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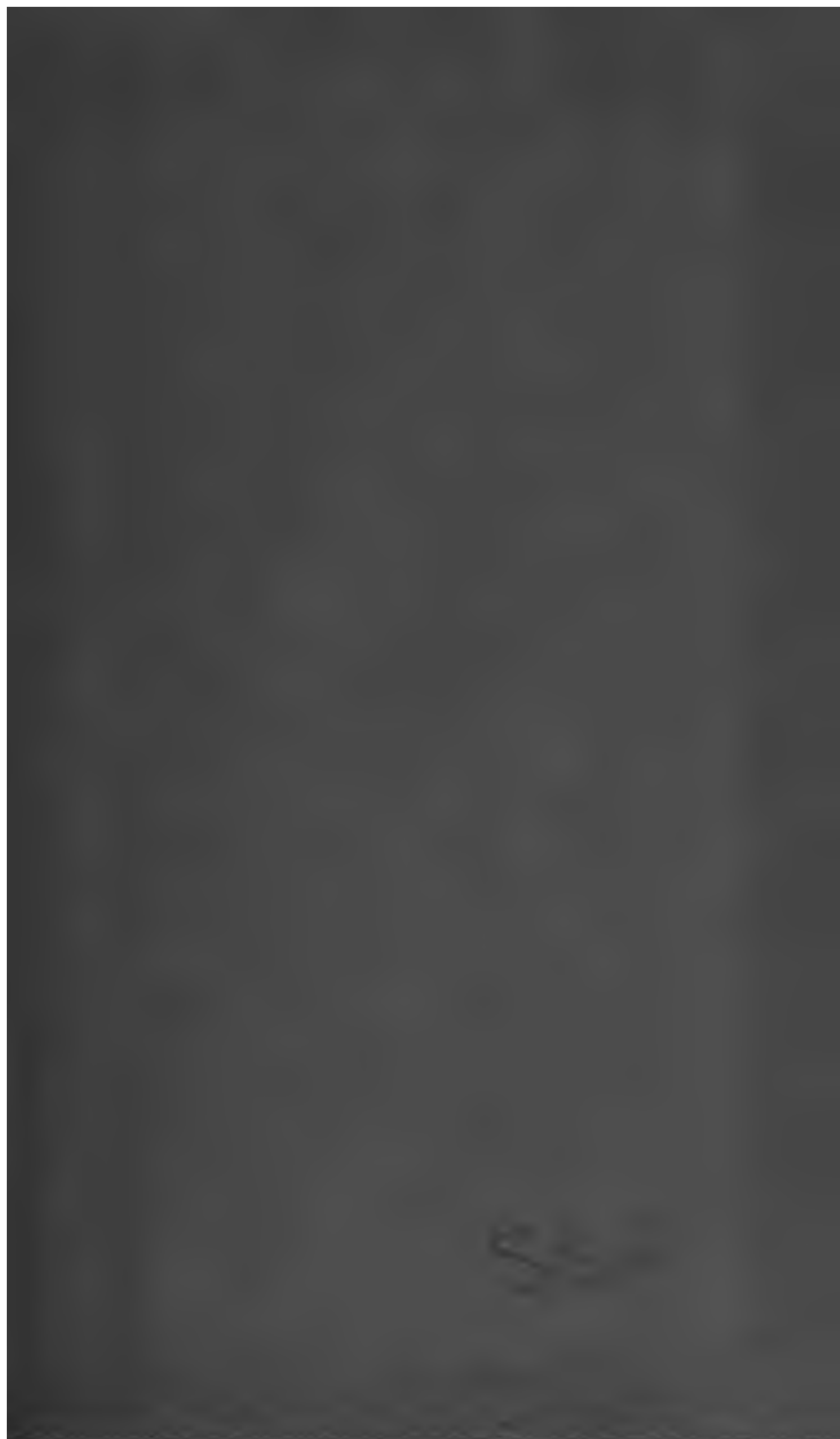
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. THE OHIO
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PUBLISHED MONTHLY,

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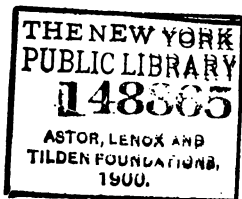
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1857.



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THE
Ohio Journal of Education.

COLUMBUS, JANUARY, 1857.

ASSOCIATE EDITORIAL.

ARE THE UNION SCHOOLS OF OHIO PROGRESSIVE?

It is a source of great gratification to review the progress of the classified schools of Ohio for the last ten years, and especially is it a matter for congratulation that the free school principle has been so cordially, so thoroughly, and, apparently, so permanently adopted in our State. But while a rich harvest of blessings has already been reaped, it needs to be distinctly understood that the capacity of our free school system for usefulness remains yet almost entirely unrevealed. While it is true that our free classified public schools have been successful, still that success has not been of the first order. Valuable as far as it goes, it is still not worthy of the highest commendation. It does not, or has not yet, generally, involved the highest human attainments in its accomplishments. It has not yet so changed the face of society as to make the difference apparent to the common observer. What has been already gained is, in general, mostly preparatory to what should follow. By bringing together in a free school all the diversified gifts of all the children of a community, and thereby uniting and diffusing all the advantages which social position and home culture can furnish, *some* degree of success must almost necessarily follow, and, if to the foregoing is added a judicious classification of the pupils in schools, the work of intellectual instruction can be conducted with marked success by Teachers of quite ordinary attainments. Two highly essential elements of prosperity, like those just mentioned, being understood and incorporated into a school system, progress to some extent, and in some form, becomes almost inevitable. The Teacher soon regards his labors with complacency, and community points with satisfaction and pride to

the liberal institutions flourishing in its midst. As before said, this is all well. It is progress, and progress in exactly the right direction. It is a matter for sober and rational exultation, that so much has been achieved. But let us be liberal in our views upon the great question of providing the best possible education for the young. Let us be specific when we speak of the excellencies of our school systems. Let us be candid and honest in defining the nature of our labors and in estimating the value of our services. We turn then to the question, are our schools progressive—both conservative and progressive?

We are to seek evidences of excellence and progression, *first*, in improvements upon past and present, known methods of school organization, school discipline, and instruction. In this respect it is believed that our schools have been, for several years, decidedly progressive. But, *second*, we are to look for progress in the invention and introduction of subjects and modes of instruction not hitherto known or practiced in any measure—more philosophical in *plan*, more efficacious and far-reaching in their tendencies. As the highest order of human culture is introduced, we are to look for a change in the whole moral atmosphere of a community. Truth, justice and charity will begin to be gloriously triumphant. Selfishness, fraud and uncontrolled appetite rapidly disappear.

Are these evidences of progress around us? Perhaps so in some measure, but certainly they are not super-abundant. The demand for these modes and results is not yet sufficiently distinct and emphatic. On the part of the parent and of the public, there exist only the vague hope or expectation that the Teacher, *somehow*, is educating, *somehow* will educate the child. Whether the skill of the Teacher is expended upon the intellectual or the emotional and moral nature of the pupil, has seldom been a subject of thought or inquiry, much less a matter of careful observation and analysis. On the part of the Teacher also, it is feared that little beyond instruction in the sciences and the culture of the intellect is seriously and deliberately undertaken. The preparatory training on the part of the Teachers themselves is still wanting, the skill is wanting, the instrumentalities are wanting; and, more still, the *ideal* is too often wanting, or exists in but a misty, shadowy, form, in all that relates to the culture of the emotional and moral nature of the young.

It certainly can not, in truth, be said that the child is properly educated, when his knowledge of the sciences is accurate and extensive, and yet his impulses all wrong, while his intellect has been highly dis-

ciplined, yet his temper never subjected to control, his taste in letters most refined, yet his sense of justice most uncertain and obscure. Let us then be temperate and candid in speaking of our educational condition and progress. Giving proper credit for all that we have that is essential and truly valuable, let us aim at a higher standard of excellence than has before been sought. We must not, for a moment, be satisfied with former conquests. We must not repose on old virtues or old laurels, while so much remains to be achieved. If, ten years ago, there was a pressing necessity for a liberal, judicious school organization in our State, there is an equal necessity now, for just and liberal sentiments in relation to the higher departments of education.

If Teachers of prudence, energy, experience and zeal, were then needed to introduce the more outward, material elements of a free, public school system to popular favor, Teachers are now needed to inaugurate emotional and spiritual culture into the free school training of our country. This may, indeed, appear difficult, discouraging,—seemingly almost impossible. So have all other valuable achievements. It is sufficient for us to know that its accomplishment is necessary and possible.

SANDUSKY, Dec. 1, 1856.

M. F. C.

THE MOON.—Dr. Scoresby, in an account that he has given of some recent observations made with the Earl of Rosse's telescope, says: "With respect to the moon, every object on its surface of one hundred feet was now distinctly to be seen, and he had no doubt that under very favorable circumstances, it would be so with objects sixty feet in height. On its surface were craters of extinct volcanoes, rocks, and masses of stones almost innumerable. He had no doubt that if such a building as he was then in were upon the surface of the moon, it would be rendered distinctly visible by these instruments. But there were no signs of inhabitants such as ours—no vestige of architecture remains to show that the moon is or ever was inhabited by a race of mortals similar to ourselves. It presented no appearance which could lead to the supposition that it contained any thing like the green fields and lovely verdure of this beautiful world of ours. There was no water visible—not a sea, or river, or even the measure of a reservoir for supplying town or factory—all seemed desolate."

COMMUNICATIONS.

TO THE EDITOR OF THE OHIO JOURNAL OF EDUCATION :

Dear Sir—You ask me to give you some account of the progress and present state of the Night Schools of this city. I do so with pleasure, and only hope that it may be interesting to your readers.

With us there is such hurrying to and fro, in the excited search for wealth, and so many branches of business in which young men and women may profitably engage, that few remain at School long enough to complete even a good business education. Of 16,673 pupils registered last year in all the Public Schools of this city, only 2,468 were over twelve years of age, and more than half of the whole number were under nine. Children engaged in any industrial pursuits at so early an age, cannot be supposed to take any great interest in the business that occupies them, but rather that they should regard their labor as a task imposed, not for their own good, but for the good of others. Nor do they feel the weight of responsibility which rests upon those of maturer years, and which modifies and restrains their natural impulses. Their time is not all occupied, and their intervals of leisure are devoted to mere amusements and matters of temporary or trifling moment. What they learn at School is forgotten. Habits of study previously formed are superseded by irregular and even vicious courses, and the work of early education is nearly obliterated before manhood is reached. The period of which we speak is one of no little importance to the commonwealth. Any one who observed the processions of the last political campaign, and heard the shouts which, as the roar of many waters, surged up the hill-sides that encircle us, will acknowledge that there is a power in Young America which is to be respected and cared for. Well, to bridge over this period which intervenes between the school-going age and maturity, is a problem which has scarcely yet been solved. Atheneums, Philosophical Associations, Mechanics' Unions, etc., etc., have been established without number, both in this country and in Europe, and they seem to answer a condition of American society, every where. In this city, I believe, these institutions have assumed a new shape. They have become homogeneous elements of the Public School system.

Every Winter, for sixteen years, have night Schools been established in various parts of the city, by the Board of Trustees and visitors of the Public Schools. This Winter there are ten of them, in as many of

the Public School buildings. Each of these Schools employ from two to five Teachers. They are classified as nicely as the very great variety of attainments and studies will permit.

Till last session, these Schools were open only to young men. Last Fall young ladies were admitted for the first time. Though great apprehensions were felt lest this step might lead to difficulty, and bring discredit upon the entire system, no practical inconvenience, whatever, has been experienced. Young ladies and young gentlemen are seated in separate, rooms each under the instruction of Teachers of their own sex. By dismissing the former a few minutes before the latter all the danger that had been predicted is avoided, and up to this time no complaints have been made of any want of safety in passing to and from Schools after night-fall.

The Night Schools are generally instructed by the Teachers of the day Schools—by others, however, when these can not be secured. They open at 7, and are dismissed at 9 o'clock in the evening. The salary paid for this service is from \$25 to \$30 per month of twenty nights. The course of study has not yet been laid out, and it is quite doubtful whether one can be devised that shall meet the wants of a mass of scholars so heterogeneous as the pupils of the night Schools are found to be.

It is possible that some plan of organization may be devised which will throw larger numbers of pupils together in the same house, and thus some classification be secured.

Not unfrequently, young men and women come into the Schools unable to read or to write. A single winter is generally sufficient to open to them the rich stores of our literature, and give them a use of those wondrous characters which speak when the voice is silent. The progress of the pupils who attend these Schools regularly is highly satisfactory, and justifies the annual appropriation made to sustain them.

THE NIGHT HIGH SCHOOL.

A new feature has been recently added, which is expected to have the happiest influence upon the whole system of Night Schools. I refer now to the *Night High School*.

Last Summer a contract was made between the School Board and the Board of Directors of the Ohio Mechanics' Institute, by which, for the consideration of \$10,000, one half of the very large and substantial building, known as the Mechanics' Institute, was transferred in perpetual lease to the former party. The Mechanics' Association had maintained lectures for several years. These were thinly attended, however,

and it was suggested by Dr. C. G. Comegys, a prominent and active member of the School Board, that it would not only be proper, but that it would be highly advantageous for that Board to take upon itself the selection and maintenance of these lectures, and to engraft the entire course upon that already adopted in the District Night School. It was proposed that no one should be admitted to this course who could not undergo an examination on all those branches which are essential for a thorough understanding of a course of scientific lectures. A difficulty was anticipated in the very limited number who could be found to undergo an examination in Geometry, Algebra, and the definitions and classifications of the Natural Sciences. To provide against this, it was thought best to establish two preparatory grades, making three in number with the course of lectures already mentioned. Thus has the plan of the Cincinnati Night High School been conceived and elaborated.

The course prescribed for each of the three years is for the

1st year—Algebra, Geometry, Book-keeping, Vocal Music, Drawing and Design.

2d year—Natural Philosophy, Chemistry, Geology, Botany, Animated Nature, Vocal Music, Drawing and Design.

3d year—The same subjects as of the second, to be taught in a course of lectures.

It will be observed that the course is almost exclusively scientific. Cincinnati is located in the midst of a country that knows no superior for agricultural resources. Her horticulturists are known over the world. She is eminently a manufacturing city. It is fitting, then, that her young men and young women should be trained so that they may intelligently take a part in the development of her tremendous resources.

The examination of candidates for admission to the Night High School took place in the evenings of the 31st of October and November 1st. It was conducted by printed questions, copies of which I enclose to you, to be inserted or not, at your pleasure. They were prepared for the candidates seeking admission to the third grade. The second grade has not yet been established. Two hundred and twenty-four candidates were examined and only one hundred and fifty admitted. A part of these admitted have been formed into a *preparatory class*.

The School was organized on Monday evening, Nov. 10th, under the instruction of Cyrus Nason, Esq., Principal of the 4th Intermediate School; John Hancock, Esq., Principal of the 1st Intermediate; Asahel Page, 1st Assistant in the 4th Intermediate, and Miss Ellen F. Freeman, a teacher of the Woodward High School.

The whole number of pupils registered in all the Night Schools, Nov. 14th, was	-	-	-	1648
The number that actually attended last week was	-			1221
The average attendance was	-	-	-	1019

You will see that this is only one-ninth of the attendance in our day Schools. Though this is a much greater proportion than has heretofore been attained, we hope to increase it still more.

I am, sir, yours, most respectfully,

CINCINNATI, Nov. 18th, 1856.

A. J. R.

SCHOOL GOVERNMENT—SPIES.

It was a damp day in early spring, when Ada B. crossed for the first time the threshold of a boarding school, as a pupil. She was a thoughtful girl, retiring in her manners to an almost painful degree. She was now in her sixteenth year, and, with the exception of an occasional attendance at different select schools, had received the most of her education in her father's study. He had taught her after his own thorough and somewhat peculiar style, and in some respects, her education would have answered as well for a theological student as for a young lady. He sent her now to a female Boarding School, that she might receive some of those feminine accomplishments which he considered himself unqualified to teach. With a beating heart she stood for the first time before her teacher, passed her examination, and was assigned her class. She was prepared to put the same implicit confidence in the sayings and doings of her teachers that she always had in her parents. It never entered her mind that they could be otherwise than sincere, when they endeavored to impress upon their pupils the beauty of truth, and brought long lists of scripture promises, warnings and threatenings, concerning deceit, to be committed to memory, and explained and commented upon in the school room.

Nor did it appear at all strange to her, that after these teachings, and especially, as a large proportion of the elder young ladies, who studied in their own rooms, were professed Christians, the teachers should expect their pupils to be *truthful*, and should receive the reports which were handed in every night as true.

She was therefore surprised at the charges of deceit, and, in school-

girl phraseology, *meanness* frequently brought against them by her schoolmates, who had been longer in the institution than she had. She was also puzzled to account for the fear and hatred with which many, especially the younger ones, regarded two or three quiet silent ones among the elder pupils, who stood high in favor with the teachers, although remarkably dull scholars. It seemed to her very strange, too, that they were forbidden to talk to one another about their teachers, the rules and regulations, and that if they *did talk* thus the principal was *sure to find it out*. In consequence of this regulation it took her a long time to find out, what she at length ascertained to be true, that in every room appropriated to study, on the play ground, in their walks, in every place where they were not under the immediate eye of their teachers, there were eyes fixed upon them, and tongues ready to report in secret; where, if a false charge should be made, no defence could be brought, and that the punishment frequently as secret as the trial, was *sure to follow*. She was too strictly upright ever to suffer from such a course herself; but the discrepancy between that and the school-room instructions struck her at once, and aroused all the indignation of a naturally high spirit.

If, she reasoned, the principal knew that the girls were not to be trusted to remember and report all their little failings, why did they not appoint monitors over them, and give them a certain degree of authority to enforce the observance of the rules, and not *pretend* to trust them and give them the largest liberty, when every step they took was taken in the presence of a spy? Was that the way to illustrate their Christian teachings? She found that this principle extended throughout their whole system, and she lost at once all confidence in, and respect for, the teachers. She looked upon the principal, whom she now, looking back, believes to have been sincere in her efforts for the spiritual and temporal welfare of her pupils, as little better than the Lady Abbess of a Jesuit convent. And the little paradise of Christian love which the school appeared at first sight to be, became to her a hateful prison house, whose portals she was glad to leave, never to return. Their intentions were good, their instructions of a very high order, but their government was *wrong*. Shortly after leaving school, Ada assumed herself the duties and responsibilities of a teacher. She was young, unused to the ways of the world, and made many mistakes, and met with many trials and discouragements before she learned the art of teaching so as to be satisfied with her own success. Her own experience, however, as given above, had taught her one lesson that she

always remembered. In the first place, she kept her pupils as much as possible under her own eye; and she took no pains to conceal from them that she was watching over them, ready to encourage if they did right, and to reprove if wrong. She found that children do not object to having their teacher watch them. It removes the temptation to do wrong, and they can behave right a *great deal more easily* than if left to themselves. If she found it necessary to leave the school-room for a few moments, she would sometimes request an older pupil, one that had the respect of his schoolmates, to take her place and sometimes do as in the following case. A little boy came in to say that there was a man at the door with a load of wood, waiting for directions as to its disposal. She started for the door, but paused at the threshold and looked back at the fifty pairs of bright eyes fixed upon her. Boys, is it necessary to appoint a monitor to keep you still? No, ma'am, we can keep ourselves still. She returned to the school-room after an absence of five or ten minutes, and even a teacher's practiced eye could discover no evidence that their word had not been kept. She endeavored always to interest her pupils in the rules and order of the school in such a manner that one who should break any regulation, should be looked upon by the rest as one disposed to interfere with their improvement, and bring disgrace upon them as a school. In this she succeeded beyond her expectation; and almost always made able and willing coadjutors of a large proportion of her scholars. To do this, and at the same time discourage tale bearing, she found at first a delicate, and sometimes difficult, task. But she learned in time, and taught her pupils that each individual could *mind his own business* and let the others alone, except when they interfered with his improvement or infringed upon his rights.

