and the rarer and thinner the stratum through which the light passes, the nearer does the sky approach to blackness.

106. Hence the brilliancy of the sky generally *decreases* as the latitude increases, (see 49); the sky is of a brighter blue in warm weather and in the warmer part of the day, *if at these times* the air be equally free from vapor and other impurities, as, however, it rarely is. Near the zenith, as the stratum is there thinner, the sky is of a deeper blue than near the horizon.

107. The clouds owe their great variety and beauty of coloring to their different densities, thicknesses and positions, and to the consequent variety in their own power, as well as that of the atmosphere, of reflecting, refracting and absorbing the colors of the sun's light.

108. The most common colors assumed by the clouds are the three colors of the spectrum which are least refracted, viz: *red, orange* and *yellow*, or some combination of these; since these colors having, as is said, *more momentum*, pass without diffusion through the atmosphere, and also through the clouds, or are reflected from the clouds. In the morning and evening the sun's rays pass *very obliquely* through a much *greater extent* of atmosphere; the result of which generally is, that all *but* the red rays are so refracted as not to meet the eye; while these, the red, passing *through* the clouds near the horizon, and being reflected *from* those more elevated, impinge upon the eye, giving to the clouds which transmit, as well as those which reflect these rays, a bright red appearance.

109. Within the tropics, the refracting and absorbing powers of the atmosphere being less, the clouds frequently assume the various shades of *green, purple, blue* and *violet*, giving to the heavens at times a most beautiful appearance.

110. Black clouds are those which are too dense or too thick to transmit, and in such a position as not to reflect any of the sun's rays.

111. By MIRAGE is meant that apparent displacement of objects, caused by the unequal and irregular refraction and reflection of the sun's rays, which is due to local differences in the temperature or den-

sity of the air. This is seen to a slight extent in the apparent *elevation* of the coast and of ships when seen across an expanse of water, which is called *looming*. Sometimes, under favorable circumstances, "images of ships, erect and inverted, are seen in the air; delightful visions of tranquil lakes and verdant fields delude the fainting traveler of the desert; and sometimes a noble city, with all its splendid panorama of towers and arches, stately palaces and terraced heights, appears like a fairy scene upon the slumbering waters of the sea."

112. It is not easy, without the aid of diagrams, clearly to explain the phenomena of mirage. A brief statement of the cause and manner of the phenomena will be attempted; and the reader is referred to the authors alluded to in the first article for a more full explanation and numerous examples of mirage.

113. The phenomena under this head may be divided into *three classes*, viz: 1st. Those produced by refraction; 2nd. Those produced by reflection and refraction together; 3d. Those by reflection alone. It is well known that the atmosphere becomes less and less dense from the surface upwards; the result of which is, that rays of light reflected *obliquely upward* from an object are constantly bent more and more *from* the perpendicular, until they finally begin to *descend*, when passing in the inverse order through the same strata of air, of unequal density, they are refracted more and more *towards* the perpendicular. If, now, these rays meet the eye *in their downward* progress, they will cause an *image* of the object in the air above it. If the rays from the upper and those from the lower parts of the object maintain their relative position until they meet the eye, the image will appear *erect;* if, however, the image be thus formed by rays which cross each other before they meet the eye, it will be *inverted*. Sometimes, both the *erect* and the *inverted* images and the object are seen at the same time, at others the image or images of a ship are seen while as yet the ship is hidden, or partially so, by the convexity of the water.

114. It will of course be understood that the atmosphere is *seldom* in such a peculiar condition as to exhibit this in the way above described. There is, however, a species of mirage so common as to attract little attention. We never see the sun or moon or any star, unless it be in the zenith, in its *true* place. It is the *image* that we see, and that in every case is *above* the object; and consequently we see them all, or rather their images, *before* they are above the eastern horizon, and *after* they are *below* the western. S. N. S.

GRANVILLE FEMALE SEMINARY.

What is Power?

Misapplication of terms tends necessarily to misconception of ideas. A striking instance of this is afforded in the misuse of the term *power*, giving as it generally does very vague, if not wholly erroneous conceptions of the nature of power, and what it is to which we apply that term. For instance, we speak of the Lever, the Wheel and Axle, the Pulley, the Inclined Plane, the Wedge and the Screw as "*Mechanical Powers.*" And although no one, who stops to *think carefully* upon the subject, supposes that inert matter, e. g. a lever, has any power to overcome its own inertia, or that of any other body, and *to cause motion*, (the ever present, if not the only, indication of power) still less that that inert lever *is itself power;* yet thousands take the words as expressive of truth and without reflection practically adopt those erroneous ideas of power, which frequently lead men astray in both theory and practice.

We speak of water-power, horse-power, and steam-power; and a score of other terms are used to express the various forms, in which power is as we say, *produced* or applied. And yet what is it? Where does it reside? Man can not create it, and yet he may find it in every element by which he is surrounded. The air which he breathes, the food that he eats, the trees of the forest, the rolling wave and heaving tide, the patient beast, and even the solid rock beneath his feet, afford to man *power*, "the obedient slave, the patient drudge which, in a thousand ways, administers to his wants, his convenience, his luxuries." And yet, numerous as are the sources of power, and the modes of its application, the following list embraces all of its *primary* forms, and even these, we shall see, may be further reduced. They are: 1. Water power; 2. Wind power; 3. Tide power; 4. Power of Combustion; 5. Power of Vital action.

Here again we are reminded of our danger of being led into error by the misuse of terms. We speak of a "*powerful engine,*" of the elastic force of steam, of air, and of springs. But it is evident, on a little reflection, that none of these have any *power;* they are but *instruments for transmitting* power. The spring must be bent, the air must be compressed, and the steam heated before they can act. Power must be exerted upon *them* before *they* can manifest it upon anything

else; and they *cvn never give more than they receive;* in short, *they act only as they are acted upon.*

It is not the water wheel, nor yet the mill, that grinds the grain; nor is it the water that turns the wheel. *Gravity does the work.* In causing the water of the cataract to seek its lowest level it gives us what we call "water power;" in causing the air to do the same it gives us "wind power;" and in its mutual action between the earth, the moon and the sun, it gives us what is denominated "tide power." There is no one of these three, so called, "*primary powers,*" there is no modification or combination or mode of applying of these, in which the *power* is not due to *gravity alone.*

It is not the *engine* that moves the majestic steam ship or the ponderous train, nor is it the engineer, nor yet the *steam,* but it is the *repulsion* between the particles of water, *developed by the burning fuel.* How numerous are the ways in which this form of power is exhibited! Not the iron horse alone, with his untiring energy; but man and beast, in all their varied movements; the fowls of the air and the fishes of the sea, as they move so gracefully in their respective elements, are but so many locomotive engines, impelled by the same power, developed by the same means; i. e. by *combustion.* In the *steam* engine, the carbon and hydrogen of the fuel unite with the oxygen of the atmosphere; in the *animal* engine the carbon and hydrogen of the food unite with the oxygen of the atmosphere. This union is in both cases true combustion, and in both engines this combustion affords the moving power. And does not this embrace all that is meant by the 4th and 5th of the above divisions of "primary powers;"—viz: "Power of Combustion" and "Power of Vital Action? *Can there be any manifestation of vital power without combustion?* Will some one reply through the Journal?

If what is said above be correct, all forms of power (except that put forth *directly* by the Almighty) may be expressed by these two words, *gravitation* and *combustion.*

Let us take one step more. Have not gravitation and combustion something in common? Gravitation is the result of the tendency in masses to approach each other and this is due to *attraction.* Combustion on the other hand is the result of the *union* of carbon, hydrogen and oxygen, and this union is the result of *attraction:* hence we have in this one word, *attraction*—an expression which embraces all the multitudinous forms in which *power* is developed, modified and applied; that by which all the complicated changes in the animal, vegetable and

mineral kingdoms are produced, and by which the spheres are attuned to sweetest harmony.

And shall we take one step more, and ask *what is attraction?* At some future time this may afford a theme for profitable thought; thought which *may* find expression in the Journal. In the mean time let the reader consider carefully these questions. Does not this train of thought lead directly and necessarily to a *God, Omnipresent, Allpowerful?* Is not *attraction* and hence *all power* a direct manifestation of *almighty power*, through the molecules of matter? Do we not *literally* and *most emphatically* "live, move and have our being *in God*"—*exist by his agency*, and *move* and *act by his power?* S. N. S.

GRANVILLE FEMALE SEMINARY.

MISCELLANEOUS.

A Visit to the Boston High School.

At eight o'clock on the morning of the 8th of July, I paid a visit to the English department of the Boston High School. The Latin department had been closed about two weeks, its vacation having commenced in time to permit its pupils, who desired to enter the Cambridge University, to attend the commencement there and submit themselves to its examinations.

The Latin or Classical, and the English departments form distinct parts of the High School, the first receiving all pupils who are desirous of taking the full course marked out on the schemes for a liberal education, and preparing pupils expressly for college; the other, taking those whose education, so far as study in school is concerned, is brought to a close when they leave the institution. The course in the English department is quite full, embracing Mathematics, pure and mixed, Physiology, Modern Languages, etc. The Principal of this department is Mr. Thomas Sherwin, who receives a salary of $2400 per annum.

The School edifice is a plain, substantial building of brick and granite, on Everett street, and in sight of the Common. It was a still, sultry morning, when I started for this school, and the fountain on the common was playing in full view. I arrived a little before the session commenced. The pupils were sitting quietly near the door, or standing

around in small groups. There was no boisterous play, no uncouth noises, to annoy those living near, or attract the attention of the passer by. There was no scuffling, or running or tripping, nor anything of the rudeness so commonly seen under similar circumstances.

I was shown into the room occupied by the fourth or lowest division of boys. After the usual ceremonies of introduction I was seated on the rostrum near the presiding teacher. The room seemed quite small, and crowded with seats. There were no recitation seats, the recitations, as I afterwards saw, being conducted by the pupils at their several desks. Before the time for opening the school, I observed quite a large proportion of the scholars seated at their desks and diligently studying. When the time for commencing the exercises came, I noticed, that although no bell or anything of the kind was heard in any part of the building, all the pupils not already in their seats quietly came in and took their seats, so that when the minute hand of the clock in the room was on the mark indicating the time for beginning study, every boy was in his place and every seat filled. There were then 48 pupils in the room.

The exercises opened by reading the New Testament in French, each pupil read a verse in French, and then translated it. This was the regular morning exercise. Each pupil had his Testament open, and the teacher designated them promiscuously in different parts of the room to read and translate.