As a general rule this worked very well; for particular cases a particular treatment became necessary. But she never encouraged or allowed a whisperer or a spy, she would pay no attention to such, nor hear any complaints the accuser was not willing to maintain in the presence of the accused. She endeavored to carry out the principles of truth she taught them, and when she told them anything they believed it, believed she would do what she said, and also deal justly by them if she could. In this way, perhaps, she occasionally missed some things which might have come to her knowledge, but she gained the confidence of her pupils, and learned them to trust her and one another. After she had taught several years in different schools, of almost every grade, she was called to the female principalship in an endowed institution,

which ought to have taken a rank nearly equal to that of a college. She was puzzled and perplexed by various circumstances when she first entered the School, one of which was, that the two men who had the management of the institution, the principal and the manager of the boarding department, had no confidence in each other; that the students had none in either of them, that there was not the right kind of subordination among the students, or, what she had been accustomed to consider, a right spirit of improvement.

She was not long in discovering that the principal was a man whose education was, comparatively, very poor for the station he occupied. This, however, only partially cleared up the mystery; the greater portion of the students would not discover this, being, as before intimated, influenced by nothing more than what might be denominated a *mercenary* spirit of improvement. Upon this man came the whole government of the school, aside from the authority maintained by the lady principal for the teacher of languages, whose name was in catalogue as president, neither desired, or was permitted to know anything about, or take any part in the government of the institution. Gradually, however, the mystery unfolded itself. One day Ada was reasoning with one of the young ladies upon the wrong spirit she manifested towards one of her schoolmates. These two, with some others, occupied a suite of rooms, at a distance from those occupied by the Principal, and other young ladies; consequently, out of her supervision, unless she went to them for that purpose. While talking to this young lady, she suddenly broke out with, "Why, Miss B., the reason we don't like her, is because we think you have *hired* her as a spy upon us, to tell you every thing we do." Astonished and indignant, Ada repelled the charge with an earnestness which left no room for doubt in the mind of the listener. She told the young lady that she thought it would be a very good plan to have Miss L. appointed monitor of that set of rooms; but when she did that, she would let them all know it, she never in her life employed a spy.

She sought the principal and laid the matter before him, when, to her unbounded astonishment, he told her he "had already agreed to give Miss L. her tuition, to keep watch of the young ladies in that room, and let him know their proceedings; of course, not letting them know anything about it." A blush of shame mounted to his cheek, as he met her astonished, indignant look, and she turned from him, sick at heart, that she had thus come in contact with the very principles she had always fought against. But the clue was reached. She found



that this little piece of deceit against the students, was but a specimen of the way the whole thing was managed. The principal governed by spies. The spies turned traitor to the principal. The students had no confidence in the teachers, nor the teachers in the students, and the lesson learned by the whole was deceit, and nothing but deceit. Disgusted and weary, Ada sought another field of labor, with a new resolve in her heart, that, come what might, she would never manage her pupils so as to implant in their young hearts a lesson of distrust and fraud, to be learned soon enough, when they go forth to struggle with a busy world.

It is perhaps necessary to delegate the authority of a teacher to some of the pupils, sometimes,—always a necessary *evil*—but I hold that it is not only unnecessary, but wrong, to make those pupils *spies*.

SODUS, N. Y., NOV., 1856.

LOUISA A. BLAKELY.

S E L E C T I O N S .


Y O U R D A U G H T E R S ' H E A L T H .

A word on this point with you, fathers or mothers, who read the *Ohio Farmer*. Have you fully settled the matter in your mind that your daughter can be healthy only on the same conditions as your son? If you have not thought over this subject, please do so, and if you discover that your daughter can be well and strong while pursuing a course that would enervate and ruin your son, make no delay in publishing it to the whole world. For, in spite of all appearances to the contrary, there are many people that are killing their daughters now, to make them pretty, who would be glad to have them pretty *without* killing them. But it may be some time before you make this discovery. Meanwhile, it will be safest to proceed on the principle, that if boys must have exercise to be healthy, girls need it too. If boys need pure air to inflate their lungs, girls need the same. If boys need to be trained to vigorous toil in order to be worth anything, girls need something similar to this, to bring out what good there is in them, too. Now if these principles be sound, let us ask whether you have carried them out in your family arrangement. Does Mary work as John does, at some good solid work, or does she bend over her sewing? Does she

go out of doors and walk, work or ride two or three hours a day, or does she breathe almost wholly the heated and poisoned air of a close room? Does her dress allow her lungs free play, or are corsets and cords crushing her vitals into premature putrefaction? These are plain questions; we mean them to be so; for the principles and practices to which they refer, are of incalculable consequence. It will not blunt the arrow of grief, as you follow that daughter to the grave, to remember that your folly sowed the seeds of fatal disease in her system. Nor will it make your old age happy, to see in her puny and sickly offspring, the proof and result of your sad mistakes in her physical education. Beware now, for now is the time to beware of consequences. *A blunder here may imperil many lives.—Ohio Farmer.*

A NEW GEOLOGICAL SURVEY OF OHIO.—We believe that under the present state of affairs, no step in state legislation would contribute more to the material prosperity of Ohio, than a thorough geological and agricultural re-survey of the State. It would be a grand step towards opening the undiscovered treasures of mineral wealth, that now lie buried and useless in our midst—of giving a new impulse to art, science, and manufactures, without which any country must necessarily languish, under the sway of a poor, rude, and illiterate agricultural population. Again, it would increase the agricultural value of lands in the State. It is a well known fact, that in tertiary formations, such as compose the surface of Ohio, strata often occur, lying within a few feet of each other, separately sterile, but which by being mixed, constitute a soil of the highest fertility. Many beds of gypsum, marl, and other fertilizers, have been developed by Agricultural and Geographical surveys in other States, which have greatly increased their agricultural prosperity.—*Normal School Advocate.*

ORTHOGRAPHICAL.—A shoemaker received a note from a lady to whom he was particularly attached, requesting him to make her a pair of shoes, and not knowing exactly the style she required, he dispatched a written missive to her, whether she would have them '*Wround or Esq Toad.*' The fair one, indignant at this nice specimen of orthography, replied '*Kneether.*'



THE PHONETIC ALPHABET.

LONG VOWELS.					SHADE VOWELS				
Ē ē, eel,	Ā a, ale,	Ā a, arm,	Ē e, all	Ō o, oak,	Ōo; ooze;	Ē ē, earth,	Ā a; air.		
SHORT VOWELS.									
Ī i, it,	Ē e, all,	Ā a, am,	Ō o, on,	Ū u, up,	Ū u; foot;	Ū a; aak;			
DIPHTHONGS.				CONSONANTS					
Ē j,	Ō ē,	Ū ē,	Ū u;	Ē q,	Ē t,	Ē d,	Σ f	Σ g,	Ū p;
by,	boy,	bow,	new,	etch,	bath,	bathe,	marsh,	rouge,	sing.
b, d, f, g, h, j, i, k, l, m, n, p, r, s, t, v, w, y, z.									
as usually employed.									

YUS AND ABUS OV ETIMOLOJL

Ēar iz, hæver, a fels etimolojġ hwiġ iz muġ prevalent, and næ muġ tet in skolz. Az ðe Inglif iz a langwaj derjvd from meni sorsez, and in modern tġmz haz resevd meni aksefonz from ðe Latin and Grek direkt, hwġl previusli it resevd ðem indirektili tġro ðe Freng, teġerz hav bin muġ in ðe habit ov soġp ðe Latin and Grek rats ta hwiġ wurdz not Sakson mæ be trast, and konsiderip ðez az ðe etimolojiz ov ðe langwaj. Ēe grosest erorz qr in ðe aktyuol histori ov wurdz, and in ðe derivaſon ov ðar meniġ from ðe histori. Mær akyurät nolej, fæded upon fonolojġ and ðe lojikal histori ov wurdz, wil korekt ðez, but in ðe men tġm it iz nesasari ðat pepġ juad be disabuġd ov ðe ðet ðat if ða nœ ðe ultimät Latin er Grek orijin ov a wurd ða nœ its meniġ. Arġbisop Hwatli givz ðe tġre wurdz understandip, substans, ġpostasis, el ġdentikal in ðar radikal meniġ, and wġdli diferent in ðar aktyuol aplikafonz az egzamplz ov ðe danjerus mistaks hwiġ mæ be mad bj ðoz hœ go direkt ta ðe etimolojġ ov wurdz. It iz a most instruktiv and yusfuol eksersiz ta obzerv ðe meniġ ov wurdz, er ta tġras ðe derivaſon ov ðe most varid ġdeuz from ðe sam radikal nofonz, but eni wun hœ konsevz ðat he kud predikt ðe ġanj bj noip ðe orijinal, wud be ljġk a man prognostikatip ðe kœrs ov a river from a nolej ov ðe lokaliti ov its sors widst eni konsepfon ov ðe natyur ov ðe kuntri tġro hwiġ it had ta flo.

Etimolojġ iz not onli inseparabl from fonolojġ, but from histori elso; and ðe soner ðat suġ bastard læniġ az komonli goz bj ðe nam ov etimolojġ iz got rid ov, ðe betar fer ðe lojikal edyukaſon ov Inglifmen. Ta ðez hœ nœ Latin and Grek, ðe ġanġez mad bj fonetik spelip wil not okaġgon ðe slġttest difikulti in trasip a wurd ta its orijin; ta ðoz hœ dœ not, ðe ġanġez qr ov nœ konsakwans hwotever.

ANSWERS TO QUESTIONS ON THE SCHOOL LAW.

BY THE STATE COMMISSIONER OF COMMON SCHOOLS.

QUESTION. When the qualified voters of a city or incorporated village, organized as to Schools, under any *special act*, shall have determined by vote, as provided in Sec. 66 of the general School law, that the Common Schools of such city or incorporated village shall be conducted and managed in accordance with the provisions of said general School law; and when such city or incorporated village shall have provided by ordinance for the election or appointment of a Board of Education, prescribing their number and terms of office, would it be legal or competent for the Council of such city or incorporated village, subsequently to change by another ordinance, the number of members constituting said Board of Education, or to direct that they should be elected instead of appointed, or vice versa?

ANSWER. Several questions similar to the above, have been at different times, submitted to this department for an opinion upon the proper interpretation of the last clause of Sec. 66 of the School law.

At first, the opinion was entertained that when the qualified voters of a city or incorporated village, had determined to relinquish their organization as to schools under any special School act, and to be governed by the provisions of the general School law, and when the Council of such city or incorporated village, had once provided by ordinance for the election or appointment of a Board of Education, describing the number of its members and the terms of their office, the power of said Council was *functus officio*, and that thereafter, it would have no power in the premises to change the numbers composing the Board of Education, or the manner of creating them, than if such city or incorporated village had never been organized, as to Schools, under a special act, but had, at the time of the enactment of the general School law, come at once under the provisions contained in its 32d, 33d, 34th and 35th Sections.

But on further investigation, and after taking the advice of several legal gentlemen, the undersigned has come to the conclusion, that the Council of any city or incorporated village, which has determined as above stated, that its common Schools shall be conducted and managed in accordance with the general School act, may change any ordinance which may have been made for the election or appointment of a Board of Education, so as to increase or diminish the number of its members, provided the number be not reduced below three members, according as the growth of such city or incorporated village, or the best interests of education, may seem to demand. It is also competent for said Council to change the mode of creating the Board of Education, by a provision in the ordinance, that they shall be elected instead of appointed, or the reverse. It is believed that the power in question is a continuing power, and is not exhausted by having been once exercised.

QUESTION. In a certain sub-district, in the township of ———, a new School House has been erected, but so situated, that by reason of swamps and the want of passable roads, it can not be reached by a large number of scholars resident in said sub-district. The local directors refuse to establish two Schools therein, and hence several of the inhabitants are obliged to maintain a private School, or let their children go without education, and this, too, notwithstanding they pay taxes for the support of Schools. What is the remedy for such evident injustice to a portion of the people of this sub-district?

ANSWER. By Sec. 63 of the general School Act, it is declared that all the real and personal property in the State shall be taxed for the purpose of "affording the advantages of free education to all the youth of this State." Hence, every inhabitant may reasonably demand of the Board of Education, in the township in which he resides, the establishment of a School within such a distance of his residence, and with such facilities for reaching it, as would enable his children to attend it, without travelling an unreasonable distance, or over impassable roads or through swamps. Until such roads are rendered passable, and the swamps drained or bridged, the inhabitants who are incommoded as already stated, should apply to the Township Board for permission to send their children to the Schools in other sub-districts, more accessible; and the Board would be in duty, and in law, bound to grant such permission, if the facts are as stated. And if the Board should refuse, without good cause, to grant the privilege solicited, the parties feeling themselves aggrieved, could then apply to the District or Supreme Court for writ of mandamus, to compel the Board to do its duty in this regard.

H. H. BARNEY,

Commissioner of Common Schools.

BREVITIES.

☞ Theodore Hook once said to a literary man, at whose table his publisher had become intoxicated, "My dear sir, you seem to have emptied your *wine-cellar* into your *book-seller*."

☞ A Yale College student lately perpetrated an amusing classical pun. Seeing a box of tea at the door of a dealer, he printed on it, in bold letters, the Latin words *tu doces*, to the no small amusement of the collegians who frequented the place. The Latin words *tu doces* (thou teachest) being of course rendered Thou Tea Chest!

☞ The stepping-stone to fortune is not to be found in a jeweller's shop.

☞ A gentleman was promenading a fashionable street with a bright little boy at his side, when the little fellow cried out:

"Oh, pa, there goes an editor!"

"Hush! hush!" said the father, "don't make such sport of the poor man—God only knows what you may come to yet."

☞ **Lostr.**—Yesterday, somewhere between sunrise and sunset, two golden hours, set with sixty diamond minutes. No reward is offered, for they are gone forever.

☞ "Even this will pass over!" was the proverb which the wise Solomon gave to an Eastern friend, who desired such a motto as would make the soul strong in misfortune, and humble in prosperity.

☞ Infinite toil would not enable you to sweep away a mist; but by ascending a little, you may often look over it altogether. So it is with our moral improvement; we wrestle fiercely with a vicious habit, which would have no hold upon us if we ascended into a higher moral atmosphere.

☞ The liar is the greatest fool; but the next greatest fool is he who tells all he knows. A prudent reticence is the highest practical wisdom. Silence has made more fortunes than the most gifted eloquence.

EDITORIAL DEPARTMENT.

WHERE AND HOW WE MEET.*

“To Athens!” was the joyful cry of Grecian scholars, when returned the seasons of their literary festivals. To Athens philosophers, orators, and poets journeyed. To Athens went the ambitious young, to treasure up wisdom from the lips of sages,—to gather inspiration from the tongues of the eloquent. In Athens met the Teacher and the pupil,—the lecturer and the learner. There, 2500 years ago, they met, and in social intercourse, and in literary entertainments, their festal days passed swiftly away,—passed joyfully away. Then to their homes they went, strengthened for new studies, inspired with new purposes, and looking forward to the day when again the cry would be heard—“To Athens!”

Teachers of Ohio, twice every year we meet for a purpose similar to that which hastened to their *one* capital of science, literature, eloquence and art, the teaching profession of ancient Greece. Twice every year to some chosen Athens we repair, to speak and to hear, to teach and to learn, and to exchange joyful greetings. Ohio, of which Plato, Pericles, and Pindar never heard, has its literary festivals. Our Colleges have their annual commencements, to which re-unions Alumni and Literati repair. To their Alma Maters these sons return, glad again to visit the classic halls where, in youth, their minds had been trained for those activities of life in which they now engage.

But no more joyous or profitable meetings are ever held in our great State, than our own semi-annual gatherings. When the year is closing, when the hoarse blasts of winter are mingling with the jubilant greetings of Merry Christmas and Happy New Year, we avail ourselves of our Holiday Recess, to go up to our Capital City—the seat and center of our political power, our civil and benevolent institutions—and there, as at a common home—there, as the sons and daughters of one family, we pass no heartless “compliments of the season;” but, glad in each other’s presence, our hearts beat with new hopes, and throb with more noble purposes, sending a stronger and warmer current of life-blood to

* This article is the introductory portion of an address, by the Editor of the *Journal*, given at Mansfield, at the opening of the eighth semi-annual meeting of the Ohio State Teachers’ Association, July 2, 1866.

nerve our arms, to make strong our hearts for the great work to which we soon return.

One half-year we give our strength, souls, and hearts, to our professional work. Winter and spring are gone; summer, with burning heat, is upon us; our school-year closes; we take leave of our loved pupils; worn with long labors, we hail the coming of a long vacation. Many of us are about to visit that dear place, like which earth has no other, the homes of our childhood, our parents and others, dear to our souls. But, ere we thus go, we turn our eyes to some provincial Athens, as a center for our summer gathering. Cleveland, Sandusky, Dayton and Zanesville are visited. Another summer is upon us, and another gathering is before us, and at what town shall that gathering be?

Ninety-seven years ago, in that American Eden, New Haven, Jared Mansfield was born. At eighteen years of age he graduated at Yale. He became a Schoolmaster, and in New Haven and Philadelphia, he spent several years in teaching. He was then appointed Professor of Natural Philosophy at the U. S. Military Academy, at West Point. The publication of his "Philosophical Essays" added to his reputation, and he took a front rank among the scientific men of the nation. Fifty-three years ago President Jefferson appointed him Surveyor General of the United States, for the Northwestern Territories. He became a resident of Cincinnati, and died twenty-six years ago.

Forty-eight years ago, in Richland County, there was laid out a town, "beautiful for situation," occupying an elevation, where we look out upon a landscape handsomely disposed in hills and valleys. That town was destined to be occupied by a population second to no other for enterprise, intelligence and morality. It was to be the residence of Governors and Judges, of men high in the councils of the State and the Nation.

A name is wanted for this town of beauty and of fame. What shall men call it? The proprietors cast about for an appropriate name for the embryo village. Shall they go to the classic lands of Greece and Italy, whence to transport the cognomen of some heathen city, or hero, or demi-god? Shall they search the rolls of our American warriors and statesmen for a name with which to christen their prospective city? No! They will name it for the able and earnest *Schoolmaster*. They will call it *Mansfield*. Mansfield—which some of its manly citizens may choose to interpret as signifying *man's field*; a field, in which man, strong-handed—man, brave-hearted—man, courageous to plan and firm

to execute, shall be found. There may be shrewd lawyers and distinguished judges here, who would proudly trace back the name of their beautiful town, and find its origin in that famous English Lord, who just 100 years ago, was made Chief-Justice of the King's Bench. But to no such unjust and ambitious assumptions will we yield. It was a *School Teacher*, whose name, redolent of every manly grace and virtue, honors the town in which the Teachers of our State this day assemble.

Teachers of Ohio, thanks we owe to the politeness which invited us to hold this meeting here, and higher thanks for the generous hospitality of the families whose doors are opened wide for our entertainment. But we have a *right* to be here; we are "part owners" in the good name of this happy village. Mansfield was a father in the Israel of School Teachers. And we come, not as pilgrims to worship at his shrine, for his supulcher is this day in the land of his fathers, but we come, claiming a share in the fame of Mansfield. This is our cherished Athens for 1856. True, we here look upon no resplendent marble, in the form of Minerva's Temple. The Academy with its groves, and the Lyceum with its fountains, are not here. We find not here an orator like Demosthenes, a philosopher like Plato, a poet like Euripides. Nor do we desire to find them here. We come up to Mansfield to meet *ourselves*. We are Teachers, all engaged in the same work; all acting from a common purpose; all meeting like experiences of hope and discouragement. We come here to exchange greetings, to give play to our sympathies, to speak to each other words of encouragement, to impart impulses and influences, and to receive impressions and inspirations which shall make us better and happier men and women; more earnest and successful Teachers. On an errand more worthy, on a mission more sacred, we could not meet. Heaven bless our interview, guide our councils, and direct to such conclusions as shall make it good for us to be here.

Teachers, I congratulate you upon the auspicious circumstances in which we gather here to-day. But eight and a half years have passed since this Association was formed. At Akron, on the 30th of Dec. 1847, delegates from eleven counties assembled for the organization of an Ohio State Teachers' Association. Where then were the Union Schools, and the High Schools,—the school houses and School Teachers of to-day? Less than twenty Teachers were present at that Akron meeting.

But what a change have these eight years accomplished. Hundreds of Teachers, high in character and qualifications, are now found at our

meetings. The old dispensation has passed away, and, chiefly through the earnest efforts of the Teachers of the State, a new law has been enacted, which, in my estimation, is the glory of our great commonwealth. This School Law might, in some of its details, be made better. I trust that it will receive certain modifications, which will increase its efficiency and usefulness, and at the same time allay that very general opposition which the operation of certain of its provisions has excited. But in all its prominent principles, our School Law is one of the wisest and grandest State enactments that has ever blessed the world.

I congratulate you on the results which have already followed the action of our school system. The late report of our State Commissioner affords indisputable testimony to the truth that this system is a fountain of life to the youth and children of Ohio,—a fountain whence flow streams to refresh and bless and make glad the intellectual, the social, and the moral interests of the people.

And when we reflect on the change for the better which eight short years have affected in the condition and prospects of popular learning in our State, let us, like St. Paul at Appii Forum, “thank God, and take courage.”

STATE SCHOOL COMMISSIONER.

The present School Law of Ohio was enacted in March, 1853; and the Commissioner was elected in October of the same year. It was the wish and effort of the Teachers of the State, that this office should be kept aloof from party politics. This wish, however, was overruled by a large majority of the electors of the State; and it was then decided that this office must take its chances with the other offices of the State.

We took no part in the nominations made for Commissioner in 1853, but we had our reasons for desiring the election of Mr. Lorin Andrews. When first we met the successful candidate, Mr. H. H. Barney, we frankly said to him that Mr. Andrews had been our choice for Commissioner, but that we would cheerfully render him, (Mr. Barney,) any assistance that might be in our power, in the execution of his official duties. We said to him that, in our estimation, he held the most important office in the State, and we hoped that his administration of our School Law would prove eminently successful.

So far as we are aware there have from that day to this, existed the most amicable relations and purposes between us. When we, last winter, came to reside at our State Capital, Mr. Barney showed us most friendly attentions. For several weeks he kindly gave us a table in his office, while a room was preparing for us.

In January, the Democrats had nominated Mr. Barney for reëlection; and in May we were made a candidate for the same office by the Republicans. For months our friends in various parts of the State, had been inquiring of us whether we would accept such a nomination. All such inquiries we answered with an honest negative. We did not desire the office. It imposes great responsibility and severe labor, and the salary, (\$1,500,) is no greater than is paid to many Teachers in positions much more easily filled. And more than all, we did not believe that our qualifications were equal to the demands of the office.

While we were in nomination we made little or no effort to secure our election. We made no speeches, except on one occasion, when unexpectedly called upon. We then did little more than to apologize for not speaking at length. But the papers say that we have been elected, though we have received no *official* information on the subject. If such is the result, we shall do what we can towards discharging the duties of our office in a judicious and efficient manner. That we shall commit no mistakes and errors, we dare not hope. That our administration will please all, we are not vain enough to expect. As Commissioner, we shall "know no North, no South," in either State or Church. That is, with political and denominational differences of opinion, we shall have nothing to do. We shall seek counsel from the active and judicious friends of education, whether they be Democrats, like Dr. Trevitt, Judge Thurman, Harvey Rice and George Willey,—Republicans, like Judge Bates, Senator Canfield, Rufus King and Charles W. Hill, or Americans, like Dr. Stevens, and others of his party.

But we have said quite as much as is proper for us to say on this subject at present.

I love a hearty laugh, (says Sidney Smith,) above all other sounds. It is the music of the heart; the thrills of those chords which vibrate from no bad touch; the language Heaven has given us to carry on the exchange of sincere and disinterested sympathies. Herein we differ from the brutes. *Animals don't laugh.*

LETTERS TO THE CHILDREN OF OHIO.

NUMBER X.

DEAR CHILDREN :

What pretty letters you do write me. I wish that I could have them all printed in the *Journal*, but there is not room for them. I was greatly pleased with the "Resolutions" passed in Miss F——'s school. Stick to them, you little jewels. The children in Miss T——'s school, in C—D—, are often thought of. One little girl writes a glowing description of her loved Teacher,—describing her bright, blue eyes her fresh cheeks and pleasant voice,—all of which I sincerely believe is true of her. One boy writes me that he has the best Teacher in all the world, "only his ugly moustache makes his mouth look real mean." We rather sympathize with his wish that "he would cut off the dirty thing." But our little friend must remember that when Sampson lost his hair, there was not much left of him.

You will remember, children, that in one of my letters, I told you about the children who can not *speak*; who have to make motions with their fingers when they wish to communicate their thoughts. It is a great affliction to be *dumb*. But we better not be able to talk, than to use our tongues for bad purposes. We better have no tongues at all, than to use them for speaking profanity, falsehood and vulgarity. Boys, when I hear a man swear, I say to myself, "*poor man, what a pity it is that you are not dumb.*" It does nobody any good to swear. God has solemnly forbidden it. It is a crime against God, and against good manners.

There once was a boy who used sometimes to swear, when he was displeased. One day he read these words, and he never swore after that.

"It chills my blood to hear the blest Supreme,
Rudely appealed to on each trifling theme;
Maintain your rank, vulgarity despise,
To swear is neither brave, polite nor wise.
You would not swear upon a bed of death;
Reflect, your Maker now may stop your breath."

It is not "brave" to use profane words. The greatest cowards in the world can swear. It is not "polite." A true gentleman would no sooner swear than he would tell lies. It is not "wise," and fools can swear just as well, or *bad*, as any body else. O boys! never speak profane words; and, if possible, do not associate with swearers.

I do hope that none of you ever *tell lies*. A lying tongue is a great

deal worse than the tongue of the *dumb*, which can not speak at all. Liars are very troublesome, as well as wicked people. I never can endure to have anything to do with people whose word I can not depend on. A great deal of trouble is made in the world by telling what is not true. And very often people get themselves into difficulty by telling lies. I must tell you a story on this subject.

There once was a boy who was watching some sheep. One day he thought that he could play a trick on some men who were at work in a field not far off. So he ran to them, and pretending to be scared half to death, said that some wolves were killing the sheep. He begged the men to go and drive the wolves away. They ran with him to the sheep, but there were no wolves there. The naughty little boy had told a lie, just to fool the men. But the next day the wolves did really come, and the boy was terribly frightened. He ran to the men, and told them that the wolves were killing the sheep, and plead with them to go and drive them away. But as he had lied to them before, they did not believe his story, and would not go with him. So the wolves killed the poor sheep.

My dear children, always be truthful and honest. A liar is just about the meanest animal that ever lived.

Some children who never use profane words, and never tell lies, are sometimes guilty of using very *indecent and filthy language*. This is about as bad a use as they could possibly make of their tongues. When you talk with each other, and at all times, avoid all vile and impure words. Some children seem to think it not wicked to use very obscene language. But they are very greatly mistaken. I hope that all the children who read the *Journal* will be very careful to make a *good* use of their tongues.

I have written against using your tongues to utter profane, untrue, and obscene words. There is one thing more which I wish to mention. Be careful not to use *coarse* and *oullandish* language. So far as you can, speak in a dignified and grammatical manner. There are a great many loaferish phrases, and low by-words, which some people use. It is pretty certain that people who say "you can't come it," and "he bust his biler," and other slang phrases, are not *gentlemen* and *ladies*, but ill-bred people, who are poor examples for you to follow. I do not say that such language is *wicked*, but it is foolish and coarse.

But I must close this letter. May God bless the dear children of Ohio.

Good-by.

EDITOR.

V A L E D I C T O R Y .

One year ago we wrote our prolegomena, or editorial inaugural. With the revolving year, the wheel of destiny has made an unexpected revolution, and we are thereby required to dismount the tripod, and surrender into the hands of the Association the trust which they committed to our charge.

The position which we have held was unsought and unexpected; and we entered on its duties with much distrust of our ability for their appropriate performance. And now that the year has passed away, and we review our labors, we find nothing of our own of which to boast, but numerous deficiencies to deplore.

But of that department of the *Journal* which has been supplied by other pens than our own, we are free to speak in terms of highest praise. We are confident that no other State educational paper, has contained more contributions of ability and value than have appeared in this *Journal*. Though some of these articles are of unusual length, most of them have been copied into numerous periodicals throughout the country; and we doubt not that their influence has been as beneficial as it has been extensive. And we sincerely thank all the contributors to the *Journal* for the very efficient aid which they have rendered.

Of the 384 pages contained in the last twelve numbers, 42 have been furnished by the corps of Associate Editors, 146 by other contributors, 23 by the State School Commissioner, and 19 have been selections from other publications. The balance of the volume, 154 pages, we have furnished.

Editing a *Journal* is as much a profession, a trade, as preaching or teaching, practicing law or medicine. With the peculiar duties of an Editor we had but slight acquaintance when we took charge of the *Journal*. We had every thing to learn. We beg our readers to make due allowances for this fact.

In our articles we have had little to say in regard to *teaching*. How to teach grammar, and other branches of study, we have chosen to leave to Institutes and other associations. We have judged it more important to direct attention to the *character* and *manners* demanded of Teachers. We hope that our efforts in this direction have not been wholly in vain. Our "Letters to the Children of Ohio," we can but know, have been read with interest by those to whom they have been addressed.

To the numerous Teachers who have, by letter and otherwise, express-

ed satisfaction with our management of the *Journal*, and to Editors throughout our State, who have spoken with approbation of our efforts, we make grateful acknowledgments.

POST SCRIPT.—Every day we are questioned in regard to the future of the *Journal of Education*. It is a subject in regard to which we know nothing. The Executive Committee will, we presume, arrange the matter in due time.

We do not believe that any new man, unacquainted with the business, can take charge of the *Journal* under such restrictions as the Association impose, and make it pay all expenses *the first year*. The printers' bill is about \$2,500 per annum. Office rent, fuel, postage etc., about \$100. Editor's salary \$1,500. Total, \$4,100. That a more economical plan for conducting the *Journal* should be adopted, none can dispute.

We will not *recommend* a course for the Association to pursue, but it seems to us that the plan adopted by the N. Y. State Association might well be pursued by their Ohio brethren. The New York Teacher is the educational organ of three States,—New York, New Jersey, and California. It has a *paying* circulation twice as large as that of the *Ohio Journal*. But at the close of the last volume it found itself in debt to the amount of \$2,400. Mr. Cruicshanks offered to take the entire responsibility of the concern for a term of three years,—to pay all expenses, and to make it pay him what he could. They accepted his proposition. The *Teacher* is still the organ of the Association, as heretofore. Associate Editors are appointed as formerly. But the Association is relieved from all pecuniary obligations. Mr. C. acts as Resident Editor, and its fiscal management is his own personal concern.

There is a gentleman residing in Columbus who, probably, could be induced to take charge of the *Journal* on the same conditions. The Association might appoint Associate Editors as heretofore, and continue to control its character, and at the same time be relieved from all care and expense as to its publication.

The gentleman of whom we speak, is Col. S. D. Harris, for many years a Teacher, and still deeply interested in the cause of Education. He has had much experience as an Editor and Publisher, is possessed of eminent qualifications for taking charge of the *Journal*. We know of no man more competent to occupy this position, and we feel the utmost confidence that he would make the *Journal* quite equal to the best educational paper in the country.

It is due to Mr. Harris that we should say that he does not *seek* to take charge of the *Journal*, and will on no account do so, unless upon the assurance that such is the general wish of the Association. Nor is he aware that we are thus bringing his name before the Association.

EDUCATIONAL ITEMS.

OHIO.

COLUMBUS.—We have long been intending to prepare an article on the Educational Institutions of Columbus. But not having found time to visit these schools, we must confine, for the present, our notice to a few general facts. Besides the Institutions for the *Blind* and *Deaf and Dumb*, Columbus boasts the Capital University—Esther Institute—Starling Medical College—Granger's Commercial College, and the City Public Schools.

The University has a Faculty of six members, Rev. C. Spielman, President; Esther Institute, a Seminary for girls, has eight Teachers; Mr. Lewis Heyl is Principal and Proprietor. In the Medical College there are seven Professors. In Granger's Commercial College, there are eight Teachers and Lecturers.

Mr. E. D. KINGSLEY is Superintendent of the Public Schools. We can not state the exact number of Teachers in these schools, but it must be about *forty*. In addition to the Teachers in the ordinary branches, there are Teachers of French, German, Music, Penmanship, etc. A very valuable supply of apparatus has recently been procured from E. S. Ritchie, of Boston, at an expense of some \$1,500. These schools have long needed more commodious and respectable houses. There is not one really good public school building in the city. In two of them improvements are now making. The Board of Education are now disposed to provide all required facilities, and the Superintendent and Teachers are indefatigable in their efforts.

MONROE COUNTY.—Educational interests are making fine progress in this county. We are indebted to Mr. William Wheeler for information in regard to the cause in that land of hills and valleys. The Teachers held an Institute in Woodsfield, commencing Oct. 20, 1856. A more enthusiastic and successful meeting was never held in Ohio. They adjourned to meet in the same place on the last Monday in March, 1857. And when that meeting is held, "may we be there to see."

STARK COUNTY.—Mr. O. N. Hartshorn, of the *Mount Union Seminary*, writes: "We have enrolled this term 263 students, (but two or three under 14 years of age.) 214 have taught district schools. About one-third are ladies, healthy and handsome." Inasmuch as they are "healthy," we trust that they have strength enough to hold together without *hooping*, as the manner of some is. And as they are "handsome," it is probable that coming events will show a peculiar significance in the name *Mt. Union*.

RICHLAND COUNTY.—We are indebted to Dr. Catlin, the meritorious Superintendent of the schools in Mansfield, for a copy of his late report. It is a document of high value, and we have marked passages for insertion in the *Journal*.

OUR NORMAL SCHOOLS at Hopedale and Lebanon are, we are happy to learn, doing well. The N. S. Advocate, the organ of the Lebanon School, and published at Dayton, has of late assumed new vigor, and it is becoming a power in our educational system.

WAYNE COUNTY.—The Teachers of this county had a good time at their meeting in Chester, Dec. 6th. They have enlisted for the war, and are determined that the interests of education shall never wane in old Wayne.

I L L I N O I S .

Great preparations are making for the meeting of the Illinois State Teachers' Association at Chicago Dec. 23d, 24th and 25th. A committee of twenty has been appointed in that city to make preparations for the entertainment of the Teachers who shall attend. Professor F. D. Huntington, of Havard College, with other able speakers, is to address the meeting. The editors of all the educational papers of the west, have received special invitations to attend.

Messrs. Powell and Hovey will please accept our sincere thanks for their polite invitations.

EXTRAVAGANT LAUDATION.—Hovey, of the Illinois Teacher, says of Wilder, of the (New York) American Journal of Education, "he wields a ready pen, and, like a singed cat, is a mighty sight better than he looks." We never saw either Wilder or the cat spoken of, and can not, therefore, say which has most cause for being proud of the comparison.

O Hovey, Hovey, if that is the way you talk about your editorial brethren who call on you, you will never be honored by a visit from us! Not that we are not good-looking, as well as smart, but you, Sucker that you are, might not discover the fact.

THE ANNUAL MEETING of our State Teachers' Association, to be held in this city on the last two days of the year, promises to be an occasion of unusual interest. The subjects to be discussed are of high importance. The gentlemen who are to address the meeting are, "present company excepted," distinguished for talent and eloquence.

We are not authorized to speak on the subject, but may remark that efforts are making to secure half-fare on the various roads leading to this city. The hotels in the city will entertain Teachers at reduced rates. We hope to see an immense gathering of our whole-souled Teachers.

EXPLANATORY.—Much complaint has been made that the hospitality which Teachers receive in other towns, on occasions of meetings of our Association, is not extended to them by the citizens of Columbus. We are not appointed to defend the people of this city against this charge, but we are aware of certain facts which may be plead in mitigation of their offense.

The people of Columbus do not invite the Teachers to hold their meetings here, as is the case in regard to other towns. These, and other similar conventions, are of such frequent occurrence in Columbus, that they excite little interest among the people. And if the people were to keep open house during the sessions of them all, we should be a city of free tavern-keepers.

Again, the meetings of the Association are held here during the holidays, when the arrangements of families are such as to render it unusually difficult to entertain strangers. Another reason which influences some, is the impression that many Teachers come here rather to visit the Public Institutions, here located, than to attend the meetings.

We regret that the Executive Committee can not assure all Teachers who shall be in attendance upon the coming meeting, of gratuitous entertainment. But it appears to be no fault of theirs. Possibly we better hold our next meeting in Chicago.

VIEWS AND REVIEWS.

MORSE'S GENERAL ATLAS OF THE WORLD. D. Appleton & Co.

The man who buys this work for six dollars, should be felicitated on his good fortune. Works of the kind, worth no more than this, have been sold for three times the money. It contains SEVENTY splendid maps, drawn and engraved from the latest and best authorities, full descriptions and accurate statistics of all nations, brought down to the year 1856. Such a work is a necessity in every family. It embraces the Geography, History, Agriculture, Manufactures, Commerce, Wealth, Finance, Government, Education, etc., of every Country and State on the globe; all put in condensed form, but so arranged as to be easily understood.

ABRIDGMENT OF THE DEBATES IN CONGRESS FROM 1789 TO 1856.

By THOMAS H. BENTON.

Of this work GOVERNOR CHASE says, in a letter to the General Agent, Mr. Foster:

EXECUTIVE OFFICE, COLUMBUS, }
December 5, 1856. }

DEAR SIR: The proposed abridgment of the Debates of Congress, by COLONEL BENTON, commends itself to the favor of all Americans. The work itself is most important. It will place within the reach of thousands otherwise inaccessible treasures of historical knowledge. It will make audible to the present generation the discussions of the past—deeply interesting themselves, but even more interesting as exhibiting the beginnings of great traces of events, the procession of which is yet passing before our own eyes.

And no man is so well fitted for this work as the distinguished statesman who has undertaken it. His large experience in the public councils, and his comprehensive judgment, afford sufficient guaranties that nothing will be retracted which should be retained, or retained which should be retracted.

Very respectfully, yours,

S. P. CHASE.

FRANK E. FOSTER, Esq.