The next exercise was a regular recitation, the subject being, the French verbs. During all the time, the pupils remained each at his own desk. The teacher was a perfect tornado. Though kind, his voice and manner showed more activity and energy than I ever saw before in a school room. He talked loud and strong, and his pupils all seemed to partake of his enthusiasm. All the pupils faced the teacher, by sitting a little sidewise, at their desks, the rostrum and the teacher's seat being situated on the side of the room, and the pupils' desks looking toward the end of the room.

The teacher was at times vociferous. When a pupil made a mistake he came down upon him like an earthquake, accompanying his sharp reproof with a strong slap of one hand upon the other. He frequently made a pupil repeat a word two or three times until every shadow of a fault was obliterated.

Whenever, in the meantime, any pupil happened to get in any way out of order, a tone quick and loud, drowning all the noises from the streets, brought the unlucky offender to his senses, and the recitation rushed on with unimpeded velocity. Sometimes, when a mistake on a

word was made, he passed the word to the next, and to the next, and so on, as rapidly as it was possible for a man to speak, until some lucky pupil snatched it up and corrected it. The recitation, from beginning to end, was a perfect storm. Ideas and language were bandied backward and forward, more rapidly and with more energy than I ever saw them before. There was no cessation. The whole physical and mental constitution of the pupils seemed to be wrought up to the highest degree of vigorous, enthusiastic labor. Everything in and about the teacher seemed to be involved in an atmosphere of intense mental toil.

I surely concluded that school room certainly could be no place for the acquirement of listless, slovenly habits of intellectual exertion, and if all our school rooms could be, even at times, the scenes of so much mental celerity and power, it certainly could not be laid to the charge of our schools that they tended to form habits of inattention and laziness, totally inimical to success in any of the vigorous pursuits of practical life. That teacher did wipe out from my mind the slur long resting upon teachers, "that teachers never sweat." Some people seem to think that the great and good quality of a teacher is patience—a certain dull kind of obstinacy, well nigh bordering upon total insensibility to common annoyances, so that he may be able to restrain himself in view of the numerous vexations constantly swarming around him. This teacher presented a very different model. He was, to every pupil under his care, a strong impulse, rousing and urging every one of their faculties to the highest point of exertion. From his exertions they seemed to gather power to overcome any tendency to idleness, and any difficulty in their lessons. There is no business in practical life which those pupils will enter, which will find them wanting in promptness and energy. If the Boston schools train the intellects of all their scholars in this way, it is nothing wonderful that the merchants of Boston are famed the world over for the vigor and dispatch with which they conduct their business. And it is also plain that any decent or even exorbitant expense incurred in supporting schools which thus powerfully develop and mould the budding faculties of the youth, is capital invested to produce a higher, and, even so far as dollars and cents are concerned, a more valuable and more lasting return than in any other way. Take away intellect from the wharves of Boston, and its bay would soon be nothing more than a harbor for a few miserable fishermen. Intellect, the world over, is the grand monopolizer of the materials and forces of nature; and our American system of free education, by developing the intellectual ability of the whole mass, is preparing for this

nation a power for glorious achievement, of which no nation of antique times ever dreamed.

The desks were all single and made of cherry, with a chair instead of of a seat, as in the common desk. The floor I noticed to be very clean, although the room was swept only once in a week. One pupil had upon his desk a large and splendid boquet in a beautiful Bohemian flower vase. K.

Educational Documents and Papers.

The Annual Reports of Superintendents and Boards of Education, in the several States which have a common school system, are invaluable to those who wish to become informed upon the subject of popular education; and the Periodicals devoted to this cause are almost equally valuable as a portion of the history of education in our country. It is much to be regretted that many of these Reports are almost inaccessible to the great mass of those who should read them; and especially that no pains has been taken to preserve, in a collected form, the documents published in our own State.

Having recently completed a file of these Reports for Ohio, (the only complete one we know of in the State,) we present the following enumeration of the documents of which it consists, that those who wish can be collecting them from the shelves and garrets where many of them are now probably reposing.

REPORTS OF THE STATE SUPERINTENDENT OF SCHOOLS, ETC.

The file consists of the following Documents:—

I. Three Annual Reports made by Samuel Lewis, State Superintendent of Schools, a special Report by Mr. Lewis, and a Report on Education in Europe by Prof. C. E. Stowe, D. D.

1. Mr. Lewis' First Report, 65 pages, submitted in January, 1838.
2. Mr. Lewis' Second Report, 74 pages, submitted Dec., 1838.
3. Mr. Lewis' Third Report, 62 pages, submitted Dec., 1839.
4. Report by Mr. Lewis on Institutions for the Education of Teachers, 20 pp. Feb. 1839.
5. Prof. Stowe's Report on Elementary Public Instruction in Europe, 56 pages, submitted in Dec., 1837.

II. The Report of Dr. Wm. Trevitt, Secretary of State, on the condition of Common Schools for the year 1840, 49 pages, submitted January, 1841.

III. Three Reports made by John Sloan, Secretary of State:

1. Report for the year 1841, submitted Jan., 1842, 11 pages beside the tables of statistics.

2. Report for 1842, containing 7 pages beside the tables, submitted in January, 1843.

3. Report for 1843, 5 pages beside the tables, dated Jan'y, 1844.

IV. Six Reports by Samuel Galloway, Secretary of State:

1. Report for 1844, 19 pages; 2. Report for 1845, 32 pages.

3. Report for 1846, 53 pages; 4. Report for 1847, 53 pages.

5. Report for 1846, 62 pages; 6. Report for 1849, 77 pages.

V. Two Reports by Henry W. King, Secretary of State:

1. Report for 1850, 112 pages. 2. Report for 1851, 125 pages.

VI. Report by Dr. Wm. Trevitt, Secretary of State, for 1852, 56 pages.

The writer has duplicates of several of these Reports and would be glad to aid those who may be desirous to complete their files. Will not every active Teacher interest himself in this subject and report at or before the Annual Meeting of the State Association? Let those who have duplicates of any Reports made more than five years since, bring them to that meeting.

EDUCATIONAL PAPERS.

The following are all the papers of this class which have been published in this State, so far as known to the writer:

The Ohio Common School Director, six monthly numbers, edited by Samuel Lewis, and published by order of the Legislature in 1838. It is not known that a copy of this work is to be found.

The Pestalozzian, quarto: nine numbers of which were published by S. L. Sawtell & Co., at Akron, in 1838.

The Common School Advocate, published by Truman and Smith, Cincinnati in 1838 and 1839, mainly as an advertising sheet.

The Ohio School Journal, 4 volumes octavo, commenced in July, 1846, and continued till Dec., 1849. By Asa D. Lord.

The School Friend, five volumes quarto, commenced in October, 1846, and continued till October, 1851. By W. B. Smith & Co., Cincinnati.

The Free School Clarion, commenced in Oct., 1846, two volumes

of which in quarto form were published by Dr. Wm. Bowen at Massillon, and five numbers octavo by M. D. Leggett and L. Andrews, at Akron.

The WESTERN SCHOOL JOURNAL, commenced in March, 1847, and published monthly in quarto form two years, by Wm. H. Moore & Co.

The OHIO TEACHER, commenced in May, 1850, and published monthly in duodecimo form, two years, by T. Rainey.

The GRANVILLE SCHOOL CLARION, commenced in April, 1851, and published monthly, one year, by S. N. Sanford.

The OHIO JOURNAL OF EDUCATION, commenced in January, 1852.

To these may be added several papers published in connection with the public schools of towns and cities:

The ACORN, of which two volumes were published in Wayne, Ashtabula county.

The UNION SCHOOL OFFERING, at Jefferson, Ashtabula county.

The GLEANER, of which two volumes were published in Sandusky City.

The ACORN, one volume, published at Ashland in 1851.

The PUBLIC SCHOOL ADVOCATE and HIGH SCHOOL MAGAZINE, one volume published in Columbus, in 1851, (sets of this can be furnished.)

The UNION SCHOOL OFFERING, Wellsville: still continued.

The INCENTIVE, Circleville: the first number of the second volume is just issued. Terms, 25 cents per year. A. D. L.

Editors' Portfolio.

As the time for commencing district schools for the coming winter is at hand, we devote a considerable portion of this number to subjects appropriate to the season. The idea that Teachers should study their *profession*, should become familiar with all its duties, and be fully competent to discharge them, is very generally entertained: is it not equally important that school officers should become thoroughly acquainted with their duties and be properly prepared to perform them? Have not parents and guardians duties also, the proper discharge of which is indispensable to the success of our schools? Let us all feel that we have a common interest in these schools, and unitedly labor for their improvement and contribute our utmost to make them what they should be.

IT is generally supposed that Mr. H. H. BARNEY is elected to the office of Commissioner of Common Schools by a majority of several thousand. The precise number of votes cast for each of the candidates, however, is not yet known.

Correspondence, etc.

THE cause of education is prosperous in Stark county: never more so. Our Union Schools and (Mount Union) Seminary have done a great work in preparing Teachers this fall; and the prospect for a high order of schools the coming winter is at least fifty per cent. better than heretofore. The Marlboro' Union School is very prosperous, and its Board have manifested a true spirit of liberality by retaining the Principal, Mr. Holbrook, and increasing his salary to $1000 per year. LETTSON, New Baltimore.

Several Teachers met at Hillsboro on the 15th of October and organized a Teachers' Association for Highland county. We are to meet at 9 o'clock, A. M., on the third Saturday of each month for recitation and instruction; and to hold a meeting of one week or more in August, each year. Mr. J. T. WRIGHT was elected President, and B. C. Colburn, Secretary; and Eli Zink and Isaac Sams Instructors for one quarter. B. C. C., Newmarket.

The Brown county Teachers' Institute held its Fall session last week, (October 12th): it was one of unusual interest. About 65 attended, a larger number than had been present at any previous meeting. A good educational feeling prevails in this county. The School Examiners insist upon a higher standard of qualifications, and the people show a disposition to sustain them by raising the wages of Teachers so as to encourage talent to enlist in the profession; and you can now scarcely find a Teacher who is not pursuing a course of study having special reference to his profession.

Instruction was given at the Institute by T. C. Bowles, E. C. Ellis, F. W. Hurtt, D. E. Bowen, C. Bartholomew, Miss Mary Johnson, and Miss M. Ervin. We procured about 25 subscribers for the Journal.

The School Board for Georgetown are about building a school-house designed for a Union School. Can you furnish us with a good model of a house for five hundred pupils? E. C. E., Georgetown.

We have just closed a very interesting Institute in this place: about 75 Teachers were present, which was a very large attendance for Preble county, and a most gratifying proof that the good cause is onward here. Mr. J. HURTY conducted the exercises, assisted by Dr. R. N. PORTER, E. ADAMSON, L. MACKEY, and J. S. MORRIS.

Our Union School is now in successful operation; we have nearly 300 scholars. Four female assistants are employed; they receive from $1,00 to $1,25 per day, and my salary is at present $500.

The progressive feeling in this county is such that our Teachers seem unable to keep up with; the Examiners, in order to stir them up, have adopted the plan of publishing the results of their examinations, giving the standing or grade of each applicant who receives a certificate. We think that in three years Preble county will have as good a corps of Teachers as any county in the State.

I. S. M., Eaton.

Notices of Colleges, Schools, etc.

Antioch College.—In common, with some thousands of others, the Resident Editor enjoyed the pleasure of attending the opening of this promising Institution. The day was fine, the assemblage large, and the interest of all the exercises well sustained. Of the inaugural address of Mr. MANN, the President, which occupied nearly two hours, we shall not speak, hoping soon to see it

printed in some form in which it can be widely circulated. A large number of students have already entered the Institution. We were much gratified to learn from Prof. DOHERTY that the Faculty preferred to commence with the students at the foundation, and that they hoped to have no occasion to form any class higher than the Freshman during the present year.

The third annual Catalogue of Capital University presents the following summary: Students in the Grammar School 71, Freshmen 7, Sophomores 3, Juniors 8, Irregular 6, Theological 6;—total 101. Rev. WM. M. REYNOLDS, D.D., President, Rev. A. ESSICK, Secretary of the Faculty.

The Catalogue of Kingsville Academy, in Ashtabula county, contains the names of 373 students, 196 gentlemen and 177 ladies. S. J. FOWLER, A. M. is Principal, and is aided by one male and four female Teachers.

Esther Institute, (late Columbus Female Seminary) has commenced its second year in the commodious building recently erected for the purpose in the north part of the city. Mr. LEWIS HEYL is Superintendent, Miss AGNES W. BEECHER Principal, Miss M. A. BAILEY, Teacher of Mathematics, T. G. WORMLEY, M.D., Prof. of Chemistry, Miss. L. SCHNEBLY, Teacher of the Primary department, Mr. A. WITTE of French, Mr. C. MINSTER of instrumental music and Mr. E. Dryer of vocal music.

The North Western Ohio Teachers' Institute held its Fall Session in Maumee City and Perrysburg from the 22d of August to the 3d of September. Rev. A. SMYTH, J. R. KINNEY and A. B. WEST of Toledo, M. A. PAGE and D. A. PEASE of Maumee City, E. OLNEY and F. HOLLENBECK of Perrysburg, E. W. LENDERSON of Waterville, Dr. C. CUTTER, and J. H. ROLFE acted as Teachers. A total of 171, including 110 ladies and 61 gentlemen attended; they were from nine different counties in North Western Ohio, and three or more different counties in Michigan. The Catalogue, containing, in addition to the above, their records, resolutions and address, is highly creditable to the Institute.

PUBLIC SCHOOLS.—The Board of Education have published in a neat pamphlet their report of the Ashland Union School for the year ending in June last, with a catalogue of the High School. The School is still under the charge of Mr. S. M. BARBER, A. M. as Superintendent, to whom and the other Teachers they pay a tribute of thanks for fidelity and efficiency. We regret much that they have not given the statistics of attendance, the cost of tuition per scholar,—the *facts* which are needed to lead other towns to adopt this system.

Ripley Union School.—The By-Laws of the Board of Education and Rules for the government of the School are published. The school has been in operation only two terms, but thus far has succeeded beyond the expectations of its best friends. Mr. F. W. HURTT is Superintendent.

Canton Union School.—This School has never been in a more flourishing condition than now. It already numbers 579 scholars, which is an unusually large number for the fall term. Should the increase be as great as in former years, our building will be too small, after the holidays, to accommodate the pupils. Every parent, and all who feel an interest in education, should visit the School at least once in each month. Do so, and your reward will be an increased zeal among the pupils of the several departments.

Union School of Defiance.—The Report of the Superintendent, Mr. D. C. PEARSON, for the quarter ending October 14th, states that 244 were instructed, and that the average attendance was 70 per cent., and the proportion of those regularly connected with the school 93 per cent.

Editors' Table.

English Literature of the Nineteenth Century: on the plan of the author's "Compendium of English Literature," and supplementary to it: designed for colleges and advanced classes in schools, as well as for private reading. By CHARLES D. CLEVELAND. Philadelphia: E. C. & J. Biddle, 1853.—A volume of 785 large duodecimo pages, admirably printed, worthy to succeed the "Compendium" of the author. It contains selections from 106 authors. Teachers in High Schools, Female Seminaries and Colleges will know how to prize such a collection of gems.

PERIODICALS.—The New American Magazine, a monthly of 32 pages, is edited and published by Rev. B. KERR MALTBY, of Cleveland, at $1,00 per year. The October number, the fourth of volume II., is received. The Editor remarks, "Every month increases the number of our readers from five to eight hundred at least: already the circulation of our work has placed it beyond the danger of failure." We rejoice to hear of its prosperity. The Magazine is richly worth the price.

Mrs. Whittlesey's Magazine for Mothers and Daughters is published monthly, at $1,00, by Henry M. Whittlesey, New York. The Editress, Mrs. WHITTLESEY, is one of the most experienced writers on domestic education in the country: her Magazine is well worthy of patronage.

The Ladies' Wreath and Parlor Annual is published monthly in New York, by Burdick and Reed, at $1,00. It is edited by HELEN IRVING. This work was formed by the union of "The Ladies' Wreath" and "The Family Circle and Parlor Annual." The ninth volume commences with the number for November.

The Ladies' Christian Annual, edited by Rev. JAMES CHALLEN, is published monthly in Philadelphia, at $1,00. Volume second commenced in July last.

Household Words—a Journal conducted by CHARLES DICKENS. The American edition is published by McElrath and Barker, New York, at $2,00 per year. The character of this work is pretty well known from the frequent extracts which every reader of Newspapers meets.

SCHOOL BOOKS.—Class Book of Physiology; for the use of schools and families: comprising the structure and functions of the organs of man, illustrated by comparative reference to those of inferior animals. By B. N. COMINGS, M. D., New York: D. Appleton & Co., 1853.

Smith's Complete Series.—Smith's Primary or First Book in Geography: 126 Engravings and 20 Maps. Smith's Quarto or Second Book in Geography, with Maps on the same page with the Text. Smith's Geography and Atlas, or Third Book, for advanced Students. New York: D. Burgess & Co. 1853.

The Normal Series of Readers, by J. RUSSELL WEBB. The series consists of a Primer and four Readers. Published by Lamport, Blakeman and Law, New York.

For the peculiarities of the school-books announced in the Journal, we refer all interested, to the notices and recommendations in the Advertising Sheet.

Items.

Mr. WM. DENNISON, of Adamsville, Muskingum county, has made a donation of $10,000 to Granville College: in consideration of which the Trustees have decided to change its name to Dennison University.

Mr. D. C. PEARSON has resigned the Superintendency of the Union School in Defiance and is appointed Principal of the North District School, (the same of which he formerly had charge,) in Columbus.

Rev. E. MCKINNEY has been appointed Superintendent of the Union School in Hillsboro.

Mr. ELI ZINK is employed as Teacher of Mathematics in the Hillsboro Union School: the School has opened favorably.

SITUATIONS WANTED.—Three Teachers, competent to teach the higher English branches, and the languages, wish to secure situations as principals of Academies or Union Schools. Address Box No. 49, Ashtabula, O.; Box No. 103, Columbus; or Drawer No. 4, Columbus.

Ten or twelve good Teachers can find employment in the District Schools of Montgomery county during the coming winter, at $90 to $100 per quarter. Candidates should apply in person soon.

The annual meeting of the State Teachers' Association will be attended in this city on the 28th and 29th of December. A large attendance is expected, as several subjects of great importance will require attention.

It is hoped that all subscribers to the Journal who have not forwarded their subscription will do so before the first of December.

THE OHIO JOURNAL OF EDUCATION.

THIS Journal, the Organ of the Ohio State Teachers' Association is published monthly, each number containing thirty-two pages of reading matter exclusive of the Advertising sheet, which adds nothing to the postage. The price is one dollar per year in advance: all subscriptions should commence with the volume.

The first volume of the Journal neatly bound in cloth, and the numbers of the second volume will be furnished to subscribers for two dollars. If the first volume is ordered by mail, twenty-four cents in stamps should be inclosed to prepay the postage; if not *prepaid* the cost of postage will be doubled.

All communications, and Books to be noticed or reviewed, should be directed to the Resident Editor, Dr. A. D. LORD, Columbus, Ohio.

Remittances and business letters should be addressed to LORIN ANDREWS, Columbus, Ohio.

Copies of the New School Law will be forwarded by mail prepaid: Single copies for 4 cents, 25 copies for $1.

The March number of the Journal containing the New School Law and the Report of the Secretary of State on Common Schools, can still be furnished for 12 cents each.

The September number, containing the Opinions of the Secretary of State on the School Law, will be sent by mail prepaid for 10 cents.

THE
Ohio Journal of Education.
COLUMBUS, DECEMBER, 1853.

Close of the Volume.

THIS number completes the second volume of the Journal. Though in many respects it falls short of our own ideal of what such a work should be, though it has not done all which, one year since, we hoped it might achieve, we present it with something of pride and not a little pleasure to our subscribers and those who may hereafter become its possessors: believing that all will regard it as a volume not of ephemeral, but of permanent, or rather constantly increasing, value.

It contains the School Law of 1853, the remarks of its Author upon the System which that law introduces; the opinions of the Secretary of State upon the administration of the School Law; the Report of the Secretary of State upon Common Schools for 1853; and the Report of the Agent of our Association, containing an important class of statistics never before collected in the State. These are all documents of permanent value, any one of which is worth from one-fourth to one-half the price of the volume.

In addition to these we might mention the Address by MR. COWDERY, the articles on Meteorology, (which would make a volume of some sixty duodecimo pages, and cost some thirty or forty cents;) the Letters to Teachers, the articles on the Eye and the Ear in education, those on the Bible, on Notation and Numeration, and numerous other single or serial articles, any of which in pamphlet form would be cheap at twenty-five cents per copy.

A glance at the contents will show that the duties of the school-room have not been overlooked: the *practical* as well as the theoretical has received attention. The methods of teaching, reading and spelling, mental and written arithmetic, geography and drawing, English grammar and Latin, chronology and history, geology and mineralogy,

meteorology, and several departments of natural philosophy and chemistry, and the natural sciences in general, have been discussed and illustrated.