This work will be embraced in fifteen volumes; the first of which will be published early in January 1857, to be succeeded by another in April, and so on to the close, one at the end of every three months. The price will be \$3.00 per volume. As this will come only four times a year, and as payment is to be made only on delivery of the volume, it will be in the power of many to furnish themselves with this great work.

N. B. The Atlas and the Abridgment can be obtained only of the Agents, who will canvass the State for subscribers.

See Advertisement of Mr. Foster.

TEMPLE MELODIES. Mason Brothers.

"Least said, soonest mended," is true of our singing powers. But we do love vocal music. In religious songs, uttered in sweet tones, there is more that is Heaven-like, than in aught else ever heard on earth.

This work seems to us to be well adapted to accomplish its purpose. It is a collection of 200 popular tunes, and 500 favorite hymns, selected with special reference to public, social, and private worship.

Address the Publisher, or J. A. Sloan, Esq., Batavia, Ohio.

A PRONOUNCING SCHOOL DICTIONARY OF THE FRENCH AND ENGLISH LANGUAGES. By A. SPIERS, PH. D. Revised by J. L. JEWITT. New York: Mason Brothers.

Our *French* is about like our *music*, decidedly *pauvre*. We bemoan our deficiency in this particular, and advise our youthful readers to send to Brother

Sloan, as directed above, get this Dictionary, and make a good use of it. We know of no better work on the subject.

THE GEOGRAPHY OF NATURE. Boston: Hickling, Swan & Brown, 1856.

This is a beautiful, interesting, and instructive work, of 600 pages; so arranged as to be suitable for a text-book in schools, or for use in the family. The numerous cuts of all the animal creation, men, beasts, birds, fishes, reptiles, insects, etc., will render it attractive, especially, to the young. We recommend it to the careful perusal of all our readers.

We have also received from this House several other works of high value, a notice of which we are obliged to postpone till a future day.

THE ELEMENTS OF PUNCTUATION. By JOHN WILSON. Boston: Crosby, Nichols & Co. Cincinnati: Geo. S. Blanchard.

This is an abridged edition of the excellent work of Mr. Wilson, and has been prepared with special regard to use in schools. There are few matters in the way of education, which receive so little attention as the laws of punctuation. And yet few things are more important. We have heard of an author who wrote a book without punctuating it at all, and then put all the needful commas, etc., in the appendix, so that the reader could put them in, here and there, to suit himself. This is a rather better mode than many authors practice. We earnestly recommend this work to all Teachers and school officers. It should be used in every Grammar and High School throughout the State.

Examine, also, the other works advertised by Crosby & Nichols in this *Journal*. They all are of high value.

THE JUVENILE DEFINER. By WILLIAM W. SMITH. New York: A. S. Barnes & Co.

The name of the author of this work — Smith — is to it a tower of strength. Would a *Smith* write a poor book? Perish the base thought! And should such marvel happen, *Barnes* would not publish it, *Childs* would not sell it, not he. In arrangement and definition we think it the best work, on the subject, extant.

GRACE VICTORIOUS; OR, A MEMOIR OF HELEN M. COWLES. Oberlin: Printed and sold by J. M. Fitch, 1856.

The subject of this memoir was a daughter of Prof. Henry Cowles, of Oberlin. She was born Aug. 10th, 1831, in Austinburgh, Ashtabula Co. O., and died in Oberlin, May 3d, 1851. She received a thorough education, and was for some months engaged in teaching in Cincinnati.

Helen was, at the age of 12 years, afflicted by the death of her mother; but subsequently came under the affectionate and judicious care of one who, as step-mother, was active and faithful in her training. Naturally self-willed, it required the utmost carefulness to lead her in the way she should go, and many were the sad forebodings of her pious parents. But at the age of fifteen, she gave her heart to God, and became a meek and devoted Christian. We have not room to say all that we would, but we trust that our readers will possess themselves of this most interesting little work. It will cause the tears of sympathy and joy to burst from their hidden fountains, and hard must be the heart that will not melt over its simple but blessed narrations. Precious and heavenly was her dying hour. To her weeping sister, now Mrs. M. B. Bateham, of Columbus, she whispered, "Not a tear, Josephine, not a tear, I want to go home." These were her last words. She sleeps in Jesus, and precious is her memory. In her life and death "Grace" was most manifestly "victorious."

 THINGS PERSONAL.

Mr. E. E. WHITE, late of the Cleveland High School, has accepted the position of Superintendent of the Schools in Portsmouth, O., at a salary of \$1,200. This is an excellent appointment. But Mr. Freese must be a most patient man, if he never remonstrates against the selection of so many of his Teachers to fill important positions in other places. During the past year four, to our personal knowledge, of the Cleveland male Teachers have been called to other positions.—three in Ohio, and one in Illinois. No better testimonial could be furnished, to show the high character of the Cleveland Schools. School Boards will “get the best,” and if you, Mr. Freese, wish to retain your Teachers, you must employ those of less distinguished qualifications.

PROF. J. C. ZACHOS, well known as one of the most prominent Teachers of the country, is giving a course of Lectures in Cincinnati, upon the English Poets. The press of that city speak in the highest terms of these lectures, both on account of their eloquence and æsthetic criticism.

Mr. WILLIAM T. HAWTHORNE, having resigned his position as Superintendent *live* men in our profession, and we are mistaken if any “wooden horse” stratagem, of the Schools in Franklin, Warren Co., has taken charge of the Grammar Department of the Union Schools in Troy, Miami County. Mr. H. is one of the or any other one-horse machination, shall demolish Troy so long as our worthy friend remains there. Henceforth men shall not say, “Ilium *fu*it,” but Ilium *est*.

SYLVESTER WATERHOUSE, LL. D., a distinguished classical Teacher, has been appointed Prof. of Latin in Antioch College.

Mr. J. A. SLOAN, formerly Principal of the Union Schools in Batavia, Clermont County, has accepted an agency for Mason Brothers. His post office address is still Batavia.

REV. ASA MAHAN, formerly President of Oberlin College, has been chosen President of Michigan Union College, located at Leoni, Michigan.

PROF. GEO. R. PERKINS, of Albany, New York, has been appointed Professor of Mathematics in Iowa University.

PROF. A. McMILLAN has received and accepted the appointment of Principal of the Utica, (N. Y.) High School.

MR. JOHN W. DICKINSON has been appointed Principal of the Normal School at Westfield, Mass., in place of Mr. Wm. H. Wells, “gone to Chicago.”

PROF. HAHN, the Mathematician, DR. BUCKLAND, the Geologist, and SIR JOHN ROSS, the Arctic explorer, have recently deceased.

MESSES. IRA MATHREW, of Michigan, — LARABEE, of Indiana, and W. H. POWELL, of Illinois, have been elected Commissioners of Schools for their respective States.

MR. NATHAN BISHOP has resigned the office of Superintendent of the Schools in Boston, Mass. Mr. B. is one of the most prominent Teachers in the land, and his resignation has caused great regret in that city.

DOUGLAS PUTNAM, Esq., of Harmer, Ohio, has offered to give \$20,000, if \$30,000 more is raised, for the better endowment of Marietta College.

SILVESTER LYND, of Chicago, has given \$100,000 to found a University in charge of the Presbyterians. Nine years ago Mr. L. arrived in Chicago, from Scotland, with just two sovereigns in his pocket.

Miss VERSALIA M. BARBER has engaged as Teacher in the High School of Marietta at a salary of \$500 per annum.

FINANCE REPORT.—In addition to what has been previously acknowledged in the Journal, the following sums have been paid, by individuals, to the Finance Committee of the Ohio State Teachers' Association, since the 1st of January, 1856:

L. Andrews, Gambier, - -	\$22 50	T. W. Harvey, Massillon, - -	\$3 00
J. Hancock, Cincinnati, - -	5 00	J. Markham, Plymouth, - -	4 50
J. B. Trevor, " - -	12 00	J. Marvin, Warren, - -	15 00
Thos. J. Tone, " - -	7 50	E. L. Carney, - -	15 00
Dani. Hough, " - -	7 50	J. B. Selby, Chesterville, - -	3 00
J. B. Caldwell, " - -	2 00	S. N. Barber, Ashland, - -	5 00
S. N. Sanford, Granville, - -	8 00	A. Duncan, Newark, - -	5 00
M. F. Cowdery, Sandusky, - -	12 00		
I. S. Morris, Eaton, - -	7 50		
J. N. Desellein, Steubenville, - -	3 75		
			\$141 25

M. F. COWDERY, *Ch'n Finance Com.*

ACKNOWLEDGMENT.—I have received on the 1 $\frac{1}{4}$ per cent. fund, and credited the Association with the same, the following sums: Previously acknowledged. (see July Journal,) \$106.25; W. H. Young, \$5.25; Chauncey Nye, \$5.00; A. C. Fenner, 9.00; D. H. DeWolfe, 18.00; Total, \$143.50. A. SMYTH

The following is the present (Dec. 15, 1856) number of subscribers to the *Journal* for 1857:

Ashland 1, Ashtabula 4, Athens 3, Brown 12, Butler 1, Clermont 14, Clinton 2, Columbiana 1, Coshocton 3, Crawford 3, Cuyahoga 5, Fairfield 3, Fayette 3, Franklin 1, Geauga 1, Guernsey 1, Hancock 3, Harrison 2, Highland 2, Holmes 1, Huron 2, Jefferson 2, Lake 24, Lawrence 7, Licking 5, Lorain 1, Lucas 6, Medina 1, Meigs 2, Miami 8, Morgan 60, Muskingum 2, Pickaway 2, Pike 9, Portage 1, Richland 1, Sandusky 1, Scioto 2, Stark 1, Summit 1, Tuscarawas 36, Vinton 1, Warren 3, Washington 7, Wayne 6, Wood 1.

To any who may be interested in the matter, we will say that our office is in the "State Journal Building," and our residence at 87, Neil House.

Notice to Teachers and other Friends of Education.

The Ninth Annual Meeting of the Ohio State Teachers' Association will be held in the City of COLUMBUS, on the 30th and 31st of December, 1856.

The opening Address will be delivered on the 30th, at 11 o'clock, A. M., by the Rev. WM. S. KENNEDY, of Sandusky; also an Address at 3 o'clock, P. M., same day, by W. T. COGGESHALL, Esq. Subject, "Historical Review of the Common School Movement in Ohio." The Annual Evening Address will be by the Rev. JAMES B. WALKER, of Mansfield.

The President's Valedictory Address will be in the afternoon of the 31st.

In addition to the Addresses, there will be a Report from the President on the general affairs of the Association; one by the Executive Committee, on a plan for Conducting the *Journal*; one by a special Committee, on the Organization and Management of Union Schools; one on the best method of giving Moral Instruction in School; one on the Short Time children are continued in School; one on the State School Library; and one on the Workings of Normal Schools in this and other countries.

Other reports, and much business of a general nature, are also expected to come before the Association.

A large attendance of the friends of Education is desired.

JOHN HANCOCK, *Ch'n Ex. Com. O. S. T. A.*

A N N U A L M E E T I N G .

The first annual meeting of the Association will be held at Napoleon, on the 25th, 26th and 27th inst., commencing at 2 o'clock, P. M. of the 25th.

Addresses will be given by Jehu Brainard, of Cleveland, Teacher of Drawing, etc.; F. Hubbard, Superintendent of Public Schools of Adrian; J. R. Kinney, Superintendent of Public Schools of Defiance; A. B. Palmer, Principal of the Toledo High School; and E. W. Lenderson, of Waterville, President of the Association.

Reports will be read by Samuel Adams, of Napoleon; Doct. O. White of Mansree; D. A. Pease, of Sylvania; and A. B. West, of Toledo.

One evening will be devoted to a discussion of the subject of Union Schools.

A great variety of subjects, both Professional and Scientific, will be embraced in the addresses, reports and discussions, so that no Teacher or friend of Education, whatever his wants or inclinations, can fail to be interested in some portion of the exercises.

Ladies attending the Association, will be gratuitously entertained by the citizens of Napoleon, and Gentlemen will be provided for at reasonable rates.

It is expected that the fare on the Toledo, Wabash & Western Railroad will be reduced, for the benefit of those attending the meeting.

By order of the Executive Committee.

TOLEDO, Dec. 5th, 1856.

A. B. WEST, *Secretary.*

At a meeting of the Teachers of Ross, Highland and Fayette counties, held at Greenfield, Nov. 1st, it was determined to hold another meeting in the same village, on the first Friday and Saturday of Feb., 1857, to take action in respect to

the organization of a permanent *Educational Association*; and also, the propriety of making arrangements for holding a *Normal Institute*, next August, for the benefit of the Teachers of the three counties.

In addition to the discussion of these important measures, there will be addresses, essays, etc., on other subjects.

T. H. HERDMAN, *Com. of Pub.*

Ohio Editorial Convention.

The fourth annual meeting of the Ohio Editorial Association, will be held at Mansfield, on the 150th anniversary of Franklin's birth-day, January 15th, 1857.

The Convention will meet at 10 o'clock on the 15th, and will hold its sessions during two days.

Public exercises on the evening of the 15th. A poem by Metta V. Victor, of Sandusky; an oration by H. L. Hosmer of Toledo; a discourse on Chas. Hammond, by W. T. Coggeshall, of Columbus; a discourse on Moses Dawson, by W. B. Thrall, of Columbus.

Ample arrangements will be made by the members of the Press in Mansfield, and it is expected that the Editorial fraternity of the State will be fully represented.

J. H. BAKER, *Sec'y.*

S. MEDARY, *President.*

COLUMBUS, Dec. 8th, 1856.

OHIO UNIVERSITY, ATHENS, OHIO,

SEPTEMBER, 1856.

DEAR SIR: The Faculty of the Ohio University, wishing to procure for preservation, future reference and triennial publication, a complete and accurate Catalogue of the Alumni and Officers of the University, are constrained to call upon the Alumni and other friends of the Institution, for much of the requisite data. It is hoped the Alumni and Officers will, as soon as convenient, furnish all available data concerning themselves, their classmates and others.

The Catalogue will be published on the first Wednesday in August, 1857, on which day (commencement) a general meeting of the Alumni is expected. Let all communications be addressed to

W. H. YOUNG, *Sec. Faculty O. U.*

McNeely Normal School.

Teachers and other friends of Education, who have given pledges to the Endowment Fund of the McNeely Normal School, will please notice that the second installment, of 10 per cent. on said pledges, will be due on or before the first of January, 1857. It is important that the respective amounts be forwarded at once to the subscriber, at Mt. Pleasant, Jefferson Co., O., or arrangements made for paying the same, at the annual meeting of the State Teachers' Association, to be held at Columbus, the 30th and 31st instant.

Mt. PLEASANT, Dec. 7th, 1856.

GEO. K. JENKINS,

Treas'r.

THE
Ohio Journal of Education.

COLUMBUS, FEBRUARY, 1857.

OHIO STATE TEACHERS' ASSOCIATION.

The ninth annual meeting of The Ohio State Teachers' Association was held in Derby's Hall, in Columbus, Tuesday and Wednesday, Dec. 30th and 31st, 1856.

Rev. A. Smyth, President of the Association, called the Association to order at 10 o'clock, A. M.; prayer was offered by Rev. Dr. Hall, of Denison University.

On motion of John Hancock, Dr. Catlin, of Richland, J. K. Parker, of Clermont, and M. S. Turrill, of Hamilton, were chosen assistant secretaries.

Mr. Hancock, chairman of the Executive Committee, announced the following order of business; namely:

TUESDAY: A. M.

1. Enrollment of Delegates.
2. Address by Rev. W. S. Kennedy, of Sandusky, at 11 o'clock, A. M.
3. Matter proposed for the action of the Association by the President.
4. Address by W. T. Coggeshall, Esq., at 3 o'clock.
5. Report of Executive Committee on the best method of conducting the "Journal" for the ensuing year.

The Association then proceeded to the enrollment of delegates.

Mr. J. D. Caldwell presented replies from the following railroad Companies of the State, agreeing to return members of the Association *free*, who had paid full fare over their roads to Columbus, viz:

Columbus, Piqua & Indiana R. R. Co.; Eaton & Hamilton; Dayton & Michigan; Dayton, Xenia & Belpre; Little Miami, Columbus & Xenia; Ohio & Mississippi; Marietta & Cincinnati & Hillsbor-

ough; Sandusky, Mansfield & Newark; Bellefontaine & Indiana; Cincinnati, Hamilton & Dayton; Mad River & Lake Erie; Steubenville & Indiana; Cin., Wilmington & Zanesville.

The following R. R. Companies declined this proposed arrangement, viz:

Columbus & Cleveland R. R. Co.; Cleveland, Painesville & Ash-tabula Co.

Prof. F. Merrick then offered the following resolution, which was adopted:

Resolved, That a committee of five be appointed to report upon the best means to correct the sentiment which extensively prevails in our schools, and especially in the higher institutions, which regards it as dishonorable for a student to report to an instructor the misdemeanors of fellow students, or give testimony against them when called upon.

The Chair appointed Prof. Merrick, Pres. Hitchcock, A. D. Lord, Wm. Carter, J. H. Drew.

Hon. Horace Mann spoke of the habits of using intoxicating liquors, profane language, and tobacco, in schools and colleges, and moved that a committee be appointed to report upon the subject. The motion prevailed.

The Chair appointed Hon. Horace Mann, Hon. H. H. Barney, Prof. Marsh, Prof. Young, G. E. Howe.

Mr. L. A. Hine, of Clermont, offered the following resolution:

Resolved, That the State Teachers' Association request the legislature to so amend the school law, that High Schools may be organized in such districts as may be convenient, without regard to township or county lines.

Mr. Hine spoke in favor of the resolution; explaining its purpose, and bearing upon certain districts; after which the Association referred it to the following committee upon amendments to the School Law, namely: L. A. Hine, H. H. Barney, M. F. Cowdery, A. B. West, J. J. Janney, A. Holbrook, John Ogden.

At eleven o'clock the Association listened to an address from the Rev. W. S. Kennedy, of Sandusky, in which he spoke particularly of the estimation in which the Teacher's profession is held by the community; of the lofty aim of the devoted life Teacher; of the dangers besetting the Common School system, and the necessity of some higher institutions to carry out and complete the Common School course.

On motion of Mr. John D. Caldwell, the Association adjourned to meet at 2½ o'clock, P. M.

TUESDAY: P. M.

Pres. Smyth called the Association to order at 2½ o'clock.

E. E. White, of Portsmouth moved that a committee be appointed to *nominate officers* for the ensuing year. The motion carried, and the

Chair appointed E. E. White, C. Nason, T. W. Harvey, S. S. Cotton, E. D. Kingsley.

The following resolution was offered by Dr. Catlin, of Mansfield, and adopted :

Resolved, That this Association recommend to Boards of Education, local School Directors, and Teachers, throughout the State, to take the proper measures to see that the Bible is daily used in the public schools under their charge.

During the discussion of the resolution, the President referred the Association to a decision of the School Commissioner, published in the April number of the Journal.

A communication was received from Dr. A. D. Lord, Supt. of the Asylum for the Blind, inviting the members of the Association to visit the Institution under his charge ; the invitation was accepted, with the thanks of the Association. E. E. White moved that a committee be appointed to report on courses of study for Graded Schools ; carried. The Chair appointed H. H. Barney, Rev. A. Duncan, C. Rogers, D. E. Wells, Thomas McCartney.

The following resolution, offered by L. A. Hine, was referred to the committee on "Amendments to the School Law :"

Resolved, That the Legislature be requested to restore the "Library Clause" of the School Law.