The volume contains, beside the regular contributions of six editors, original articles by more than thirty writers, most of whom are engaged in the work of instruction; and who represent every class, from the district Teacher to the Superintendent of a system of schools, from the instructors in the smallest private schools, to those in Colleges and Universities. And in addition to these, not less than one hundred have, as correspondents or reporters of items of intelligence, added interest and variety to its pages.

But while we look with pleasure upon what has been achieved, we turn with higher hopes, with loftier aspirations, and a warmer zeal to the future: believing that the next volume may, and will be, made at least two-fold more valuable and interesting than either of its predecessors.

Examination of School Teachers.

Much is said and written, at the present time, in regard to the increasing demand for high, and still higher, qualifications in those who propose to engage in the important work of teaching. Improved *methods* of teaching afford a fruitful theme for discussion, and it is expected that all teachers will thoroughly acquaint themselves with these methods, and he who neglects to do so, proves himself devoid of a proper interest in his profession. Much is also said and written, in regard to the necessity of more thorough and rigid examinations of applicants, on the part of our Boards of Examiners, but here, so far as I have observed, the discussion usually stops. Very little is said, in regard to different *methods* of examination, or, indeed, of any at all.

Can no improvement be made upon the usual course of examining teachers? Does the present plan of propounding questions, however thoroughly attended to, and however satisfactorily answered, ascertain with any degree of certainty, the qualifications of the candidate to *teach*? By this method, you may, it is true, ascertain the depth of his *knowledge* of the various branches. You may, and should, question him on the theory of teaching, and his answers may be entirely satisfactory, but

experience demonstrates the fact, almost daily, that many who pass the test of such an examination most honorably, fail sadly in the *ability to teach.*

To this "ability to teach," the law requires the Board of Examiners to certify. How shall the fact that the applicant possesses this ability, be ascertained? Manifestly, the best means of so doing is by actual trial. In not providing for this, consists, in my view, a great defect of the present school law. The same authority that examines the teacher should visit his school. In other words, the examining and visiting power should be vested in the same individuals, and such is the case in all the Eastern States, and in New York.

In those states, teachers are now often received, as it were, on probation. The board examines the candidate, and if satisfied with his *knowledge* of the several branches and his views of the theory of teaching, authorize him to *commence* his school, but refuse to grant a certificate until they have *visited* his school. If this visit is satisfactory, they grant him a certificate; if not, they refuse it, and the school is vacated. No injustice is done to the teacher, for if authorized by the board to *commence*, he is paid for his time. In all the larger places, I say, this course has become quite common, and is considered far preferable to annulling a certificate, to do which, all boards are so reluctant. It will be seen that no more effectual method of driving from the profession incompetent teachers can be devised, and such has been its effect wherever it has been practised. Our law, it is true, gives the board the power of *annulling* certificates, but so far as I have examined it, it affords them no opportunity for procuring the proper data by which to judge whether such an act is demanded.

But taking the law as it is, there is a plan of examination, calculated to test not only the knowledge of the candidate, but to a good degree, his ability to teach. A long experience, both as a candidate, and an examiner in Connecticut, has satisfied me of its superiority.

After thoroughly questioning the candidate on a given branch, (or perhaps first,) I place myself in the position of a pupil and require him to *question me*, telling him distinctly that I shall answer carelessly, and that I shall judge of his "ability to teach," by his questions and his corrections of my wrong answers. I intermingle correct and incorrect answers.

No teacher should require the aid of a book in propounding questions, and while for me this plan sufficiently elicits his *knowledge*, it affords the best test of his ability and promptness, in detecting errors

and his method of explanation, and clearing away the fog into which good scholars sometimes lead themselves.

So in Grammar, perhaps before, or perhaps after questioning the candidate and hearing him parse, I place myself on the recitation bench for parsing,—I tell him that I shall parse carelessly: just as pupils do who have had a careless teacher. I also tell him to correct my errors promptly, and with perfect freedom,—in short, to consider that he has before him his parsing class, and do precisely as he would in the school room. I select, for the purpose, a piece of plain parsing, and parse slowly, giving him ample time to correct me as I proceed. If he fails to do so, and allows me to go on carelessly, and in a blundering manner, I set him down as incompetent to teach Grammar; for, in all ordinary parsing, a teacher should recognize at a glance what is right, and be prepared promptly to correct errors, and supply omissions and imperfections.

While I claim for this plan neither originality or novelty, I merely suggest it to such Boards as have not adopted it, as a method, which not a little experience has convinced me, is far superior to the ordinary method of testing the qualifications of candidates for teaching.

McConnelsville. WM. C. CATLIN.

Exchange and Union Schools.

MATERIALS OF EXCHANGE.

In looking at the international and domestic systems of exchange, which are nothing more nor less than foreign and domestic commerce, we discover the materials to be every possible substance of every possible form, texture and workmanship, that can supply the real or fancied wants of man. From the earth, of course, comes every material substance, directly or indirectly. From its bowels are obtained all minerals, the baser ores or precious metals, the building stones or costly jewels, the grosser drugs or more delicate pigments. These are scattered in greater or less profusion over all countries, and found some in one locality and some in another, but exchange brings them all to our thresholds in sufficient quantities to meet the ordinary demand.

From the earth come likewise all vegetable and animal productions;

nor are they less various in their forms and uses, or less wide spread in their distribution; but exchange places in every hand whatever of these it may select.

It would prove an interesting and instructive exercise to any person, young or old, to determine the character of the articles, for instance, on a dinner table: the dishes, cutlery, food, sauces, condiments, etc.; whether mineral, vegetable, or animal; whether of home or foreign origin; whether necessary to subsistence or contributing to luxury only: together with the number of distinct processes through which each article has passed, before it became suitable for table use.

By following up such an exercise in its deductions, it will soon be ascertained, that there is an abundance of such articles as are necessary to subsistence, in all places; while those contributing to luxury are found in comparatively few and remote localities, or are obtained or produced by an extra amount of labor and expense. This arrangement is kind and beautiful; because, while in the abundance of necessaries there is provision against the contingencies of want and suffering in all places, we have in the more attractive and fanciful forms of mineral, vegetable and animal productions, and in their rarer occurrence, adequate incentives to the general intercourse of all nations.

From this hasty survey of commercial exchange, we perceive, not only the unlimited extent and variety of materials involved, but some of the incalculable benefits flowing from such exchange to all the nations of the earth. Not the least of these benefits, is the aversion to war manifested by the more wealthy and powerful nations, apprehensive of the check to commerce that war must impose: while otherwise, as in former times, superior wealth and power have always been foremost in provoking war by making the first aggression.

If then we find the materials for general exchange so abundant and various, and exchange contributing largely, not only to the personal comfort and happiness of man, but to the general advancement of our race, in the diffusion of knowledge and the promotion of peace, and good will among men; let us inquire for the legitimate materials of Scientific Exchange, the extent to which these materials can be made available in our Union School System, and for some of the benefits accruing from identifying the system of Scientific Exchange with that of Union Schools.

In one and the same school, between teachers and scholars, and between scholars and scholars, free thought, and the results of independent inquiry and investigation, are the first and most important ***materials of exchange.***

The free expression of thought in proposing doubts and difficulties, in suggesting or elaborating solutions, is due to every scholar as well as teacher. The communication of information derived from experience, observation, conversation, newspapers or books, makes use of these legitimate materials of exchange. If once such materials are permitted to be brought forward, the advantages will be so obvious and important as to induce the genereral adoption of the plan of exchange in all the exercises of the school in which they are practicable.

The second class of materials *in* schools, is common with that *between* schools. It comprehends all materials of a visible character, including letters of friendship or information, specimens of linear or map drawing, of penmanship, of painting or embroidery, of carving, turning or cabinet work; articles of illustrative apparatus, as crayons, blackboard dividers, graduated rules and squares, charts, maps and diagrams, globes, levers, pulleys, etc. etc.: all of which should be the results of the scholars' own labor and skill.

But specimens of natural substances are valuable materials also. Among these may be mentioned minerals, shells, dried plants, fruits, stuffed birds and quadrupeds, insects, etc. etc.

Should the exchange of these and other articles become general, the results would be such as the most sanguine could scarcely anticipate. Besides enhancing the scholars' appreciation of the value and importance of education, besides engaging parents and the entire community in the interests of their schools, as no other means would, by the formation and continual enlargement of a cabinet of science and art; school exchanges could not fail to arouse a spirit of generous emulation between individuals in the same school, and between different schools, especially in those branches most intimately connected with the operations of exchange. In its influences, exchange would do more to stimulate the dull to effort, to restrain the wayward from disobedience and vice, than all the *rewards* that could otherwise be bestowed, or the *punishments* that could be inflicted. It would, none the less, cheer and reward the faithful and diligent, awaken latent faculties, give an unexpected impetus to careful inquiry, and critical observation, in every department of knowledge: imparting with scarcely the possibility of failure or error practical knowledge and skill in many branches otherwise of doubtful utility.

It would do more than all state or national surveys to develop the mineral and vegetable resources of any state or country. Every scholar, *not only* while in school, but ever afterward, would act intelligently

and efficiently as a geological and botanical explorer; and he would also have acquired the disposition and the means of imparting the results of his investigations to those who could make them available. It would bring to view the peculiar adaptations of soil and climate to peculiar animal or vegetable productions. It would open a free, friendly and elevating intercourse between scholars, schools, communities, states and nations. In short, no other means presents to my mind, so speedy and effectual a remedy for destitution, ignorance, and vice, as the Union School System, bringing into full, combined, and harmonious operation, that all pervading, all powerful element—exchange.

We have thus far noticed only the *objective* influence of exchange; i. e. in supplying the wants, physical and mental, of those to whom the bounties or superfluities of others come. There is another and if possible still more important view to take of this matter. It is the *subjective*, i e. the influence on those who impart their bounty to others, who cast their bread upon the waters of exchange. If it is blessed, for the famished, the shivering, and the ignorant, to receive supplies for their wants; in the words of Him, who spake as never man spake, "It is more blessed to *give* than to receive."

Much is said and written, and properly too, on the subject of Moral Instruction. The true means of moral culture is felt to be the great desideratum; and it is acknowledged, that while here is the most imperative demand, here is really the least accomplished. The great moral problem, viz: How can we, as Teachers, bring the body, mind, and soul, of ourselves and *all* our scholars into joyful obedience to the Law of Love? lies still before us unsolved. And so I apprehend it will ever continue, until we understand and feel that there is infinitely more attraction and satisfaction in DOING GOOD than in refraining from evil ourselves, or in restraining others.

MARLBORO UNION SCHOOL, Nov., 1853. A. HOLBROOK.

"Education does not commence with the alphabet. It begins with a mother's looks—with a father's nod of approbation, or a sign of reproof—with a sister's gentle pressure of the hand, or a brother's noble act of forbearance—with handfuls of flowers in green daisy meadows—with bird's nests admired but not touched—with creeping ants, and almost imperceptible emmets—with humming bees and glass bee hives—with pleasant walks in shady lanes—and with thoughts directed in sweet and kindly tones, and words, to nature, to acts of benevolence, to *deeds of virtue, and the source of all good—to God himself.*"

PROFESSIONAL.

Moral Culture.

After the statement has been so repeatedly made, and so cordial an assent yielded to it, that Moral Instruction exceeds in importance all other instruction, it would seem at least appropriate, that the discussion should begin to turn upon those points, which relate to practical methods for securing this culture to the young. It is poor encouragement to those who have assumed the responsible duty of educating children, to be constantly reminded that there is a department of their labor, exceeding in importance the power of language to express, and yet be left to suppose that there are few or no methods or agencies, for performing this labor, except such as chance may furnish. Poor encouragement, indeed, to the spirited teacher, to hear address after address, and read page after page of discussions, which all begin and terminate upon one all-absorbing proposition, namely, the IMPORTANCE of the subject. It may, indeed, be only after the lapse of long years of patient investigation, that skill in moral culture, equal to the importance of the labor to be done, shall be generally acquired, but pains-taking, devoted teachers, will cordially welcome the discussion of the proposition, that *system* and *certainty* are, in all respects, as applicable to moral, as to intellectual culture, whatever may be the result of such discussion. However slight, therefore, may be our success, in persuading our fellow teachers, that such views are rational and practicable, we have supposed that a few pages of the closing number of the current volume of the Journal, might properly be devoted to remarks, bearing upon these points.

We occasionally witness a high degree of success in the teacher, in conducting the work of intellectual education. How is this success attained? Some knowledge of the various faculties of the mind, seems, in the first place, necessary, and next, a knowledge of the means required to promote the healthful growth of these faculties, appears to be requisite; and, lastly, a faithful application of these essential agencies, is indispensably demanded.

This gives us intellectual culture. In what respect are all these conditions inapplicable or inadequate to moral culture? We have a moral as well as an intellectual nature. Can not the moral nature be recognized and analyzed, equally as well as the intellectual, for all practical

purposes? Are the laws which regulate its developement any less simple, or any less certain in their operations? Are the instrumentalities for promoting the health and purity of the conscience any less abundant, than those for the cultivation of the memory, or the taste? If there is nothing in the nature of the subject, or of the labor to be performed, to forbid us to hope for higher success in moral instruction, let us inquire what there is, to prevent a speedy, courageous, energetic prosecution of this important labor. Before the thoughtful, earnest teacher can philosophically and successfully carry forward the work of moral culture, the following obstacles must be met, and, as far as possible, removed. There must, in the first place, be a total reversal of the estimates placed upon the value of intellectual and moral attainments. The sentiment, that the intellect, and the treasures of the intellect, are proper and legitimate objects of supreme regard, must be abandoned, and the truer and loftier one prevail, that *goodness* may not merely be sometimes *associated* with greatness, but that goodness itself is greatness.

From our own lips, and, more still, by our every action, should this sentiment be inculcated, and anxious parents and a watchful community should echo, and reëcho it, until it is diffused like the all pervading atmosphere around us. And here it is necessary to remark that all may render an important service to the young, by being faithful on this one point. Whether we ever take a single step beyond this or not, no opportunity should be unimproved, at any period of our lives, to inculcate the sentiment that *goodness* constitutes *real greatness*. Instead of pointing the young unceasingly to the advantages and distinctions which science confers, rather let us encourage them

> "To seek that just applause
> The good bestow, on gentle deeds,
> The generous warmth in virtue's cause,
> Honors, for which no bosom bleeds."

Let this be the prevalent sentiment with the young, and let assurance be made doubly sure with the old, that all real success in teaching is to be estimated by the degree of moral, instead of mental culture of pupils, and *one* important obstacle to success in giving moral instruction, will be removed.

The second great obstacle, which the true teacher will meet in this great undertaking, lies mostly within himself. It is a want of deep and abiding confidence in the strength and power of the moral faculties themselves,—in the power of conscience, when properly enlightened,

and strengthened, to regulate the whole conduct, to rule the whole man, —in the mysterious, indefinable power of gentleness, kindness and faithfulness to subdue stubborn natures,—in the all-conquering power of love, to control the pre-determined purposes of another, and bring them all into sweet sympathy with our own best emotions and truest aspirations.

Here is an *inward* work for the teacher, which *must* be performed as a preliminary condition to all success.

Lastly, the same time, talent and energy, which is now so unhesitatingly given to intellectual, must be given to moral culture, and a true, faithful, philosophical development of the moral nature, might be expected then to follow. With these preliminary conditions adjusted, the following are deemed essential requisites in the prosecution of the work:

First, a spotless example, a blameless life, in him who would reproduce such a life in another. Rude hands and coarse natures may give us beauty on marble, or on canvass, but moral beauty in a pupil must be silently unfolded by a corresponding moral beauty in a teacher.

But, next to a pure example, judicious and timely precepts are indispensable. The parent, however christian-like and dutiful in his own conduct, must still vigilantly watch the expanding powers of his child, and by frequent precepts, inculcate those virtues which his own life exemplifies.

So with the teacher. "Line upon line" he must instill those principles which are to prepare the pupil for the trial-hour of life. But all this is still insufficient for the work of moral culture. Example is indispensable, precept is indispensable, but more still is required to complete the work.

Virtues must be interwoven into the habits and life of children. To develop any faculty, it must be exercised,—is the law, the law for adults and the law for children, the law for the savage and the law for the sage, the law for the intellect and the law for morals. Whoever would be truly virtuous must *practice* virtue, and must practice it so frequently, so faithfully, that he will *love* to practice it. If *fidelity* to *every trust* is a virtue, a thousand times more resplendent than the shining dust it may chance to guard, then is it to be strengthened by all forms of actual exercise through all the early years of the child. If *moral courage* is a virtue which involuntarily commands our admiration, then it should be frequently and regularly submitted to trials and tests by the daily occurrences of life, or by arrangements and events prepared by the untiring labor and consummate skill of the teacher, expressly for this

purpose. The *moral nerve* should be made to act with a steadiness and *steadfastness* unknown, even to those delicate filaments of our bodily frame: our physical nerves If *disinterestedness* is a virtue around which a thousand others cluster, with what untiring vigilance should the true teacher seek opportunities for his pupils to practice this virtue, and with what more than parental solicitude will he observe every wavering tendency, while selfishness and disinterestedness may be struggling for victory. So of other, and all the virtues. Running, leaping, swinging, lifting, all forms of exercise for the muscles; all forms of exercise for the moral powers.

But the quiet scenes of the school-room may not furnish, as at present arranged, sufficient material for all of this labor. Suppose they do not. What objection can there be to *introducing* whatever may be necessary for the accomplishment of such an object? We introduce books, charts and apparatus, together with a great variety of exercises, to conduct the business of intellectual culture. What impropriety can there be in doing the same for moral? But who will arrange, with a bold and skillful hand, the methods for conducting exercises of such a delicate character, and of such far-reaching influence, as this department requires? Certainly not those who have no faith in their practicability, or possibility. Certainly not those who have incorporated into their creed, or rather, have adopted as their *whole* creed, the sentiment contained in that masterly summing up of all known practicable methods of teaching morals, namely: to inculcate a good moral lesson, if, by accident, a suitable opportunity should occur in some of the *reading* lessons of the day, and this too on the condition that the *teacher feels like* alluding to the subject, at the time! We most humbly concede, without one syllable of discussion, that from that most numerous and honorable portion of our fraternity, we expect no such thing as the introduction of new and judicious methods in teaching morals. We look for solid improvements of any kind, only from those who have the *heart* and the courage to TRY to make them; and that most delicate, most difficult, most noble of all earthly employments,—that of attuning to sweet harmony the moral sensibilities of the young,—we expect to be even seriously *undertaken*, only by those who thoroughly believe that our moral nature affords to us our richest earthly enjoyments, and who as thoroughly believe that our Creator has made these faculties capable of indefinite expansion, even in this life. We trust, indeed, that moral instruction may be given by those who *feel* like imparting it, but that such feeling will be produced by the most careful reflection upon the

overwhelming importance of the subject, and that it will be neither *intermittent* nor *remittent*, fitful nor transitory, but one deep continuous conviction that infinite consequences are to follow the neglect or the faithful performance of this duty to the young.

With these essential prerequisites to success, we feel assured that whoever will deliberately fix his purposes high in the serene heavens, with respect to his labors and duties in moral culture, ever trusting to the guidance and direction of that All Wise Being who created the human soul itself, and all its capacities for enjoyment,—such a teacher, we say, will certainly advance *one* step beyond mere assent to the assertion, that moral culture exceeds in importance all other duties of the true educator. M. F. C.

SANDUSKY, Nov., 1853.

SANDUSKY PUBLIC SCHOOLS.

TEACHER'S CLASS—THEORY AND PRACTICE OF TEACHING.

Saturday, November 12th, 1853.

MORAL CULTURE.

1. Please to state the distinction between Physical and Moral Courage, and give an example, real or supposed, of each.

2. Can the nature of this virtue be explained to children, and can they be taught to practice it?

3. If you think Moral Courage can be cultivated in the young, how would you undertake to secure the full expression, at proper times, of their honest convictions?

4. How would you undertake to secure the practice of Moral Courage in the daily deportment of pupils?

5. Beyond the ordinary incidents and duties of the school-room, and besides the influence of proper precept and example, can you name any special instrumentalities for the cultivation of Moral Courage in your pupils?

INTELLECTUAL CULTURE.

1. Do you approve of the introduction into your school, of any exercises of a general character, not connected with regular lessons and recitations?

2. If you approve of such exercises, what advantages do you expect may be derived from them?

3. What kind of general exercises do you think best adapted to your school?

4. How frequently would you think it well to direct the attention of your pupils to subjects not connected with their regular studies?

5. Would you have such exercises at stated times, or not, and how much time would you allow for any one general exercise?

Saturday, November 19th, 1853.

MORAL CULTURE.