G. W. Hulick, of Clermont, offered the following :

Resolved, That a committee be appointed to take into consideration the best method to be pursued by School Examiners in the examination of Teachers.

Adopted. Chair appointed G. W. Hulick, A. J. Rickoff, S. N. Sanford, J. Hopley, E. W. Lenderson, Wm. Moony, A. Schuyler.

At 3 o'clock the Association was addressed by W. T. Coggeshall, Esq., who gave a review of the history of "The Common School movement in Ohio ;" giving the names, and dwelling at length upon the public acts of those men who always stood firm in their support of Free Schools, Ephraim Cutler, Nathan Guilford, and Samuel Lewis ; and urged their claims upon the lasting gratitude of every citizen of the State.

The President called Mr. Caldwell, first Vice President, to the chair, when Mr. Hancock submitted the report of the Executive Committee on the best method of conducting the Journal for the ensuing year.

Mr. Hancock said : "The committee have entertained two propositions, and as entire unanimity of opinion did not prevail, they have concluded to lay the two propositions before the Association for their decision.

1. The Teachers of Cincinnati have proposed, provided the Association will consent to the removal of the Journal to their city, to undertake its editorial management for a sum not to exceed \$500 per annum.

The other proposition is to continue the publication in Columbus, as heretofore, and to employ some competent man who shall spend his whole time in editing it, and in traveling through the State, and by lecturing and other means, promoting its circulation. Laid on the table till Wednesday A. M.

On motion of J. Ogden, the committee appointed to report on "The Workings of Normal Schools, in this and other countries," was discharged, and a new committee appointed. Chair appointed J. Ogden, J. Hopley, J. Hancock, Dr. Catlin, J. P. Ellinwood.

Prof. Young offered the following resolution, which was adopted :

Resolved, That a committee of three be appointed to report measures for the formation of a Western Common School Teachers' Association.

Chair appointed Prof. Young, A. J. Rickoff, M. F. Cowdery.

J. Hopley moved that the President appoint an Auditing committee of three, to audit all accounts of the Association, and furnish printed copies of report for the use of the members. The motion was warmly discussed by Messrs. Hopley, Hancock, Marsh and Rolfe. S. N. Sanford moved that the whole subject be laid upon the table and made the special order for Wednesday, 10 A. M. Carried.

The Association adjourned till 7 o'clock in the evening.

TUESDAY EVENING.

Pres. Smyth called the Association to order at 7 o'clock.

Mr. Hancock spoke of the importance of the Association doing something to make the working of the present school system more effective in the rural districts.

The following resolution, offered by Mr. J. A. Garfield, of Portage, was adopted :

Resolved, That a committee be appointed to report at the next meeting, upon the plan of requiring scholars to report their own conduct.

Chair appointed Messrs. Garfield, Page, Forrest, Kinney and Selby.

At 7½ o'clock, the President introduced the Rev. James B. Walker, of Mansfield, who delivered an address upon Moral Culture.

[NOTE.—Comment is unnecessary, as the lecture will probably appear in the Journal.—SEC.]

Mr. Caldwell offered the following, which was adopted :

Resolved, That the hearty thanks of the Association be tendered to Messrs. Kennedy, Coggeshall and Walker, for the valuable addresses delivered by them this day.

The Association adjourned to meet on Wednesday at 9 o'clock, A. M.

WEDNESDAY : A. M.

Vice President John D. Caldwell, of Cincinnati, called the Association to order at 9 o'clock, and read an invitation from J. B. Earnshaw

to the members to visit the new State House, and also a communication stating that those of the delegates present who desired it would be furnished gratis with tickets to the opening festival, to be held in the new edifice on the 6th of January. Both invitations were cordially accepted.

Mr. John Lynch, chairman of the committee to report on the "Library Clause" of the School Law, read a report, which was accepted; it was taken up section by section, and discussed by Messrs. Lynch, Barney, Rickoff, Hopley and Catlin. On motion of Mr. Tappan, the entire report was referred to the committee on "Amendments to the School Law."

The report of the Executive Committee on the best method of conducting the Journal was taken from the table by motion of Mr. Lynch, and Mr. Rolfe moved that the offer of the Cincinnati Teachers be accepted.

The motion elicited a warm discussion, in which Messrs. Rolfe, Smyth, Hancock, Hopley, Kingsley, Cowdery and Young participated. The subject under discussion was laid upon the table for a short time to hear the report of Pres. Mann, chairman of a committee appointed to take into consideration the use of intoxicating liquors, profane language, and tobacco in schools. President Smyth assumed the chair. The report elicited much applause, and the following resolutions were unanimously adopted:

1. *Resolved*, That school examiners ought never, under any circumstances, to give a certificate of qualification to teach school to any person who habitually uses any kind of intoxicating liquors; and that school officers, when other things are equal, should systematically give the preference to the total abstinent candidate.

2. *Resolved*, That all school teachers should use their utmost influence to suppress the kindred, ungentlemanly, and foul mouthed vices of uttering profane language and using tobacco.

Prof. Merrick, in behalf of the committee of which he was chairman, read before the Association the subjoined report:

WHEREAS, a sentiment very generally prevails in colleges and schools, that it is dishonorable for students to give information respecting the misconduct of their fellow students, to faculty or teachers, which seriously interferes with the administration of a wholesome discipline, and encourages the evil-minded in wrong doing; therefore,

Resolved, That a college or school is a community, which, as an essential condition of its prosperity, must, like any other community, be governed by wise and wholesome laws, faithfully administered. And therefore,

Resolved, That he is a good student, and a true friend of all other students, who, by any influence which he can exert, or by any information which he can impart, prevents the commission of offenses which are meditated, or helps to redress wrongs already committed, and that such a course is in no sense dishonorable.

Resolved, That as Teachers we will perseveringly labor to reverse the prevailing sentiment upon this subject.

The report was received and discussed by Messrs. Barney and Caldwell. Mr. Caldwell moved that the report lie on the table till the next meeting; the motion carried.

The Association resumed the discussion of the Executive Committee's report. Messrs. Hancock, Rickoff and Caldwell spoke in further explanation of the proposition of the Cincinnati Teachers; Mr. Rolfe hoped the Journal would be moved to Cincinnati. Mr. Kingsley thought it had better remain in the Capital; Messrs. Royce and Catlin were in favor of its remaining in Columbus, but would do all they could for it wherever it went. Prof. Young, Mr. Tappan, and Mr. Janney strongly opposed the removal of the Journal from its present position. A call for the previous question being sustained, Mr. Rolfe's motion to accept the proposition from Cincinnati was put and lost.

E. E. White, chairman of the nominating committee, read a report, which was received and laid on the table till the afternoon.

Mr. Hopley offered the following resolution:

Resolved, That the Association employ a resident editor to conduct the Journal at Columbus, with a salary of \$1200 per annum, and an additional remuneration of 25 per cent. of the net proceeds.

Laid upon the table.

L. A. Hine, chairman of the committee on Amendments to the School Law, read a report, which was laid on the table till the afternoon.

Prof. Young, chairman of the committee to report measures for the formation of a Western Teachers' Association, read a report recommending as follows:

That the Ohio State Teachers' Association empower and direct its Corresponding Secretary, as a committee of one, to confer with the proper officers of the State Associations of Teachers, west and north of Ohio; and where such associations do not exist, with school officers and others taking an active interest in educational progress, requesting them to invite the Teachers in their respective states to meet in general convention in Chicago, on the _____ day of August, 1857, with the view of organizing a Western Teachers' Association, having for its general object the promotion of educational interests in the West, but the precise character of which to be then and there determined.

And further, that said persons be requested to use their endeavors to secure as large an attendance as possible, by giving an extended publicity to this call, and by facilitating as far as may be done, the transit of Teachers to and from the place of convention, and by whatever other means they may deem expedient.

The report was received and adopted.

F. W. Hurtt moved that the "Association recommend to its Executive Committee the propriety of reestablishing the mathematical department in a separate and distinct form in the Ohio Journal of Education." The motion prevailed.

Wm. Carter, of Felicity, offered the following resolution:

Resolved, That in view of the inadequate compensation now allowed to County School Examiners, this Association recommend such an amendment of the School Law as will secure competent persons for the office, and afford to them a fair compensation for their services and expenses,—and also that it is the opinion of this body that Examiners should always be practical teachers.

Referred to the committee on Amendments to the School Law.

Mr. Caldwell offered the following resolution:

Resolved, That the Executive Committee be requested to report upon the expediency of recommending to the Principals or Directors of schools in the several portions of the state, systematically to preserve meteorological observations, and to engage advanced pupils in the keeping of the same, which tables to be reported to the annual meetings of this Association.

Laid on the table by adjournment.

Adjourned to meet at 2 o'clock, P. M.

WEDNESDAY : P. M.

The President called the Association to order at 2 o'clock.

L. A. Hine, chairman of the committee to whom was referred the report read by Mr. Lynch on the "Library Clause of the School Law," reported the same back with amendments, as follows :

1. It is recommended that the Legislature make it the duty of the School Commissioner, Governor, Secretary of State, Attorney General, State Auditor, and State Treasurer, to make out a catalogue of books and apparatus suitable for the schools of the state, annexing to each book or piece of apparatus the lowest price for which it can be purchased. That it shall also be made the duty of the State Commissioner to publish with this catalogue a statement of the amount of library money which shall be apportioned to each youth of school age and to send a copy to every Board of Education in the State.

2. That it shall be made the duty of Boards of Education to select from this catalogue, books or apparatus, or both as they may deem proper, sufficient to exhaust the part of the library fund due them respectively, and to send a copy of the selection thus made, to the State Commissioner of Schools ; who, with the aid of the other members of the committee appointed to select the books and apparatus, shall purchase the same, provided that said Boards report on or before the first of January of each year, and in case of failure to report, the Commissioner shall select.

3. That it shall be made the duty of the State Commissioner to send all books and apparatus directly to the proper Boards of Education, instead of through the county auditors. This method, it is believed, will secure to each locality the books and apparatus which will be most appropriate and acceptable, and also prevent all delay in the delivery.

The report was adopted.

The Association then proceeded to confirm the nominations of the committee appointed to nominate officers. By a suspension of the rule the election was *viva voce*, and the following officers were chosen to serve during the ensuing year, namely :

President—I. W. ANDREWS, of Marietta.

Cor. Secretary—E. D. KINGSLEY, of Columbus.

Recording Secretary—W. C. CATLIN, of Mansfield.

Treasurer—D. C. PEARSON, of Columbus.

Executive Committee—John Hancock, of Cincinnati ; John Lynch, of Circleville ; A. Samson, of Zanesville ; J. K. Parker, of New Richmond ; Wm. N. Edwards, of Troy ; John Eaton, Jr., of Toledo ; Chas. Shreve, Coshocton.

Finance Committee—M. F. Cowdery, of Sandusky ; John B. Trevor, of Cincinnati ; Dr. A. D. Lord, of Columbus ; L. M. Oviatt, of Cleveland ; Charles Rogers, of Dayton.

Vice Presidents—1st dist., John D. Caldwell ; 2d, C. Nason ; 3d, I. S. Morris ; 4th, A. C. Deuel ; 5th, James Myers ; 6th, Wm. Carter ; 7th, J. F. Lukens ; 8th, P. H. Jaquith ; 9th, A. Schuyler ; 10th, — Martin ; 11th, Prof. Monroe ; 12th, Adam McCrea ; 13th, Cyrus McNeely ; 14th, C. E. Bruce ; 15th, O. P. Brown ;

16th, C. T. Emerson ; 17th, I. P. Hole ; 18th, S. S. Cotton ; 19th, Wm. S. Palmer ; 20th, A. B. Cornell ; 21st, W. W. V. Buchanan.

John Eaton Jr., of Toledo, chairman of a committee appointed at Mansfield, to report on the "Best method of giving moral instruction in school," made a verbal report, from carefully prepared papers, and from numerous letters received from the most prominent educators in the land. He indorsed the work entitled "Moral Lessons," by M. F. Cowdery, and recommended its use in schools. The report was received and filed.

Mr. A. J. Rickoff, of Cincinnati, submitted a pamphlet, entitled, "Do the Common Schools prevent Crime?" and remarked that the subject discussed merited and should receive the prompt action of the Association.

On motion of Mr. J. D. Caldwell, the pamphlet and the subject matter contained therein were referred to a select committee, consisting of Messrs. A. J. Rickoff, C. E. Bruce, Rev. A. Duncan, John Lynch, John Eaton Jr., M. F. Cowdery, J. F. Lukens, to report next year.

The following gentlemen were elected trustees of the McNeely Normal School for 3 years ; namely : M. F. Cowdery, of Sandusky ; Ezra Cattell, of Harrison ; James Taggart, of Harrison ; Eli T. Tappan, of Steubenville.

The following resolution, offered by Rev. M. French. was adopted :

Resolved, That the legislature be requested to authorize the Commissioner of Common Schools to subscribe for a sufficient number of copies of the Ohio Journal of Education to supply every county auditor and school examiner in the state.

E. E. White, of Portsmouth, offered the following :

Resolved, That a committee be appointed to report at the next meeting, on the grading of schools.

Adopted, and the Chair appointed E. E. White, A. J. Rickoff, T. W. Harvey, F. W. Hurtt, — McKee.

John D. Caldwell submitted the following :

Resolved, That as an expression of the sense of this Association, the interests of Education require that correct and comprehensive statistics of educational effort and progress in each county of the state of Ohio, should be systematically kept and made available.

Resolved, That the Executive Committee be requested to prepare suitable blanks for this purpose, and have the same ready for distribution at the next meeting of the Association.

The resolution was adopted. Mr. Lynch offered :

Resolved, That the thanks of this Association are hereby presented to H. W. Derby, Esq., of Cincinnati, for his liberality in tendering the gratuitous use of this hall during the present session.

Adopted. The following resolution, offered by L. A. Hine, was dis-

cussed by Messrs. Tappan, Catlin, Barney and Janney, and laid on the table :

Resolved, That the Legislature be requested so to amend the School Law, as to give to Boards of Education in cities and incorporated villages whose schools are organized under it, the power of appointing their own Boards of Examiners.

The Association took a recess of 30 minutes, to allow the members to visit the new State House. They were accompanied by Gov. Chase, and were courteously received by the authorities, and shown through the building.

On reassembling, Prof. Young offered the following resolution, which was accepted as a substitute by Mr. Hopley, for his resolution on same subject, presented in the morning :

Resolved, That the Executive Committee be instructed to procure, if possible, the services of John D. Caldwell, as local editor of the Journal of Education, for three succeeding years, at a salary not exceeding \$1500 per year, said Journal to be published at Columbus ; and that said Committee be further instructed to appoint a corps of competent assistant editors, who will consent to fulfill the duties of their appointment.

On motion of J. A. Sloan, of Batavia, the whole matter was referred to the Executive Committee, with power to act.

On motion of Mr. Jenkins, it was

Resolved, That when this Association adjourn it adjourn to meet at Steubenville at a time to be specified by the Executive Committee.

On motion of E. E. White, it was

Resolved, That discretionary power be conferred on the Executive Committee, to make arrangements for the local editorship of the Journal of Education for three years.

The following resolution, by Mr. John D. Caldwell, was adopted :

Resolved. That the interests of schools in Ohio would be materially promoted by the securing to be published in the newspapers circulated in each county well prepared articles on Educational matters, and that it be recommended to members of this Association to secure the cooperation of the members of the Editorial fraternity, in the cause of elevating the profession of teaching, by devoting a specific column, when practicable, to the subject of Education ; and that the Editor of the O. Journal of Education is requested to represent this Association in the approaching Editorial Convention at Mansfield.

G. W. Hulick, of Clermont, submitted a report in behalf of the committee appointed to take into consideration the best method to be pursued in the examination of teachers. The report was lengthy and minute, recommending that the examinations be by printed or written questions ; that where the abilities of the applicant were not made sufficiently apparent by this method, the oral method be also employed ; that examiners should adopt different classes and grades of certificates ; that, when practicable, the result of examinations, with class and grade of certificates awarded, be published in newspapers of general circulation ; that examiners should require of teachers a statement of the amount of their experience, their mode of discipline, the text-books preferred, the

educational periodicals to which they are subscribers, etc.; that no certificate be granted to an applicant of lower grade than he has previously received from the same Board of Examiners; that no certificate of qualification to teach be granted to any one unless a certificate of good moral character from three responsible persons be first presented. The report was received and laid upon the table.

After the report was read and disposed of, the President introduced to the Association, His Excellency, Governor Chase, who spoke in hearty approval of the objects of the Association. He said that his sympathies were with the active working teachers of the state. He had himself been a school examiner. The members of the Association might rely upon him, so far as it was in his power, to aid them, and would try to meet with them at Steubenville. On motion of John Hancock it was

Resolved, That the members of the State Teachers' Association regard with cordial approbation the energetic exertions of Hon. H. H. Barney the State School Commissioner, in the performance of the arduous duties of his office.

Resolved, That in the name of the friends of Education throughout the state, we hereby tender him our sincere thanks for his earnest efforts to advance the interests of Common Schools.

On motion of J. Ogden it was

Resolved. That Gov. Chase be invited to deliver the evening address at the next meeting.

On motion of Rev. Anson Smyth it was

Resolved. That Hon. Stanley Matthews be invited to deliver an address at the next meeting.

Rev. M. French received the attention of the Association, while he presented the claims of "Wilberforce University," an institution near Xenia, for the education of colored persons. The following resolution, by Mr. French, was adopted :

Resolved, That a committee of three be appointed to report to this Association at its next annual meeting, the condition of the schools in our state for colored youth, embracing the number of teachers, scholars, and the amount of money appropriated to their support, with such other statistics and suggestions as the committee may deem of interest to the Association.

Rev. M. French, John Hancock, and Prof. Coles were appointed the said committee.

Mr. Hancock moved that the committee appointed at Cincinnati to report on the "Organization and management of Union Schools," John Lynch, chairman, be continued till the next meeting. Carried.

The report of the committee on the "Course of study for graded schools," was called for, but Mr. Barney, the chairman, being absent, the report was deferred.

The report of the committee on amendments to the school law was taken from the table, and read, as follows :

Resolved, That the State Teachers' Association request the Legislature to so modify the provision of the law for the establishment of High Schools in the townships, as to permit any sub-district or any number of such districts, without respect to township or county lines, to levy taxes, purchase sites, build houses, and sustain a Free Graded High School, in all respects as the township Boards are now empowered; said High School District to have a Board of Education to control its High School interests, examine Teachers, etc., the same as similar Boards control the schools of cities and incorporated villages, except that the primary schools of said sub-districts shall remain under the control of their respective sub-directories and township Boards as now provided by the law.

Amendments were proposed by Mr. Rolfe, making the report read "School" for "High School," throughout, and striking out all the latter part, from and after the word "except." Mr. Hine and Prof. Young participated in the discussion of the amendments, which did not prevail. The entire report was laid upon the table till the next annual meeting.

President Smyth addressed the Association for a few minutes, thanking the members for coöperation in times past, and asking its continuance during his administration in his new position of State Commissioner of Common Schools. The thanks of the Association were unanimously tendered to those railroad companies who had courteously reduced their fare, and to the Hotel keepers in Columbus for like favor.

After singing the Doxology; and receiving the benediction from Rev. Cyrus McNeely, the Association adjourned to meet in Steubenville, Jefferson Co., at the call of the Executive Committee.

M. D. PARKER, *Secretary*.

NEW MEMBERS.

The following persons became members by paying one dollar each.

Adamson, Enos	Cowdery, M. F.	Emerson, C. T.
Adamson, Mrs. Enos	Cowdery, O. P.	Edwards, Wm. N.
Amix, A.	Carter, Wm.	Eaton, John Jr.
Austin, W. H.	Clark, Wm. P.	Emerson, Mrs. Louisa
Allen, S. J.	Cook, J. G. Jr.	Eaton, " Carrie
Anders, S. J.	Cornell, George	Findley, Samuel
Brannan, Miss Sarah	Carney, E. L.	French, Mansfield
Batchelder, G. W.	Cotton, S. S.	Follett, M. D.
Bowles, T. C.	Cochran, D. R.	Follett, Mrs. H. L.
Bragg, T. F.	Cochran, Miss A. J.	Fiddler, T. E.
Baker, Miss M. M.	Cornell, A. B.	Fairchild, Miss Clarissa
Beson, " Phebe	Cozens, Mrs. W. E.	Forrest, S. R.
Blakeslee, Miss C. S.	Conley, Miss Lorene	Forrest, Mrs. S. R.
Bruner, A. A.	Chilson, Mrs. Julietta	Gregory, E. S.
Buchanan, W. W. V.	Dunn, J. M.	Gage, Miss Mary Ann
Beer, R. Q.	Dunn, H. J.	Guilford, Miss Linda T.
Bunker, Miss Hattie	Duncan, Rev. A.	Graham, " M. H.
Breckinridge, Miss Julia	Drew, J. H.	Garfield, J. A.
Caldwell, John D.	Ellinwood, J. P.	Hancock John

Hall, Liberty	Lightner, Miss Narcissa	Price, Miss Mary
Hine, L. A.	Lightner, " Harriet	Rickoff, A. J.
Hurt, F. W.	Mann, Hon. Horace	Rolfe, John H.
Hall, Rev. Jeremiah	Merrick, Prof. F.	Rogers, Charles
Hitchcock, Rev. H. L.	Mitchell, William	Royce, Charles S.
Holbrook, A.	Martindale, C. S.	Routan, Miss Bell
Hopley, John	McVay, B. B.	Rice, Miss E. N.
Holcomb, A. E.	McNeely, Cyrus	Smyth, Rev. Anson
Herdman, Thomas H.	McMahan, S. J.	Sams, Prof. Isaac
Hulick, G. W.	McCartney, R. K.	Sanford, S. N.
Hulick, Miss E. B.	McCartney, Thomas	Stetson, John G.
Ingersoll, E. P.	Mower J. K.	Samson, Almon
Irwin, S. S.	Marsh, F. O.	Shreve, Charles R.
Jenkins, G. K.	Morris, I. S.	Smith, G. C.
Jannary, B. F.	Morris, Miss K.	Stroud, Miss Mary
Johnson, Miss Mary H.	Mastick, Miss Metta	Stone, " Bell
Johnson, " Priscilla M.	Nason, Cyrus	Tappan, E. T.
Kingsley, E. D.	Newman, S. F.	Trevor, J. B.
Krobb, Miss Julia A.	Ogden, John	Walker, Rev. J. B.
Lord, Dr. A. D.	Olney, Smith	Waddle, Rev. Benjamin
Lenderson, E. W.	Pearson, D. C.	Wood, Alphonso
Lukens, John F.	Parker, M. D.	White, E. E.
Long, James	Parker, Mrs. M. D.	Waugh, Miss M. M.
Long, Mrs. Mary G.	Phipps, S. B.	Young, C. A.
Lynch, John	Parker, J. K.	Young, W. H.
Lamb, Rev. J. G.	Parker, Miss S. B.	

Owing to the great amount of business thrown upon the Treasurer's hands at the last meeting of the Association, a paper containing about twenty names of members was lost. All those who paid their initiation fee at that meeting, whose names are not in the above list, by addressing the undersigned, will have their names placed in the Treasurer's record.

D. C. PEARSON,

Treas'r O. S. Teachers' Association.

COLUMBUS, O., Jan. 10, 1857.

LIST OF DELEGATES.

- Ashtabula*—C. E. Bruce—1.
Athens—A. H. Young, J. K. Mower, S. Howard, P. B. Davis, Miss E. N. Rice—5.
Belmont—Miss Mary B. Stroud—1.
Butler—H. Smith, James Long, Mary G. Long—3.
Champaign—F. M. Dimmick, S. R. Forrest, Mrs. R. M. M. Rorrest, Misses M. L. Keller, B. C. Keller—5.
Clermont—J. K. Parker, J. A. Sloan, G. W. Hulick, S. S. Irwin, J. S. McClave, Wm. Carter, L. A. Hine, Mrs. L. Sloan, Mrs. S. P. B. Parker, Misses M. M. Baker, E. B. Hulick—11.
Clinton—Edward Story, Samuel H. Prather—2.
Coshocton—C. R. Shreve, J. J. McSutt, W. A. McKee, James Lisk, Misses Mary Price
Watie Bunker—6.

Crawford—John Hopley, Julia Breckenridge, Narcissa Lightner, Harriet A. Lightner, Lorain Seaton, Mary J. Clarke, Bell Stone, Bell Rutan—8.

Cuyahoga—H. Childs, C. S. Martindale—2.

Delaware—Rev. F. Merriek, Rev. M. French, J. W. Hiett, P. A. Crist, I. Crook, T. P. Reid, Mrs. M. French, Misses C. J. Washburn, M. E. Beecham, R. A. Morrow—10.

Erie—Rev. W. S. Kennedy, M. F. Cowdery, C. S. Royce, S. R. Cotton, H. W. Persing, Mrs. M. E. Persing, Miss H. Blanchard—7.

Franklin—Gov. S. P. Chase, Rev. Anson Smyth, Dr. A. D. Lord, Dr. R. Hills, J. J. Janney, Prof. W. W. Mather, Rev. Mr. Stone, E. D. Kingsley, G. C. Smith, E. L. Traver, D. C. Pearson, S. B. Phipps, J. L. Tyler, Dr. James Hoge, Rev. J. M. Steele, John Greiner, Dr. S. M. Mather, Rev. D. A. Randall, M. B. Bateham, M. M. Powers, L. E. Green, Wm. Jameson, T. C. Bowles, Liberty Hall, H. H. Howlett, J. C. McElroy, T. H. Little, M. N. Hutchinson, J. A. Scarritt, Lewis Heyl, W. T. Coggeshall, Esq., S. D. Harris, L. L. Rice, Joseph Sullivant, Dr. J. H. Coulter, F. C. Sessions, A. B. Buttlis, Rev. J. D. Smith, Dr. R. J. Patterson, Joseph Hutcheson, Thomas Kennedy, Josiah Jenkins, T. S. Baldwin, Rev. E. D. Morris, Dr. James Williams, B. Wilson, S. E. Adams, Mrs. J. J. Janney, Mrs. E. L. Traver, Mrs. D. C. Pearson, Mrs. G. C. Smith, Mrs. S. G. Marple, Mrs. M. B. Bateham, Mrs. A. Smyth, Mrs. J. M. Steele, Mrs. L. L. Rice, Mrs. D. A. Randall, Mrs. T. S. Baldwin, Mrs. F. C. Sessions, Mrs. A. L. Adams, Mrs. A. D. Lord, Misses S. A. Dutton, R. N. Burr, C. Horr, E. E. Edwards, A. M. Dunbar, M. E. Robinson, — Freeman, Lucy M. Weaver, Susanna Wells, C. P. Snell, M. A. Cushman, Mary Kennedy, M. C. Wright, L. A. Peters, M. E. Hopperton, S. C. Ingraham, C. E. Yates, S. A. Vandewater, C. A. Moore, M. A. Bannister, Mary Rice, A. Winchester—83.

Greene—Hon. Horace Mann, A. Amyx, Wm. James, W. H. Austin, Thos. F. Bragg, J. P. Patterson, L. H. Story, D. Story, Mrs. E. Wead, Miss M. J. Parry—10.

Guernsey—Thos. W. McCartney, Samuel Findley, William White, James White—4.

Hamilton—Hon. H. H. Barney, Andrew J. Rickoff, John D. Caldwell, Prof. Alphonse Wood, John Hancock, C. Nason, A. Page, John B. Trevor, M. S. Turrill, A. A. Brunner, J. H. Rolfe, H. D. Perry, W. Crippen, M. D. Parker, Mrs. M. D. Parker, Misses P. M. Johnson, M. H. Johnson—17.

Harrison—Cyrus McNeely, John Ogden, T. E. Fidler, Mrs. H. Ogden, Misses L. McCauley, Bell McCauley—6.

Highland—Thomas H. Herdman, Wm. Mooney, E. A. Mosier, W. W. Holmes—4.

Huron—W. Mitchell, George Cornell, Misses M. M. Waugh, J. A. Hitchcock—4.

Jefferson—Eli T. Tappan, Warren J. Sage, George Jenkins—3.

Knox—J. B. Selby—1.

Lake—G. E. Howe, Misses Emeline Cook, Frances French, H. S. Matthews, F. T. Gee, Sarah E. Cranston, Caroline Barber—7.

Lawrence—W. W. Mather, Francis L. Richey—2.

Licking—Rev. A. Duncan, Prof. S. N. Sanford, Dr. J. Hall, Joseph Lindley, A. Jones, H. H. Barber, Mary Jarvis—7.

Logan—John F. Lukens, David Parsons—2.

Lucas—E. W. Lenderson, A. B. West, John Eaton Jr., Misses Carrie Eaton, Louisa Fairchild, Clarissa Fairchild—6.

Madison—J. H. Drew, E. P. Ingersoll, Smith Olney, J. S. Burnham, Mrs. E. W. Cozzen, Miss Julia Kroh—6.

Medina—W. P. Clark—1.

Miami—Wm. M. Edwards, L. W. Peck, W. W. V. Buchanan—3.

Montgomery—H. Anderson, C. Ford, J. T. Liggett, Charles Rogers, T. B. Stevenson—5.

Morrow—B. B. McVay, H. J. Dunn, S. J. McMahan—3.

Muskingum—George W. Batchelder, Almon Samson, A. B. Cornell, M. H. Lewis, Miss Mary E. Cowling—5.

Pickaway—E. M. Cotton, John Lynch, Misses N. Brooks, H. A. Tower, H. Wood—5.

Pike—S. Bartley—1.

Portage—James A. Garfield—1.

Public—James Wilson, John W. Bloomfield, I. S. Morris—3.

Richland—Rev. J. B. Walker, Dr. Wm. C. Catlin, R. B. Smith, A. L. Grimes, S. E. Porter, M. J. Bishop, W. L. Stambaugh, Mrs. Markham, Miss Douglass—9.

- Ross*—Enos Adamson, Mrs. S. L. Adamson, Miss Mary Ann Gage—3.
Sandusky—John G. Cook Jr.—1.
Scioto—E. E. White, Mrs. C. S. Blakeslee—2.
Seneca—Geo. H. Hampson, A. Schuyler, T. I. Andrews—3.
Shelby—J. R. Clark, David Clark, Mary J. Clark—3.
Stark—T. Harvey, R. Hafeigh—2.
Summit—Pres. H. L. Hitchcock, D.D., Prof. C. A. Young, E. S. Gregory—3.
Tuscarawas—C. T. Emerson, Mrs. L. A. Emerson, T. R. Laird, Phebe Beeson—4.
Warren—A. Holbrook, J. P. Ellinwood, J. H. Reed, A. E. Holcomb, Misses Kate C. Mar-
 ris, Marietta Mastick—6.
Wayne—Miss Sarah Brannon—1.
Wood—D. E. Wells—1.

EDITORIAL DEPARTMENT.

A REVIEW OF THE PROGRESS OF COMMON SCHOOLS IN OHIO.

Those who were in attendance at Columbus, on the deliberations of the Ohio State Teachers' Association, were gratified with the able effort of W. T. Coggeshall, State Librarian, on this theme.

To preserve for reference many of the facts brought forward in that address, and to place them in reach of our readers who were not in attendance, a number of important historical points are here presented.

It is one of the duties of those who have in trust the noble Common School movement, now in such popular favor, to remember gratefully those who had to struggle, amid a sea of difficulties, to establish the system, and who devoted the best years of their lives, without reward, to sustain it.

To those who enacted the Ordinances of 1785 and 1787, opening the Territory northwest of the Ohio to settlement, and dedicating it to Religion, Morality and Knowledge, are we indebted for laying the corner stone of our prosperity.

Liberal provision was made in grants of lands for support of schools and endowment of State Universities.

711,871 acres of land from the public domain have been bestowed for Common Schools, and 69,120 for Universities; but by early neglect, mismanagement and rascality, there has been, since Ohio came into the Union, not more than two and a half millions of dollars realized from

this source for the actual support of schools, whereas if our land resources had been properly husbanded, we would have in these school sections a fund of ten millions of dollars.

When the State Constitution was formed, it contained the fundamental proclamation that "Schools and the means of instruction should be forever encouraged by legislative provisions."

No practical legislation took place, however, organizing a general Common School system, until 1821.

Many excellent suggestions were made in the messages of Governors a long time before the enterprise eventuated in success.

Gov. Worthington, who established the Ohio State Library, in his communication to the General Assembly, in 1817, said:—"If we expect in our youth 'religion, morality and knowledge,' suitable teachers must be employed." He proposed the establishment of a free school at the seat of government, where, at the expense of the state, boys, the children of parents unable to educate them, should be qualified as teachers, and when proper salaries were offered, that they should have the preference of employment of the Public Schools of the State, it being required that they should continue to teach in said schools until they were 21 years of age.

About this time, at Cincinnati, a circle of active men, engaged in a concerted educational movement, led by Nathan Guilford, were using the Press as a lever to awaken a proper public spirit. The "Poor Richard's" Almanac, published at Cincinnati by the courageous Guilford, as "Solomon Thrifty," with the articles communicated to the newspapers, mainly were the proximate cause of bringing about the decisive movement in the Legislature of 1821.

In 1806, a portion of the state had been districted, and subsequently, funds arising from section 16, and from military lands, applied, but the action of the 19th General Assembly was the first for the whole state.

In 1821-2, a committee on schools and school lands, of which Caleb Atwater, of the House, was chairman, made an elaborate report upon the necessity of liberal popular education, recommending the appointment of seven Commissioners, to devise and report upon a Common School system.

That report was made in 1822, and accepted. Allen Trimble, then Governor, appointed Caleb Atwater, Rev. John Collins, Rev. James Hoge, Nathan Guilford, Ephraim Cutler, Josiah Barber, and James M. Bell, a committee to report a system of schools.

This they did, on the plan of the New York schools of that day, making no provision for a general fund, other than that which might arise from the sale and lease of lands.

The views of the majority of the committee, Messrs. Atwater, Collins and Hoge, being the leading Commissioners, were conveyed with much fervor in three pamphlets, issued and distributed to awaken public interest.

Nathan Guilford, deeming their plan inadequate to the wants of the state, presented his views by another channel. He published an able letter, boldly proclaiming that the state should enact a law requiring a county tax, for school purposes, on all the property, *ad valorem*.

The Legislature of 1823-4, printed the Report of the Commissioners and the minority Report of Mr. Guilford. Although vigorous efforts were made at that session to enact some general school system for the state, they did not secure direct action. The bold friends of Education appealed from the Halls of Assembly to the assemblies of the people, and free schools and internal improvements were the themes of discussion in every election precinct.

Cincinnati sent Nathan Guilford to the State Senate in December, 1824; other noble and true men, imbued with the ardor of enthusiasts, were his confederates, from other portions of the state.

Mr. Guilford was true to his mission. His firm friend was Ephraim Cutler. They secured a joint committee, of which Guilford was appointed chairman.

He presented a bill which required County Commissioners to levy a school tax of one-half a mill, provided for School Examiners, and made township clerks and county auditors, school officers.

These were forward steps—taken in a new state, a large portion of which was yet a wilderness.

His bill passed the Senate 28 to 8—the House, 46 to 24. Mr. Coggeshall at this point of the relation of the triumph of these noble pioneer leaders, Guilford and Cutler, describes the scene in language of force and eloquence, and suggests that the occasion is a fit one for a historical painting, worthy to occupy one of the panels of the Rotunda of the new State House.

Eleven years after, measures were taken to render the system more efficient.

The paternity of the appointment of a State Superintendent of Schools belongs to Alfred Kelly, now a member of the Senate from Franklin Co. W. B. Vanhook's resolution in the House, authorizing the ap-

pointment of such an officer for three years, was adopted in 1836, after a hard struggle, 35 to 34. It prevailed in the Senate, and in 1837, a resolution presented by Doctor Price, Senator of Hamilton county, appointing Samuel Lewis, of Cincinnati, Supt. of Schools, was adopted by both houses.

Mr. Lewis entered upon his duties, but found that except in Cincinnati, there were few schools in the state free alike to rich and poor. There were 7748 districts, and only about one-half of them containing school houses—many of which were not worth \$10 each, while not one-third would have been appraised above \$50 each. Mr. Lewis traveled more than 1200 miles, chiefly on horseback, visited 40 county towns, and 300 schools, urging upon school officers augmented interest—upon parents, more liberal and more active coöperation, and upon teachers, a higher standard of morals and of qualifications, with an eloquence peculiar for its persuasive power.

In 1837-8 he reported to the Legislature, that there had been 4336 schools taught on an average about three months in the year—that four-fifths of the people were in favor of free schools. He recommended in detail a number of reforms in the system. It was at his instance that a commencement was made to secure accurate school statistics.

He proposed evening schools, provisions for teachers in orphan asylums, and high schools, or seminaries, in cities and towns, wherever a higher grade of instruction was demanded.

The report, embodying these far-seeing suggestions, was made to a General Assembly distinguished for ability. Its leading men have since filled important state and national offices. In the Senate, were Benjamin F. Wade, David Starkweather and Leicester King—in the House, John A. Foote, Seabury Ford, James J. Farn, Otway Curry, Alfred Kelley, William Medill, W. B. Thrall, Wm. Trevitt and Nelson Barrere.

On the 7th of March, 1838, an amended bill, containing many of his recommendations, became a law.

One of the provisions of this bill was that the Superintendent should hold his office for five years, and in addition to his other duties, be the editor of a monthly Journal, published at the expense of the state, for circulation among school officers and teachers.

The first number of the Common School Director was issued by the Superintendent in May, 1838. He announced that it was his intention to visit every county of the state. His appointments were published, and he urged school teachers, school officers, and friends of education

to meet him, declaring that nothing but sickness or death would prevent him from fulfilling his engagements. He rode day after day on horseback thirty or forty miles each day.

He secured a representation of 100 delegates at a State Educational Convention, in December, 1838, at Columbus, of which Wilson Shannon, then Governor, was President, and Milo G. Williams Vice President, which declared that the cause of popular education was gaining decided triumphs.

In April, 1838, an educational paper, called the "*Pestalozzian*," was started in Akron, O., by E. S. Sawtell and H. K. Smith.

At the convention of 1838, Calvin E. Stowe, then Professor in Lane Seminary, delivered an able address upon the necessity of schools for teachers. Dr. Pearce, then President of Western Reserve College, and W. H. McGuffey, took a prominent part. Resolutions were adopted recommending music as a branch of instruction in Common Schools, and urging upon teachers the importance of liberal efforts to elevate the profession.

It was in the convention of 1838, that William Johnston, then a lawyer in Carroll Co., afterwards Judge of the Superior Court in Cincinnati, and Whig candidate at one time for Governor, describing the schools which he attended when a boy, said it was the custom of his old master to begin with the boys at the word "*booby*" in the spelling book, and the next winter turn them all back, so that really none of them ever got further than "*booby*" under his instruction.