1. Please to give an instance of fidelity to any duty or trust, that you have ever observed among children.

2. Do you think that this virtue may be cultivated by any painstaking course on the part of the teacher?

3. Would you think your own time and that of your pupils, well expended in special efforts to secure entire faithfulness in all their duties and relations?

4. Would a liberal share of your attention to this subject, tend, ultimately, to diminish the intellectual acquisitions of your pupils?

5. By what agencies, and in what manner, would you undertake to secure entire faithfulness in your pupils, to every trust reposed in them?

INTELLECTUAL CULTURE.

1. Please to state what things you regard as essential to good reading.

2. What particular qualities constitute, in your opinion, the highest excellence in reading?

3. Should the teacher invariably read before the class such sentences as require more than ordinary care and skill in their delivery?

4. What advantages are there in having the same sentence, or paragraph, read by several, or all of the members of the reading class?

5. What advantages are there, if any, in having a class read in concert occasionally?

Importance of General Methods in Arithmetic and Algebra.

In teaching elementary Mathematics, there are two extremes to be avoided. One consists in stating no principles, and the other in giving a multiplicity of rules. There are now but few teachers who carry out, in their instruction, the method, which a few years ago was quite popular, of giving no rules to the pupil. It is found that general

principles must become subjects of thought, *as principles*, whether enunciated in the book, or by the teacher, or by the pupil. There must be landmarks in Arithmetic as well as in Grammar, and the superiority of the skillful teacher appears in his selection of these.

The prevailing fault at the present time is that of giving too many rules. Instead of a clear statement of general methods, we find in most of our books a great variety of rules for particular cases. The mind of the pupil is confused in his endeavors to recollect the particular rule applicable to the case before him.

This may be illustrated by the treatment of Reduction of Denominate numbers in most of our Arithmetics. The pupil is supposed to be familiar with Fractions, both Common and Decimal, and therefore needs no specific rules for the management of cases involving Fractions. I take up an Arithmetic at random, and find a rule "To reduce fractions of a given denomination to the fraction of a higher;" another rule, "To reduce fractions of a given denomination to the fraction of a lower;" another, "To reduce a compound number to the fraction of a higher denomination;" another, "To reduce fractions of a given denomination to their value in integers of lower denominations;" another "To reduce a compound number to the decimal of a higher denomination;" another, "To reduce a decimal of a given denomination to a whole or compound number of a lower denomination." Here we have six particular rules, besides the two great rules for the two kinds of Reduction, making eight in all. And some books contain ten. One would expect that the pupil would become confused in trying to recollect the particular rule, and all our experience in examinations confirms this. The last two cases cited above are of constant use in the applications of Mathematics to Philosophy, yet most students in Arithmetic find difficulty in applying them.

We believe that the two great principles of Reduction are sufficient for all the cases. If it is required to reduce 4 hours, 5 minutes, and 20 seconds to the decimal of a day, it must be done by division. In principle, it is precisely the same as reducing 500000 seconds to days. And so with the inverse problem. We reduce, .875 days to hours, minutes, and seconds, as we reduce 20 days. The teacher should work an example or two in each case for his class, and show them the sufficiency of the two general rules for all the cases that can occur.

A like remark might be made on the subject of *percentage*. A clear idea that 9 per cent. of any number is 9-100 of it, must first be obtained, and then the principle may be applied to all the cases. We think *that all the* rules for particular cases do more harm than benefit. It

would be better that the rule, "multiply by half the number of months," for instance, should never be found in the text book, unless it were in a foot note. We would say the same respecting minute rules for finding interest for days. The student will make all these rules better for himself, if he has occasion for them.

In reducing fractions to equivalent fractions having a common denominator, we believe the best general rule, is that for multiplying each numerator into all the denominators except its own. If the principle on which this rule is based, is clearly seen, the intelligent pupil will soon become familiar with the methods for abbreviation. For ourselves, we never use the method by the least common multiple, except such multiple is obvious by inspection.

In the solution of an equation of the second degree, we prefer always to use the general formula for completing the square, &c. That is, after the equation is reduced to the form $x^2+2px=q$, we require students to give the value of x directly; thus, $x=\overline{+p}+\sqrt{q+p^2}$. We never multiply by 4 times the coëfficient, &c., or use any other methods which the books often contain. Time is saved by always using the above general method.

MARIETTA COLLEGE, NOV., 1853. I. W. A.

For the Ohio Journal of Education.

"The Eye and the Ear in Elementary Instruction."

MR. EDITOR:—In the June number of the Journal, is an article under this head, from Prof. Andrews. We are actively engaged in Elementary Instruction,—have waited thus long, hoping to see a reply, or some additional remarks on the subject, and in the mean time have watched the operations of mind in our pupils; and now, it is with the greatest deference to the Professor that we beg leave to differ from him, and add a few thoughts of our own. We do this for two reasons: if we are wrong, we wish to be corrected; if right, we wish others to be benefited by our experience and conclusions. The teacher who is interested will do well to turn to the article, page 203, and give it a careful perusal, for the better understanding of what follows.

"Does this spelling afford any help, and if so, what is it?" The sounds of letters are arbitrary to their form, (if we except O,) but the

sounds of syllables, have a relation, to some extent, to the letters that compose them. Experience proves this. A scholar fails at a word. Tell him to spell it. He is too slow in pronouncing the letters, and fails again. "Spell it quicker." He does so and the combined sound appears, and he pronounces the word. If he fail a second time, spell it for him. We almost always succeed in making a scholar read his own lesson. Mr. Page cautions us not to help a scholar, where he can help himself. In this way you teach two lessons: first, to spell; second, that the pronunciation of the word depends upon its letters.

The same day that we read the article, we entered the school-room, with the mind awake: little Sarah's class was called — lesson on page 28, McGuffey's First Reader,— the last line of spelling fell to her.' Out of the six words, she read the following, and pronounced without help, viz: "*washes, summer, pleasant, branches.*" We have no reason to believe, she ever read or *saw* these words before. Silent letters, and those where two or more take the place of one are difficulties; but do not help the pupil too much, or too soon. We sometimes give offence to an ambitious scholar, in this way. Tell him to leave out the silent letters and pronounce the others; if *ph* have the sound of *f*, explain and tell him to pronounce: he will be more likely to remember the word at sight, and the spelling, too, than if you tell him the name of the word at once.

If "*boy*" is the first word the child learns, the Professor is right to say "he depends upon his teacher for the knowledge that the three letters *b-o-y* spell *boy*. But after he has attained that knowledge, is he to make no further use of it? Will not that combination of sound, (if he spell it *audibly*,) assist him in others?

By the illustration of the "*tree*," we understand, that we are to show a word to the scholar, tell him the name—another, the name, and so on to the end of the book. The very thought of such a course is exhausting! Where are the teacher's labors to end? Has he to tell the names of forty thousand, or more, words? We might teach the pronouns and one or two small classes of words, but a step further and *my* courage would fail.

But let us inquire into the operations of our own minds while reading. If we come to a word, with which we are unacquainted, or if it were possible to write a word, *(egaugnal)* which the Professor himself, had never seen or heard, what would be the first effort of mind, with him or us? Would we not like the child begin to spell it, "*trunk, branches, leaves, tree?*" Do we not, in fact, analyze each and every

word, as we read? But you will say, we do it with the eye. True: we do, and we read at *sight*. But how shall we teach the child to do it? Look a little further. While the eye analyzes the letters, does not the mind as quickly comprehend their sound? Is there not the *analysis of sound* going on at the same time with the other? If the word "*tree*" is spoken, does not the mind comprehend the form and number of the letters (and the thing itself, even if not present,) that compose it, as quickly as the ear catches the sound? And vice versa, does not the mind analyze the sound of words when the letters are presented to the eye, even if the letters are not spoken? If this conclusion is correct, it follows that it is necessary for the scholar to be familiar, not only with the analysis of letters, but also of *sound*, in order to read at sight; yea, more, since they do not always correspond. The question now is, how shall we teach a scholar to comprehend the *sound* of the combined letters, as quickly as the eye does the *form* of the letters in the combination? By audibly reading the letters of the word we teach *both*. And both are equally necessary.

In the October number, page 352, we find the following: "I hold and stand ready to prove, that a child can be taught to read and spell the Romanic print much quicker, and at the same time will become a much better reader and speller, by first learning to read the Phonetic print." Has not sound something to do in this case? It might seem a natural course to select words and syllables, in which the element-sounds are found, and make them the first lessons after the alphabet. But this would, in a manner, be stepping back in the "*abs* and *ebs*, *bas* and *bis*," which we as utterly abominate as any teacher.

But to the conclusion. McGuffey may be considered as good authority to decide the course to be pursued. In his Primer, page 12, is the first reading lesson. It is also given in the same order and directed to be spelled first. On the three following pages, we find the reading lesson only, but the direction is, for the child to spell each word in the line: then read as on page 12. We find no spelling lines till page 20, and these are "*rat, hat,*" etc. Then the spelling of the reading lesson is to be done "on the book." And it is to be supposed that by this time, the scholar has not only learned to read, but has also learned to *study*, (how else could he, but by such a course?) and at the twentieth page, he can, now, study a spelling lesson and spell it "off the book." The spelling too, is of such a nature, as greatly to assist him. How long we are to pursue this course he does not tell us. However, since the study of this subject, we have seen an error — or realized it more — in

our own course, by keeping a child in this kind of spelling quite too long, and we do feel truly grateful to the Professor for "*waking*" us up on the subject. Our general rule has been from two to six months, — from thirty to fifty pages in McGuffey's First Reader — according to the ability of the child. These can probably be shortened. As soon as the child has *well learned* the elementary sounds, he is then prepared to depend upon himself, in part at least.

The first objection, (p. 205,) is made to disappear; the second,— "It induces slow, hesitating, stumbling habits" — requires a remark. These habits, we do not think necessarily follow the above course. They, as well as others, arise from carelessness in the scholar, or teacher, or both. We find it to the advantage of large, as well as small scholars, to read their spelling lessons occasionally. In their carelessness they often study wrong. A scholar spells wrong. Tell him to open his book and read the word — he will read as he spelled it — *wrong:* and make even the third trial, before he can read all the letters and misplace none. We do not condemn, but would not like to confine our scholars to *pronouncing* words only.

W. P. BENNETT.

OLIVE FURNACE, IRON HILLS OF LAWRENCE CO.

SCIENTIFIC.

Meteorology.

No. VIII.

PART VI.—LUMINOUS PHENOMENA.