In the Legislature of 1838-9 an effort was made to abolish the office of Superintendent, but it did not succeed.

In February, 1839, Mr. Lewis made an elaborate report upon a plan for a State University for teachers.

Mr. Lewis having made his 3d annual report, on account of his impaired health resigned his office.

During 1839 the "*Common School Advocate*" was published monthly, at Cincinnati, for gratuitous distribution.

A State Convention was well attended, at which Samuel Lewis delivered an address on Common Schools and their effect upon pecuniary interests.

The duties of Supt. of Schools were at this period devolved by law upon the Secretary of State. Between 1840 and 1845, William Trevett made one and John Sloane made three reports. Mr. Trevett advocated Normal Schools—Mr. Sloan an appropriation for school libraries.

Samuel Galloway, Secretary of State in 1845, made a valuable report. Since his time a revival in educational interest has resulted in the wide spread blessings of the present excellent Common School system.

Between 1844 and 1850, Samuel Galloway made numerous suggestions to the Legislature, inciting them to action.

The first Teachers' Institute ever held in Ohio was conducted at Sandusky in Sept., 1845, by Salem Town, of New York, M. F. Cowdery, and A. D. Lord.

In the summer of 1846, Dr. A. D. Lord started the School Journal at Kirtland. He advocated Teachers' Institutes and suggested a State Common School Society.

An Institute was held at Chardon, Geauga Co., in the autumn of 1845, making two for that year—the year of their origin. In 1846, nine were held, chiefly in the northern part of the state, and since that time, the county that has suffered a year to go by without one, has depreciated in the regard of educational observers.

Henry Barnard, well known as editor and State Superintendent of schools in Connecticut, visited Ohio in the fall and winter of 1846, and delivered public lectures on the subject of education in several towns and cities.

A paper, called the "Free School Clarion" was started by Wm. Bowen, at Massillon. The "School Friend" was issued by Winthrop B. Smith & Co., at Cincinnati.

The Akron Law was passed by the Legislature of 1848-9. In this year the "Western School Journal" was started by W. H. Moore & Co., Cincinnati, and the Journal of Dr. Lord was removed to Columbus.

The Ohio State Teachers' Association was organized at Akron in December, 1847, Samuel Galloway, President.

It was the earnest labors of Andrews, Cowdery, Lord, Harvey, Leggett, Hurty, Bowen and others, that effected so much improvement throughout the state and induced the General Assembly of 1849 to enact a general law for the encouragement of Institutes and for High Schools in corporate towns.

A Phonetic article, like many others, has been crowded out of this number.

Give us only short, pithy articles.

THE JOURNAL FOR 1857.

The new editor wishes to have a plain talk with "all whom it may concern," in reference to the subscription list of the Ohio Journal of Education for 1857, and his connection with the paper as editor. The Journal was started by men determined on success—success not to make money, but "to elevate the profession of teaching, and to promote the interests of schools in Ohio."

They founded it, not as a teachers' paper merely, but to promote, in the broadest sense, sound education, whether in common, union or public schools, Academies, Female Seminaries or Colleges.

To effect this end, this most patriotic body of teachers, composing the State Teachers' Association, have ardently supported the enterprise. Its conductors have been among the ablest teachers of the State, and they have reflected upon the State and their profession a noble character, won by devotion to the best object that can engage human effort. The old guard have done their duty well. Some that commanded now train in the ranks; but the cause is the same that wakened the earnest voice and active exertion of Lorin Andrews, the high toned, manly, moral earnestness of Cowdery, and the methodical, patient, conscientious and never-to-be-sufficiently-appreciated labors of Dr. Lord.

These true men, and a band of congenial spirits, to whom the people of Ohio are more indebted than to all the politicians in the State, have set us young men an example; the path they have led us into is luminous with resplendent light both from behind and before.

The past of the Ohio State Teachers' Association is a moral epic.

When nearly every arm faltered, and feet lagged in the bold encounter with the falsely-called economical, do-nothing, back-sliding policy of that day, this hopeful band, who came together in Institutes and Associations, emulating the philanthropic and self-sacrificing exertions of Guilford and Lewis, who had stirred the great waters for them, startled the State with their well begun, hopefully continued, and successfully pursued labors, of bringing about a wholesome public opinion in favor of schools for all—*free schools for rich and poor*.

These leading men were school teachers—they saw that if their profession was to become prosperous, they must win respect for their profession, in doing their whole duty. And, like men of sense, they set about reforming themselves—learning to know what they lacked, and *what they should do to be saved, and to save the State*. They discerned

that the first thing to be done was for the physician to heal himself. They called together the teachers; they drummed up the green ones—those who were inexperienced; those who knew something worth communicating, communicated the magic talisman to their neighbor. In these conventicles of teachers, when the true fire was burning, the occasions were like those of Pentecost. The fire spread from Institute to Institute, from county to county, until a man who assumed to be a teacher, without taking immediate, prompt, extraordinary pains to improve himself, to conform in no half-and-half way to the spirit of the age, was ruled out, shamed away, or converted by these Pauls and Peter the Hermits of education, who have ennobled Ohio in their travels and crusades against ignorance.

We don't want to see this missionary spirit among the education Henry-Martins die out. Noble women have been enlisted in this good work. There have been "Nightingales" in the Crimea of Ohio—not in nursing merely the wounded soldier, and passing the cooling cup to the parched lip, but in cheering by their presence every educational meeting, taking active part in the useful as well as in the ornamental line. The "school marms" are not to be underrated or misprized as Ohio instrumentalities, in bringing our people to the proud point of exaltation in which they stand.

This work will go on—must go on; our young men and young women are not going to abandon the good ways they have been taught to walk in. Having the right direction, they are going forward, with an accumulating momentum of earnestness, determined to lend a hand in the work of perfecting in Ohio the free school system.

To do this earliest and surest, the Ohio Journal of Education must be put upon a better footing, as to support, than it has been before. At the close of this year there must be no doleful story to tell to members of the Association, that it is four or five hundred dollars in debt.

Old friends of the Journal, make one more rally for the object of your early and earnest love! It takes money to pay expenses, as you know, but there is no good reason why 10,000 subscribers should not be receiving this little work, and \$10,000 be paid into the treasury of the Association therefor.

As soon as leisure will permit, the writer will quit the editorial sanctum at intervals, and go out amongst the teachers of the State and talk to them in person, about this their own business, not that of the servant whom they have called to conduct the Journal.

This is a work that must be sustained—sustained not grudgingly, but

heartily. This sustaining a paper for a dollar a year, is the most profitable expenditure that can be made by teachers, as a part of the education of the character, not saying anything as to the professional improvement to be derived from reading its pages.

On concluding this article, earnest teacher, go immediately and secure and remit a reasonable quota of subscription money, and the end of this year's work will be better than the beginning.

PRACTICAL ARTICLES.—This number, it is to be regretted, does not contain that class of articles directly aiding the teacher in the school room, which will as usual be a distinguishing feature hereafter, because of the late period of the month when the editor was called to his new post; neither the associate editors of last year, or those selected for 1857, having furnished our "pigeon hole" with any copy.

What has been hastily prepared, was gotten up at great disadvantage, during three or four days, interrupted necessarily with the demands of a new business.

THE BENEVOLENT INSTITUTIONS OF OHIO.

We give a short account of each of these schools of the children of ~~mor~~row, to acquaint our readers with the condition of that department of the educational field.

CENTRAL OHIO LUNATIC ASYLUM.—From the report of Dr. R. Hills, Superintendent of the Ohio State Lunatic Asylum at Columbus, we learn that 102 males and 121 females of this unfortunate class have been cared for in this Institution, by the bounty of the State, during the past year.

The Superintendent proposes to fit up a room into which may be gathered books, paintings, pictures, statuary, and any and all objects of curiosity, either natural or artificial, and says that any donations of any such articles will be thankfully received in behalf of the patients, for whose benefit the arrangement is made. He proposes to call it the "AWL GALLERY," in honor of him to whom, more than to any other one man, the institution is indebted for its existence, and who, for the period of eleven years of its earliest struggles, so successfully conducted *its interests*.

OHIO INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB.—Never has there been more applicants for admission to the Institution than at present; 80 males and 75 females being in attendance.

The Superintendent, Mr. Collins Stone, in his report recommends that provision be made to have the pupils taught trades within the building in connection with the studies of the school room.

BLIND ASYLUM.—Our readers, we are confident, will consider our duty but measurably discharged if no statement is furnished to them of what is being done for the youth of the State who have been deprived of the sense of sight.

To the honor of the Buckeye State, provision has been made for the the deaf and dumb, the blind and the insane, in public buildings and at public expense.

During the past year the charge of the blind has been intrusted to that skillful and accomplished teacher, Dr. Lord, whose connection with the Journal has been so intimate as to make the recital of what has been done for the blind pupils under his care, doubly interesting.

The Asylum for the Blind was opened in July, 1837, commencing with five pupils. The catalogue shows that two hundred and ninety-five pupils—one hundred and seventy males and one hundred and twenty-five females—have been instructed since the Institution was founded. Of these, seventy-four are now pupils; nine were admitted temporarily from the State of Indiana; eight were discharged as imbeciles, nine were dismissed for improper conduct; forty-seven have deceased, and thirteen may yet return to complete their term of pupilage; leaving one hundred and thirty-five for whose success in life the Institution may be considered in some measure responsible.

Superintendent, Asa D. Lord. Teachers, Thos. H. Little, M. N. Hutchinson, J. A. Scarritt. Teachers of Music, H. J. Nothnagle, Miss M. A. Bergundthal, Miss M. A. Tipton. Teacher in Mechanics, Henry Hauenstein; Physician, R. J. Patterson, M. D.; Steward, James Carlisle; Matron, Miss Olive M. Brown; Assistant Matron, Miss R. C. Bartlett; Visitors' Attendant, Miss Jane Munnell.

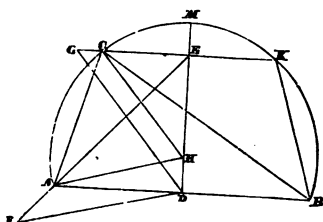
The Bibliotheca Sacra states that Prof. Guyot, of Cambridge, intends to publish an Exposition of the Creation of the Universe, upon the basis of the nebular hypothesis, embracing the internal fire theory, (eternal fire theory, many papers have it,) as one that can be sustained.

MATHEMATICAL DEPARTMENT.

This feature of the Journal will be continued under the editorial charge of Prof. W. H. Young, Ohio University, Athens, to whom all communications in the Mathematical Department may be sent.

SOLUTIONS TO QUESTIONS PUBLISHED IN THE SEPTEMBER AND
OCTOBER (1855) NUMBERS OF THIS JOURNAL.

No. 32. Solution by M. C. Stevens.—*In constructing a plain Triangle, having given the base, altitude, and the difference of the angles at the base.*



STATEMENT.—Let AB = given base. From the middle point D erect the perpendicular CD = given altitude. Draw EG perpendicular to ED , and make the angle EDG = the difference of the angles at the base. Join EA , and produce it till $DF = DG$. Draw AH parallel to FD and HC parallel to DG . Join AC and CB . ABC is the required triangle.

DEMONSTRATION.—From the parallels $FD : AH : ED : EH : GD : CH$. Since $FD = GD$, AH will equal HC ; hence a circle with AH as radius, will pass through AB and C . Now the angle $GDE = CHE = CBK$, because both are measured by one-half the arc CMK . $KBA - CBK = \text{angle } B$; but $RBA = \text{angle } A$. Hence $A - B = CBK = GDE$, which by construction is the given difference.

No. 36. Solution by A. B. West.—A man sold two horses for the same price. On the cost of one he made 20 per cent., and on that of the other he lost 20 per cent. He lost \$20 in the transaction. What was the cost of each horse?

As he made 20 per cent. on the first, he received $1\frac{1}{5}$ of its cost; hence he made $\frac{1}{5}$ of the selling price. Since he lost 20 per cent. on the other, he sold it for $\frac{4}{5}$ of the cost; hence he lost $\frac{1}{5}$ of selling price. But $\frac{1}{5} - \frac{1}{5} = \frac{1}{5}$ of the amount received; must equal \$20, the balance lost. Hence the selling price is \$240.

\$240 is $\frac{5}{4}$ of \$200, the cost of one horse.

\$240 is $\frac{4}{5}$ of \$300, the cost of the other.

REMARKS.—After the discontinuance of this department, several correspondents sent in solutions to No. 32. This is undoubtedly the most difficult question which has appeared in the Journal, if it be confined to a strict geometrical solution. G. H. C. * * 's solution is strictly geometrical. A. Schuyler, W. C. Young and J. W., all solved it by algebra and trigonometry—by first finding the value of an unknown quantity in trigonometrical terms, and constructing the triangle from this equation. A careful reëxamination of R.'s solution confirms the correctness of the remarks made upon it in the December (1855) number. No. 36 was solved by D. J. Cellar, G. H. C. * *, E. Adamson, Fred. Morgan, R. W. McFarland, A. A. Keen, E. B. P., M. C. Stevens, Reuben Young, J. W., A. B. West, Eli Stubbs, J. N. Soders.

CINCINNATI, OHIO. F. W. HURTT.

E D U C A T I O N A L I T E M S .

O H I O .

MANSFIELD HIGH SCHOOL.—At the recent Editorial Convention at Mansfield, the sentiments of the Address of Mr. H. L. Hosmer were high-toned and truly Christian, viewing the true editor as coöperating with the school teacher in elevating man in all his relations of life. Mr. W. T. Coggeshall, the Secretary to the State Commissioner of Common Schools, delivered an able address on the life of Charles Hammond.

One of the toasts of the banquet was: "Free Schools—the fountain head from which flow the streams which are to perpetuate our government—the co-workers of a Free Press."

The Editor had the pleasure of attending the convention, and conversed freely with many of the members in reference to the aid of the press throughout the state, and in all cases a ready disposition was shown to secure more Union Schools, better classification, and to aid in directing public sentiment towards the true reforms demanded by experienced educators. In company with several editorial friends, some of whom are members of the Legislature, we called in upon the exercises, Friday afternoon, of the Mansfield Graded School, under charge of Dr. Catlin and wife. The visit was a pleasing one to the writer, for he saw that the exercises—declamation, composition and an original address—gave marked satisfaction to the editors in attendance.

Mansfield is noted as a wealthy and highly cultivated town. There is a Female College in this place, with 113 pupils in attendance. In the Mansfield Herald, issued during the convention, we find a notice of the Mansfield Graded Schools, which were organized under the law of 1852, immediately after its passage. Alex. Bartlett was appointed Principal of the High School and Superintendent of Instruction the first year.

Dr. Wm. C. Catlin, the present incumbent, has had charge since September, 1855. There are eleven schools—five primary, four secondary, a grammar and a High School, employing, with the Superintendent, thirteen teachers.

The annual enumeration of youth at the last census, was over 1500; an increase of about 200 since the present system was adopted.

The enrollment of pupils in the schools, for the past school year, was 808, and at the present time 925. This is an increase of over 150 during the past two years. Of this entire number, about 435 are enrolled in the primary schools, 300 in the secondary, over 100 in the grammar, about 75 in the High School, and the number in most of the schools is about equally divided between the two sexes. The average attendance for the past year was eighty-five per cent. on the enrollment; for the year previous, sixty-six. Tardiness has diminished in the ratio of from thirty to forty per cent. for the same time. The number of pupils in the High School has increased from thirty-six to seventy-five.

The Superintendent and teachers have formed a voluntary association for the mutual improvement of themselves and their schools. Their weekly meetings we learn, are sustained with great interest and mutual profit.

The friends of education in Steubenville and Jefferson Co., are expected to have a general awakening to the importance of sustaining their schools, and the *Journal*, during the coming year, as within their borders will assemble in July of this year, the most important body of the state,—(to the rising generation, at least)—the Ohio State Teachers' Association.

A good spirit is evinced. We wish our space permitted, to print the proceedings of the Teachers' Lyceum, held at Newburg on the 3d ult. The President, Rev. E. A. Brindley, delivered an address on the "Advantages and Pleasures flowing from a Liberal Education." A discussion of some length was had on the following question: "Should moral suasion alone be used in the government of our schools?" The discussion is to be continued at next meeting. The following communication as to the school of Mr. Alex. Clark, of Knoxville, in this county, may be of interest:

"Our school here is large, and I trust, profitable to the pupils. We have our school-room (which is a commodious one) ornamented with maps, charts and pictures. We also have a cabinet of curiosities—shells, ores, etc., etc., collected by the scholars, with the aid of a few friends. I use a *school regulator*—an invention of my own, which I may describe to you at some future time. It works well, and is being introduced into some of our neighboring schools. Every vacant piece of wall is filled up with mottoes of some kind. Four of these, above the door, and in view of the whole school, are 'Listening Ear'—'Silent Tongue'—'Helping Hand'—'Faithful Hearts.' Our only rule is framed behind a large glass, and reads, 'Do Good.'

"We have a box marked 'Composition Box,' wherein all who write compositions are expected to deposit them, until the time for reading and examining them. Another box, marked 'Scraps' containing a great number of short poems, anecdotes, etc., cut from newspapers by the *small* children, and placed in the scrap box to be read by the teacher. Many of them, of course, are never read by him, but very often a rare gem comes under the eye of the school in this way that might not in any other.

"Lastly, we *all* sing—and I wish you could hear the little fellows' voices once!"

An incident is related in one of the papers of this county that has peculiar interest as exemplifying the sympathy of pupil with teacher. On Christmas evening, a juvenile concert and exhibition of the school of Mr. Clark was given in Knoxville. As it happened, the platform for pupils could not hold them all, and some apparent feeling was manifested by a few parents, who upbraided the

teacher for partiality and neglect of certain children. This was a severe trial to the teacher.

"It was too much for him. He sank down beneath its oppressive weight, and was carried away insensible.

"This is not strange, when he knew, when the children knew, when all save one or two knew, that he had tried to do his duty. The excitement now was intense, especially among the children. The next day they, every one of them, little boys and girls, young ladies and young men—every pupil belonging to the school, en masse, assembled at the school house unknown to the teacher, and loudly and indignantly denied the accusation of partiality on the part of the teacher. All the pupils were there, the *supposed* slighted with the others, and all expressed the same fondness and regard for their teacher—equally sorrowed over his misfortune, and all felt the greatest chagrin that there should be even *one* overgrown and petulant child in their town. They then marched two and two, to their teacher's sick room, and each took him by the hand, kissed him, and whispered in his ear with all the honesty and earnestness of loving children, the words, 'A steadfast friend,' 'stay with us,' while tears trickled down their cheeks—tears that could not be restrained, neither forgotten.

"They then marched through town, followed by their parents, returned to their school room, and after singing some of their favorite songs, dispersed ready to meet and greet their teacher as soon as he becomes able to mingle with them in the joys of the school room."

PUBLIC SCHOOLS OF MARIETTA.—We have been favored with a pamphlet of forty pages, containing the by laws and report of the Board of Education of Marietta, with rules for the management of the schools.

There are matters treated of in the report, of interest elsewhere. The good effects of the graded system are spoken of.

Prior to its adoption, there being five distinct districts, the directors of each had the separate management.