115. Under this head are embraced Meteorites, Shooting Stars and Meteoric Showers, and the Aurora Borealis. "Meteorites are those solid fiery bodies which from time to time visit the earth, sweeping through the sky with immense velocity in every direction." During their progress explosions usually occur, followed by the fall of stones to which the name of aërolites is given. From "Brocklesby's Elements of Meteorology," "Muller's Physics and Meteorology," the "Proceedings of the American Association for the Advancement of Science," and many other sources, numerous interesting and well attested instances of the fall of aërolites or meteoric stones may be gathered. To these the reader is referred.

116. Meteors or meteorites are usually visible only a few seconds;

but from a paper read by Prof. Brocklesby before the American Association in 1851, I take the following account of a most remarkable meteor, seen by a Mr. Gaylord Wells on the eastern slope of the Talcot mountain (near Hartford, Ct.,) on the evening of the third of October, 1850. The evening was clear and the moon near the meridian, when "Mr. Wells saw, a little south of west, and full 60 deg. above the horizon, a bright meteor apparently a foot in diameter. It shone with an orange hue; and below it was a train which seemed to be fifteen or sixteen feet in length, fan-shaped, and possessing an apparent breadth at its further extremity of full two feet." "The meteor rose from west to east with a slow and steady motion," and in its progress it passed above or to the north of the moon; "and when it had arrived on the eastern side, directly turned towards the south-east, and dropping down below the moon, a part of its attendant train swept over the lunar disk." It gradually descended to the horizon in the south-east. The observer states that this meteor could not have occupied less than three minutes in moving the length of its train; and that the time of its visibility "could not possibly have been less than an hour, and was probably an hour and a half."

117. Meteors usually move rapidly, emitting a dazzling light, and soon disappear with one or more explosions, followed frequently by a whizzing noise, like that of a shingle whirled through the air, and sometimes, like a hot iron ball plunged into water. This noise after the meteorite disappears is from the falling aërolite. About ten years since, the writer was sitting in an east room, just as the darkness of evening was coming on, when suddenly the room was lighted up with the brightness of day, and in about a minute the light as suddenly disappeared, and an explosion at the same instant was heard. Others, who at the time were sitting in the west door of the house, saw directly before them, in the western sky, a brilliant ball of fire, appearing as large as the full moon. The light seen in the east room must have been from the illuminated atmosphere and not from the direct rays of the meteor.

118. The origin of meteorites is differently explained by different philosophers. Brocklesby enumerates five hypotheses to account for their origin, viz:—

1st. That they are ejected from terrestrial volcanoes.

2d. That they are produced in the atmosphere, being formed from the gases exhaled from the earth.

3d. That they are thrown from lunar volcanoes.

4th. That they are terrestrial comets revolving about the earth like the moon.

5th. That they are celestial bodies, revolving about the sun like the planets, and encountered by the earth in its annual progress.

119. The first three of these hypotheses are liable to great if not insuperable objections. The fourth supposes the earth to possess a system of comets like the sun; which, like those revolving about the sun, have extended orbits, and only occasionally approach so near the earth as to be visible. At such times the meteorite, which we are by no means to suppose ordinarily self-luminous, enters our atmosphere with such immense velocity as to condense the air before it to such a degree as to evolve sufficient heat to ignite the meteor and generate gases within, the expansive force of which produces explosions, throwing off fragments, which come within the attractive influence of the earth and fall as meteoric stones, while the meteorite itself passes onward on its course.

120. The fifth hypothesis, that of Chaladni, is adopted by Muller. This supposes meteorites, shooting stars, etc., to be "masses, which, like the planets, revolve round the sun, and being drawn within the sphere of the earth's attraction, fall. The fire and light accompanying them" are ascribed to "an atmosphere of inflammable gas, which inflames on entering into the oxygenized atmosphere of our earth." By supposing vast numbers of these bodies to be scattered through space, and all revolving around the sun, and "swarms of them to form a ring round that body, and further, that the plane of this ring cuts the earth's orbit at a definite point, we have an explanation of the periodic showers of falling stars."

121. These periodic showers are observed from the 12th to the 14th of November, and on the 10th of August. On the 12th and 13th of November, 1833, they appeared to fall almost in contact, like flakes of snow in a snow-storm, and it was calculated that in the course of nine hours no less than 240,000 fell."

122. Prof. Olmstead, in an interesting paper on the Zodiacal Light, published in the transactions of the American Association, 1851, establishes these five points:—

1st. The Zodiacal Light is a nebulous body.

2d. It has a revolution around the sun.

3d. It reaches beyond and *lies over* the earth's orbit at the time of the November meteoric showers.

4th. That its periodic time is commensurable with that of the earth.

5th. That in the meteoric showers in November, the meteors are actually seen to come from the extreme portions of the zodiacal light.

From these facts he very reasonably infers that these meteoric showers are due to, or at least connected with, the zodiacal light.

123. Aërolites, while they differ greatly from each other, have always the same general form and appearance. This form is that of an oblique pyramid, with "a black, shining crust, as if the body had been coated with pitch." The fracture is of an ash gray color. They always contain malleable metallic iron, nickel and chrome.

124. For accounts of the phenomena, and the present state of our knowledge of the causes of the Aurora Borealis, and the Zodiacal Light, the reader is referred to the authors so frequently alluded to in these articles: to their works the writer is indebted for most of what has been here so imperfectly given. S. N. S.

GRANVILLE FEMALE SEMINARY.

Sources of Power.

In a former article it has been shown that all the forms in which power manifests itself, as water power, wind power, tide power, the power of combustion and the power of vital action, are easily reducible to two heads, viz: those due to gravity and those due to combustion. It is also shown that these are really but different expressions for one and the same thing, viz: *attraction*. And what is attraction but the manifestation of the direct power of GOD, acting through the molecules of matter?

How conclusive is the proof of the existence of a God, *omnipresent and all powerful!* Not the Bible alone, or chiefly, but every object in nature, every branch of science boldly proclaims the truth, and openly defies contradiction. I believe it susceptible of the most ample demonstration that, reasoning logically from scientific principles alone, every important principle of science must be abandoned, or the existence of a God admitted. The sun, with each glistening star, is radiant with this glorious theme; the moon and every planet reflect the same; the laws of Kepler and Newton are but verbal expressions of this grand idea. Chemistry, from every retort, and crucible, and test tube, utters, in unmistakable tones, there is a God! But the philosopher, the chemist

and the astronomer deal only with matter, and while it is one of the best established principles of science that matter is inert, powerless, they everywhere and at all times meet with power. Now, whose power is that with which the man of science meets in all his investigations, and which the mechanic and the artizan so thoughtlessly, because so constantly, invoke in all their works? Science, if interrogated, answers loudly, clearly, unmistakably—the *power of God!* She says—Every particle of matter is endowed by its Creator with certain forces, which man is commissioned to use, in obedience to certain established laws; and these forces proclaim an OMNIPRESENT GOD.

Let us consider briefly the *sources of power* in the common acceptation of these terms. We have seen that all power is due to *gravity* or *combustion;* and these terms point directly to the sources in a more general sense. Gravity may be defined as that which causes masses to approach or tend towards each other. But the gravitation of masses is, of course, but the aggregate of the gravity of their atoms. Hence, it follows that every particle of this earth, and not only so, but every particle of matter in the solar system, if not every one in the universe, is a depository of power, which man may and does use in all the various ways in which water power, wind power and tide power are applied. How interesting the thought that *not a particle in the universe is idle! Not an atom but cheerfully performs its allotted task!* What a lesson for man! Shall *matter* labor and immortal MIND be idle? Shall no particle ever for a moment cease to work for the good of man and the glory of his Maker? and shall man forget the good of his fellow man and the honor of his God?

This source of power is unlimited, and its susceptibility to useful application almost infinite. But upon this I need not enlarge.

The term *Combustion* points to an important source of power. Beneath the earth's surface lie vast beds of coal. "This material," in the words of another, "like a watch wound up, is matter in a state of power, or in a state of unstable equilibrium, ready to rush into combination with the oxygen of the atmosphere as soon as the initial action is given, and to evolve power in the form of heat until the whole is consumed. It has been proved that, on an average, four ounces of coal is sufficient to draw, on a railway, one ton a mile. It has also been found by experiment that a man working on a tread mill continuously for eight hours, will elevate one and a half million of pounds one foot high. Now, good Cornish engines will perform the same work by the expenditure of the power of one pound and a half of coal. It follows from

these data that about five tons of coal would evolve as much power, during its combustion, as would be equal to the continued labor of an ablebodied man for twenty years, at the rate of eight hours per day; or, in other words, to the average power of a man during the active period of his life." Beneath the soil of our great coal basins Providence has, therefore, stored away an incalculable amount of power, "a power equivalent to the united force of myriads of giants, ready, like the giants of Aladdin, to be called into activity by the lamp of science, and, as its obedient slave, to build cities, to transport palaces, or remove mountains." S. N. S.

GRANVILLE FEMALE SEMINARY.

MISCELLANEOUS.

Visit to the Boston High School.

[CONTINUED.]

It is undoubtedly one of the highest duties of our whole system of education, to impart a new energy, and arouse a vigor that would be otherwise unknown, to the whole body of mental faculties in every pupil. They lose sight of one of the greatest objects of education, who suppose that the main business of the teacher is to impart to the scholar a given amount of knowledge, and that when that knowledge is imparted to the pupil, and by some process absorbed by him, the business of the teacher is accomplished. It most frequently happens that nearly the whole amount of information in the different branches of study, which a pupil gains, becomes of itself almost useless so far as real practice is concerned. How few, in after life, use the History or Arithmetic to any great extent, or Philosophy, or Chemistry, or Algebra, which they studied during their school days. The anvil, the plow, the carpenter's tools, the trowel, the loom, call for kinds and degrees of knowledge of which their books never gave them the slightest intimation. It may seem strange that it should be considered necessary for all the youth of our country to pass through the preliminary training of our schools in order to hope for much success in the occupations they are destined to follow, when apparently the various exercises of the school room have little or no connection with these occupations. This connection is certainly not apparent, even to a large majority of those who teach; nor

can it be expected that where this connection is not clear both to teacher and pupil, the benefit of the school to the scholar will be anything but of the lowest and most doubtful character.

Many an intellect can mourn the untimely blight it received within the precincts of the school room; and multitudes, whose age permits them to review their school-room days, confess that their books were as narcotics to their minds, and filled them with mists and darkness instead of light. They were chloroformed, nor did they awake until time had erased the marks of the teacher's hand. The books, filled with precious knowledge, are not to be blamed for this, but rather those who have used, with bungling skill, the means they afford of adding new power to mind, and of causing a soul to be born again. The *manner* in which knowledge is to be imparted is almost as much a matter of importance as the knowledge itself, and in many cases of more even. Many teach as though they lived in the antediluvian ages, when men could, by acquiring a little knowledge during a whole century, die with high acquirements. The pupil's *habit* of doing business in the school room in most cases becomes his habit of doing business during life.

This view of the duties and responsibilities of the teacher seemed to be entertained by the teachers in the Boston High School. They seemed to me to use knowledge as a means as well as an end. Knowledge with them was a steel hook to drag up from its dark depths whatever of curious power lay hid in the minds of their pupils. And it seems to me that if the Boston Schools have really the preëminence among the schools of our land they owe it as much to this object of education as anything else. This is the principle that constantly accompanies and governs each recitation. Progress is measured, not by the number of pages studied, but by the amount of mental energy developed and rendered available to the pupil. Hence the recitation in French, to which I was listening in the Fourth Division of the English Department, found no one flagging. Every one was most thoroughly engaged in the work. There was no time lost between question and answer. How frequently have I seen pupils gazing upon nothing, while striving to haul up an answer from some dark mental corner; but I saw none of that class there. There was more business done in one half hour during that recitation than I ever saw done in an equal time in any other school room. I felt it to be a perfect treat to sit and hear this exercise. I could not understand scarcely anything of the recitation, but the energetic manner in which the whole matter was conducted was perfectly delightful; it came more nearly to my standard of a fine recitation than anything I had ever seen before.

The teacher remarked that if I was tired with this recitation, he would go on with something else. It must be borne in mind that the whole school, 48 in number, were engaged all at one time. Most teachers would have been looking around for some means to give their pupils a little respite, and some time to prepare for something more, but he seemed to think that they should have done their studying before, and that then was the time to work.

Many maps were hung around the room, the handiwork of the pupils. Their hats and caps were hung on pegs around the walls in places convenient for the pupils to take them on going out.

I was so much interested with the working of the teacher, that I wrote in my note book many of the expressions which he used while running his rapid career over the recitations. They will appear disjointed and out of place here of course, nor will anything that I can say or do, give them the force with which they fell from his lips—"What a silly fellow you were, the other day, to make so many mistakes!" "Not right—'t is n't loud enough—'t is n't anything!" "Do you want to borrow a watch?" on observing an unlucky pupil fumbling over his watch. "You want a James' cutting machine to your organs, to cut off your *e*'s and *t*'s!" "I do n't know but that you could, but this one said it in half the time." "You are a great fellow for excuses." "Do n't *hear*"—in a voice loud enough to be heard a half a mile off.

All these expressions were uttered during the rapid progress of the lessons, and with a rapidity and vigor which no one could have equaled who had not accustomed himself to it by hard and repeated exercise. A drone could not have lived in such an atmosphere. The very excitement of the labor going on around him would have galvanized him into insensibility or driven him away.

I thankfully acknowledge myself indebted to that teacher for a single lesson on the improvement of time in teaching which I shall never forget. C. K.

All who have not paid their subscriptions for this year, are earnestly requested to do so during this month, that the business may be closed, and that the Executive Committee may be able to present at the annual meeting, a full account of the receipts and expenditures for the year.

Editors' Portfolio.

NUMEROUS letters have been received by Mr. ANDREWS, urging him to decline all the tempting offers which have been made him from different sources, and to continue in the service of the State Association. After mature deliberation, he has decided to accept the Presidency of Kenyon College. We think that none who consider all the circumstances can find fault with his decision. Few, if any, of those who have urged him to a different course, would be willing to do what they have asked of him: to be absent from home the greater part of the year, to travel and labor by night and by day; and all for the same compensation which he might receive in charge of a good school, and remain quietly at home.

For the purpose of assuring the friends of education in our own and other States, that we have citizens among us who can appreciate untiring devotion to the cause of education, and that Teachers are not alone in esteeming highly the the abilities and services of Mr. ANDREWS, we refer them to the character and standing of the Trustees who have, without a dissenting vote, elected him President of his Alma Mater.

We respectfully suggest to those who have manifested so strong a desire that Mr. ANDREWS should continue his agency, and expressed a willingness to contribute liberally for his support, that the Financial Committee will be glad to receive their contributions, however generous, and apply them on his salary for the current year.

We have received within a few weeks reports from school examiners, and lists of questions used in their examinations, sufficient to fill nearly half of this number: some of these we hope to give hereafter; but we suppose that all would agree with us, that it would not be expedient to publish so large an amount of such matter in a single number. Reports of Teachers' Institutes and Associations, and the resolutions passed at their meetings, have also accumulated, till twenty pages would not contain them; as the statistics of all the institutes will so soon be published in the annual report of the Agent, we omit the notices of them which would otherwise be given.

Mr. Andrews has succeeded in completing his file of the Ohio School Reports, excepting Mr. Lewis' *third* Report.

Mr. J. Lynch, of Circleville, has a complete file of the "Ohio School Director," and of the "Western Academician," which was omitted in the list published in our last.

Several articles, notices, etc., intended for this number, are in type, but have been laid over for the next.

Notices of Colleges, Schools, etc.

Kenyon College.—During the last month, the Trustees of this Institution, one of the oldest and best endowed in the State, met to elect a President. The following constitute the Board:

Rt. Rev. C. P. McILVAINE, D.D., President,

Rev. S. A. Bronson, D.D.,	Rev. T. M. Smith, D.D.,	Hon. J. R. Swan,
" R. B. Claxton, D.D.,	" J. McElroy,	" N. G. Pendleton,
" E. Burr, D.D.,	Hon. E. T. Sterling,	W. Kinney, Esq.,
" J. Muenscher, D.D.,	" H. B. Curtis,	Hon. R. C. Hurd.

After some remarks by the Bishop in regard to the kind of man needed for the

office, he nominated Mr. LORIN ANDREWS; and on motion of Hon. J. R. Swan, the nomination was unanimously confirmed. While we congratulate the friends of the College upon this fortunate selection, and feel that this step will be likely to secure for it a large share in the sympathies of the friends of Education, we rejoice to feel that Mr. ANDREWS' affections and interest will not be in the least estranged from the great cause of popular education in which he has done such efficient service.

PUBLIC SCHOOLS.—The people of St. Clairsville have organized their Schools on the Union plan. Mr. D. T. MOORE, of Franklin College, is appointed Principal. Mr. Moore is a fine scholar, has a clear head and a good heart, and maintains a devotion to the work in which he is engaged commensurate with the responsibility of his station.

Maumee City Union School.—This School closed its fall term on Friday. We learn that the exercises at the close of the term were of a highly satisfactory character, in all the Departments, showing fully the progress that the pupils are making under the present Board of Instructors. It will be seen by the notice in another column, that Prof. PAGE has been engaged for another term, and that after a week's vacation, this School will recommence under the same competent Board of Instructors.—*Maumee River Times.*

Items.

Mr. H. H. BARNEY is elected Commissioner of Common Schools in Ohio, by a majority of 22,348. He will not enter upon his duties till January.

Hon. H. BARNARD of Conn., has been elected Superintendent of the Public Schools of Cincinnati. Whether he will accept is not yet known.

Mr. J. B. BEACH, late Principal of the Union School of Jefferson, Ashtabula Co., has been appointed Superintendent of the Public Schools of Ironton.

Mr. EDWARD OLNEY, A. M., recently Principal of the Union School in Perrysburg, has been appointed Prof. of Mathematics and the Natural Sciences in an Institution located at Kalamazoo, Mich.

Mr. A. H. GUY, late of Bellefontaine, has taken charge of a Seminary in Georgetown, Vermillion Co., Illinois.

Mr. D. ANDERSON has been appointed Superintendent of the Union School in New Lisbon.

Mr. C. S. ROYCE, the Agent of the Phonetic Association, is teaching Phonotypy to a class in the House of Refuge near Cincinnati.

By a recent vote of the Trustees of the Public Schools of Cincinnati, the salaries of the Teachers have been increased 30 per cent. This makes the compensation of the Principals, $1014.

Several of the friends and patrons of Mr. D. C. PEARSON, Principal of the Schools in the North District in this city, recently presented him the sum of $75 as a token of their confidence and esteem.

One of the Teachers named in our last is still without a situation. Address E. Cincinnati, O.

Rev. H. B. HOSFORD, of Williamstown, Mass., has been appointed Professor of Mental Philosophy and Rhetoric in Western Reserve College.

Announcements.

The sixth annual meeting of the Ohio State Teachers' Association will be attended in Columbus, on the 28th and 29th of December instant. Addresses will be delivered by Hon. H. MANN, and Dr. J. RAY, the President; and one is expected from Rev. E. THOMSON, D. D. Several Reports will also be presented. Entertainment will be provided for Female Teachers; and efforts will be made to secure the usual reduction of fare on all the lines of conveyance leading to the city.

The second annual meeting of the Association of Friends of Female Education will be attended in Columbus, on the 27th of December. The opening Address will be delivered by Rev. WM. T. FINDLEY, of Chillicothe. Essays or Reports are to be presented by Mr. R. R. SLOAN, Prof. J. C. ZACHOS, and Mrs. P. B. Wilber.

The second annual meeting of the Ohio State Phonetic Association will be held in Columbus, on the 30th of December next; the day after the meeting of the Ohio State Teachers' Association. Prof. J. C. ZACHOS, and Mr. BENN PITMAN, will address the Association. Other addresses are also expected.

The first number of volume third will be issued before the first of January, but it has been decided (contrary to the plan adopted last year,) to send it to none except those who order it. It is very desirable that orders should in all cases be accompanied by the money; still, Teachers who can not consistently pay till the close of their terms, will be accommodated as heretofore.

If any subscribers have failed to receive any particular number of the Journal, they are requested to give notice of the same as soon as consistent, and the missing numbers will be supplied.

THIRD VOLUME OF THE OHIO JOURNAL OF EDUCATION.

The Executive Committee take pleasure in announcing that the third volume of the Journal will commence with January, and be issued regularly during the coming year. The success of our enterprise thus far is gratifying in the extreme. The two volumes of more than 400 pages each, already published, are a contribution to the educational literature of the country of which the Teachers of no State need be ashamed.

Grateful for the success of the past, for the generous confidence and the patronage extended to the Journal, the Committee feel bound to spare no effort which will render the coming volume worthy of a support far more liberal than either of the preceding has received. Will not every Teacher and every friend of Education aid in extending its circulation?

Terms, $1 per copy. The first and second volumes, neatly bound, can be had for $1 25 each: the two volumes, bound in one, for $2 40. If ordered by mail, 25 cents in stamps must be included for the prepayment of each volume. All orders should be addressed, *Journal of Education, Columbus, O.*