"Female teachers were employed in the summer, and male teachers in the winter months, and the schools were usually continued from six to eight months each year. There was, therefore, a continual change of teachers, and in each school there was a large number of classes, rendering it impossible for the teacher to devote much time to any one class. Indeed, in many instances, there was no effort to classify pupils, except in reading and spelling: the instruction, what there was, was given to individuals, some getting much more of the teacher's time than belonged to them, others getting little or none, and all deriving but little benefit from the schools.

"For these and other reasons, many parents did not send their children at all, but relied on private schools, being thus compelled to pay tuition bills as well as their proportion of the school taxes."

In speaking of the High Schools, the report continues:

"There is another very important benefit conferred by the High School. It is that of preparing teachers for the other departments. From the outset, the greatest difficulty to be encountered in keeping up good schools, has been in procuring teachers possessing the requisite qualifications. The opinion has been prevalent, that every young woman having a very little book-knowledge, could teach young children the elementary parts of an education. As a consequence, many candidates for the post of teacher were of very limited literary acquirements. There have been, probably, two applicants for every vacancy that has occurred, giving the Board some opportunity for selection; nevertheless they

have been obliged to employ some with whose attainments they were by no means satisfied. And the experience of five years has convinced them, that no young lady can make a good teacher for a primary school even, who has not made herself familiar with all the ordinary branches of learning; and that the farther her own education has been carried, the better she can instruct children in the most elementary branches."

Written and printed arguments, as to the condition and progress of schools in each neighborhood, coupled with Mr. H. H. Barney's excellent tract on the "Advantages of the Graded System," which is republished in this pamphlet, should be scattered among parents and guardians annually or semi-annually all over the state, and no effort omitted to bring about the "good time," in every school district.

A NEW FEATURE.—As vocal music has a refining influence upon the youth of the State, and its proper cultivation is one of the marks of our progress in a better civilization, we design to have furnished, in occasional numbers, a page or two of Music suited for use in schools.

Prof. L. Mason, of the Cincinnati Public Schools, has been distinguished for success in teaching Vocal Music, and tenders his services to promote a more earnest attention to this subject, through the medium of the Journal, if it would be agreeable to its patrons. He has availed himself of the latest and best music published in Europe and America.

WESTERN COMMON SCHOOL TEACHERS' ASSOCIATION.—Mr. E. D. Kingsley of Columbus, Corresponding Sec'y of the O. Teachers' Association, as it will be seen in the "Proceedings" of that body, has been appointed to confer with officers of other Western Associations, and provide for a Convention at Chicago, in August next, to form a Western Common School Teachers' Association. The heart enlisted in the cause of education, becomes animated with an enthusiasm all a-glow, in catching some early gleams of that rising sun of the new empire in the west, which, prophetic-like, speak of the splendors of a full-orbed day, when all the territories between the banks of the Mississippi and the shores of the Pacific become the land of school houses, and settled with an educated and a religious people.

COMMON SCHOOL PUPILS IN COLLEGES.—It is an honorable testimonial to the teachers and pupils of Ohio Common Schools, that Presidents of Colleges should frankly state, that the best English pupils they have in their higher classes, are from Ohio public schools. Many pupils from our schools are now pursuing their studies with great credit in the most noted Institutions, bearing off the palm of scholarship and conduct: and within the last few years graduates from Ohio Common Schools have taken the front rank in various Professions.

On returning from the recent Editorial Convention of this State, we overheard an order given by a veteran editor of a political paper of this state to our office-neighbor, S. D. Harris, editor of the Ohio Cultivator, to send that paper for the year to his young son, a student at Kenyon College. He said that he made it a rule to furnish his children each with some useful paper, thereby identifying it as their property. We were pleased to learn that this well-known man of politics was an ardent lover of nature. He said he had learned to think while following his plough. This farm-labor training and a little schooling at Doylestown Academy, in Pennsylvania, fitted Col. Sam. Medary, of whom we speak, to be the Clermont county school teacher in 1825 and 6, and editor of the *Statesman*, in Columbus, of to-day.

I T E M S .

SAMUEL LEWIS, first Superintendent of Common Schools for the State of Ohio, was born in Falmouth, Mass., March 17th, 1799; and died on his farm near Cincinnati, 29th of July, 1854.

The generation that has grown up since this devoted friend of Free School education began his missionary enterprise of upbuilding Common Schools in Ohio, can only know, in part, the value of his services throughout an active life, but they have an opportunity to obtain his "Biography," a book of 430 pages, just printed for the author, W. G. W. Lewis, by the Methodist Book Concern, Cincinnati.

As a Christian philanthropist, his character stands a worthy example for the youth of the state. His devotion to the cause of popular education and the success which he has accomplished should be gratefully cherished by the teachers of Ohio.

The incidents of his life, as encouragements to purity of principle and unswerving moral rectitude, are worthy to be read by every youth in the state, and we venture to say that no book of personal history of the present day will be so generally circulated, and accomplish so much good, as the "Biography of Samuel Lewis, first Superintendent of Common Schools of the state of Ohio."

Many moral maxims and noble sentences of this work, shall be furnished hereafter, in the pages of this journal. This book contains an engraved likeness of this fervent friend of education. The educational department of the work was mainly furnished by Mr. Coggeshall, State Librarian, and is an invaluable record of the progress of the Common Schools of Ohio.

—Hon. H. H. Barney, Commissioner of Common Schools of Ohio, will, on the 9th inst., transfer his portfolio to Hon. Anson Smyth.

Mr. Barney has accepted from the Cincinnati School Board, the appointment of Superintendent of the Free Normal Classes in the two High Schools of that city—alternate service being rendered during the morning at "Woodward" H. S.—during the afternoon at "Hughes" H. S.

We extend to both gentlemen earnest wishes for their personal and professional prosperity.

—Mr. John Hancock, to whom was tendered the post of editor by the Executive Committee, on consideration, determined to continue his charge of the first Intermediate School of Cincinnati.

—During the session of the State Teachers' Association in this city, in December last, a convention of Superintendents of Public Schools was held and a permanent organization effected—Andrew J. Rickoff, of Cincinnati, President. They convene in Cincinnati again on the last Friday of April. Reports on subjects specially relating to the superintendency of schools, ready for publication, will then be made by special committees.

—The following interesting articles were crowded out this month, but will appear in the number for March—which will be issued early: Statistical Information from the forthcoming Report of Mr. Barney, State Commissioner; Proceedings of the Convention of Delegates of Colleges and Address of Hon. Horace Mann; Notices of Educational Journals received; Resume of Proceedings of Teachers' Association in Western States; Points of Hon. H. Barnard's recent Speech at Chicago; communications, and many interesting items.

—If the support to the Journal was adequate, we would be glad to furnish our readers a monthly of double the number of pages now issued.

SUITABLE VALENTINES.—Communications to the editor, enclosing goodly lists of subscribers and the money, would be appropriate in February.

—No definite action has been had by the Legislature on the School Law—details in next number.

—We send this number to many of the subscribers of last year whose subscription has not been renewed. We respectfully solicit their remittances.

—We send a copy of the Journal for February to such friends as the new editor hopes to interest in its circulation and support.

If not approved, please re-mail, with name and P. O.

—The Journal, it will be borne in mind, is from its general circulation, a valuable advertising medium.

—The Principal Editor respectfully tenders his friendly regards to his professional brethren, wherever engaged, in the noble mission of coöperating with Teachers and others in advancing the educational movement.

—The two Presbyterian Synods in Ohio have perfected the organization preparatory to entering upon the erection of an University at West Liberty, in this State.

—Our patrons will be pleased to learn that it is our design to furnish, in the Journal, impressions of the engraved steel plate of those elegant edifices, the "Woodward" and "Hughes" High Schools of Cincinnati. These alone are worth the price of subscription.

—Culture of the voice, and physical development, should receive the most earnest and positive attention of young students. Teachers themselves should be examples of the benefit of their successful culture. Prof. Robt. Kidd, who has done so much in Cincinnati to awaken the attention of teachers and public speakers to this subject, and has accomplished a great reform in this particular, is visiting at this time various portions of the State; and as he is not only a man of much ability in his profession, but possessed of an earnest spirit to aid the cause of true education, we heartily recommend him to Teachers and others.

—The most neglected portion of our poor and unfortunate in towns and cities, so far as the future welfare of the State is concerned, are the youth who are permitted to wander about without the restraints of home or training in our schools.

The subject of compulsory education has been broached in our State Legislature, and a scheme for a Reform School, so successful elsewhere, is under consideration by the same body, whose action thereon will be communicated in our next number; but much may be done to remedy the growing evil reverted to, by voluntary search for, and care of, these active-minded, indolent and, mostly, mischievous youth.

Our people must take time from money-making to look about them, in alleys and garrets of the squares in which they live, for the comfortless and the unprovided.

—The firm of Hickling, Swan & Brown, publishers, of Boston, has been changed into Hickling, Swan & Brewer.

Mr. Edward W. Brown, the late junior partner, has become a member of the firm of Shepard, Clark & Co., and Dr. Thos. M. Brewer, for many years connected with the publication and editorial management of the Boston Atlas, is a partner in the house. Attention is called to their advertisement, and to the fact that "Worcester's Royal Quarto Dictionary" is in the press.

OBSERVATION OF THE WEATHER.—It would be of incalculable service to the next generation, if the youth of the higher classes in schools were guided in some systematic way to observe and record Meteorological observations. The study of Nature will elevate the aims and character of the young.

— At Washington C. H., Fayette county, a Union School is in successful operation, under the superintendence of Jesse J. Worthington, assisted by John M. Bell, Miss Bascom, Mrs. Lawren, Miss Bennett, and Miss Taylor.

— The Literati abroad are expressing surprise at the extent and ability of the literary works of America, and the extent of the circulation of our books.

— A recent accident, by fire, occurred to one of the Public Schools of Cleveland, no doubt, by a defect in the pipes of a hot-air furnace. The Cleveland Herald objects to the use of wooden ducts to cold air from the street to the furnace, and of setting iron registers directly in contact with the floor or wood work of the walls. The registers, it claims, should be set in stone, else the heater-iron, sooner or later, will set fire to the wood work with which it comes in contact.

If the registers are colsed above and a violent heat kept up, the air must find an outlet, and, taking the back track, rushes into the cold air pipe, and when it is of wood, in many cases sets it on fire.

The ventilation of school rooms and halls is to be cared for as well as the heating, and many plans are offered to secure both.

Complaint is made of stoves and hot-air furnaces, for the dry, unhealthy heat they furnish. It is contended that the air is too much burned and vitiated for breathing.

An experiment is being tried of heating by steam, passed into radiators, sending a pleasant, heated air into the various rooms of a house, through flues in the wall—the radiators and heating apparatus being in the cellar. Messrs. Reynolds, Kite & Tatum, of Cincinnati, are applying this apparatus in one of the largest school edifices of that city. The heat is very agreeable, and the ventilation is excellent. The experiment is not yet complete; if successful, it will prove of infinite benefit in application to the school houses of the State.

SCHUYLER'S GEOMETRICAL CHART.—Most of the teachers in attendance at the "Association," observed the chart suspended in the hall. If time had permitted, the writer would have called upon Prof. Young, who will conduct the Mathematical Department, to set forth the advantages of this pictorial grouping of geometrical figures with explanations. Believing that such charts are great aids to students, we unhesitatingly approve of the plan. Copies can be obtained of A. Schuyler, Seneca Co. Academy, Republic, Seneca county. Price \$2.

PROFANE WORDS.

As polished steel receives a stain
From drops at random flung,
So does the child, when words profane
Drop from a parent's tongue.
The rust eats in, and oft we find
That naught which we can do,
To cleanse the metal or the mind,
The brightness will renew.

— The scholar who pronounced the Euphrates short instead of long, was wittily said to have "abridged the river."

— Hon. W. C. Rives is engaged in editing the Madison papers.

— Who knows and will tell which phrase should be used, "The committee to which was referred;" or "The committee to whom was referred?"

— The time has now come when our common schools must be extended upwards.

— Messrs. F. C. Brownell, Hartford, Conn., and Talcott & Sherwood, Chicago, Ill., have prepared for sale, at \$2 per hundred, what is called "The Teacher's Letter," being an appeal to the parents of pupils, and designed for use by teachers to send to the parents.

DRAWING IN SCHOOLS.—This subject is receiving marked attention in the Boards of Education in Cincinnati. The Union Board of High Schools have in contemplation to provide for systematic instruction in this important branch and the Cincinnati School Board have, in a Night High School established by them, obtained the services of a valuable instructor, with the aids of apparatus and conveniences that promise great success to the enterprise.

In our next number, we propose to present this subject in its proper light, with a view to its attention in the Common Schools of the State. It is of a practical importance to all, and will exercise a refining influence on those who become experts, leading them to study and observation of nature, and to prefer those things which are attractive for beauty and delight.

As the Legislature, at one time, published the "School Director," at public expense, for about two years, it is reasonable to presume, that at this time, when the demand is urgent that a periodical should be issued in such numbers as to reach the waste places all over the State, the General Assembly should not hesitate to make the appropriation suggested that they should make, as offered in the "Association" by Mr. M. French, viz: That the Legislature be requested to authorize the State Commissioner of Common Schools, to subscribe for a sufficient number of copies of the Ohio Journal of Education, to supply every County Auditor and School Examiner of the State.

When teachers are remitting money for subscription, or names for the Journal, it would be preferable, if they furnish any items of information of their schools, to receive the same written on a separate piece of paper, enclosed in their business letter. The letter can be filed away, and the suggestion or communication can, in this manner, be available as "copy" for the printer.

Several communications have been laid over for consideration, as the Editor, in the few days allotted to him to prepare for this number of the Journal, could not give them attention. Reviews of Books and the Correspondence must, for the same reason, be deferred.

JAMES COWLES, A. B., of Akron, O., desires a situation as Superintendent of a Union School, or Principal of an Academy. He has the experience of many years instruction. Testimonials from high sources can be given. [It.

Brown is erudite, a bit of a wag, and an admirer of Mr. Longfellow. Jones, who had got some hint of the matter in the newspaper, mentioned "Hiawatha" to Brown, and inquired whether it was an *original* poem. "Original?" retorted Brown vehemently—"Sir, it is *aboriginal*!" Jones, who is no scholar (as Brown is,) felt sure that his question had been answered in the affirmative, and "something over," and retired in silence.



Ohio Journal of Education

Vol. 10, No. 1, 1880.

CONFERENCE OF THE BOARD OF SUPERINTENDENTS

At a Conference of the Board of Superintendents of the State of Ohio, assembled at Columbus, Ohio, on the 11th day of September, 1879, the following resolutions, adopted by the Board, are hereby published for the guidance of the public, and the exemplification and copying, and a thorough circulation of the same, by the Superintendent of Public Instruction, are hereby directed. And the said Superintendent of Public Instruction is hereby authorized to cause the same to be printed and distributed.

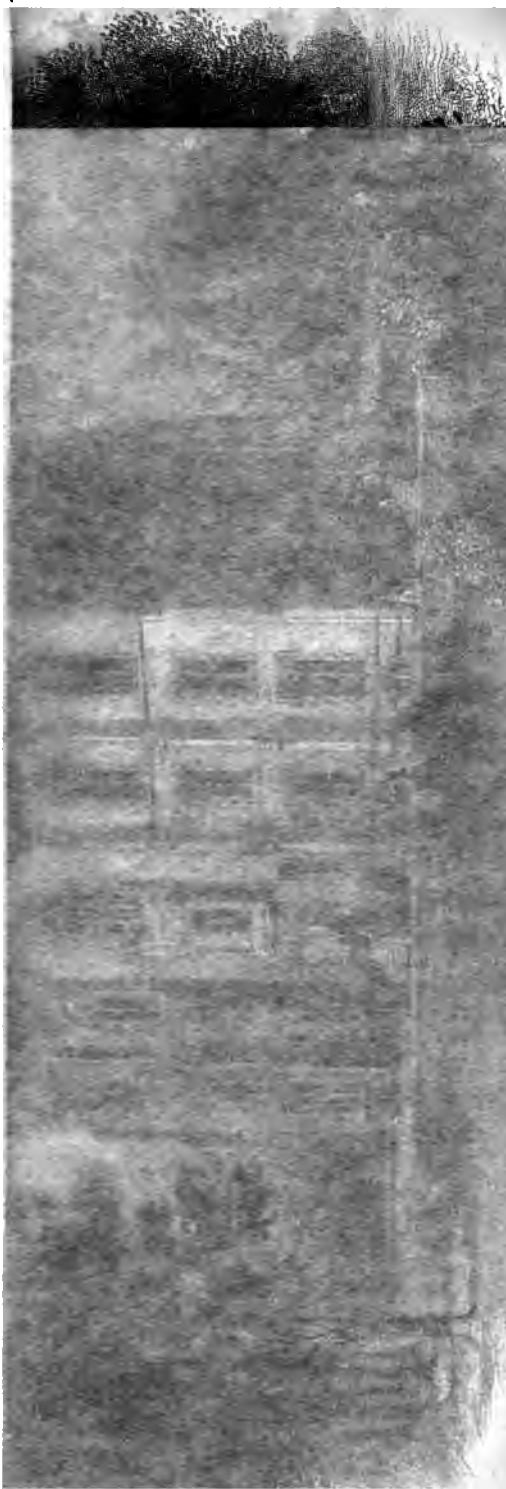
WHEREAS, it is the duty of the Board of Superintendents to see that the student population of the State is properly educated, and that the conduct of the schools is such as to secure the best results;

And, where as, it is the duty of the Board to see that the schools are properly managed, and that the teachers are properly trained and supported;

Resolved, that the Board of Superintendents do hereby direct the Superintendent of Public Instruction to cause the following resolutions to be printed and distributed:

Resolved, that the Board of Superintendents do hereby direct the Superintendent of Public Instruction to cause the following resolutions to be printed and distributed:

And it is the duty of the Superintendent of Public Instruction to see that the same are properly circulated, and that the same are properly exemplified and copied, and that the same are properly distributed to the several counties of the State.



THE
Ohio Journal of Education.

COLUMBUS, MARCH, 1857.

CONVENTION OF OHIO COLLEGE OFFICERS.

At a Convention, composed of delegates from Colleges in the State of Ohio, assembled at Columbus, December 29th, 1856, the following Resolutions, designed to promote the internal tranquillity, the literary progress, and the exemplary conduct of Students, were unanimously adopted; and a Committee, consisting of the Hon. Horace Mann, President of Antioch College, the Rev. Jeremiah Hall, President of Denison University, and the Rev. Dr. Solomon Howard, President of Ohio University, were appointed to prepare an Address to the Faculties of Colleges in the State of Ohio, setting forth more fully and argumentatively the subject matter of the resolutions, and to cause the same to be printed and distributed:

WHEREAS, a sentiment very generally prevails in Colleges and Schools, that students ought, as far as possible, to withhold all information, respecting the misconduct of their fellow-students, from Faculty and Teachers;

And, whereas this sentiment is often embodied in what is called a "*Code of Honor*," by whose unwritten, and, therefore, uncertain provisions, students are often tempted or constrained, under fear of ridicule, or contempt, or violence, to connive at the offenses of their fellow-students beforehand, or to screen them from punishment afterwards;

And, whereas a bounty is thus offered for the commission of wrong, in the impunity which is secured to the wrongdoer; therefore,

Resolved, That a College or School is a community, which, as an essential condition of its prosperity, must, like any other community, be governed by wise and wholesome laws, faithfully administered.

And further resolved, That, as he is a good citizen, and, in the highest degree worthy of the gratitude of the community where he dwells, who, knowing that an offense is about to be committed, promptly interposes to prevent it; and, as he is a bad citizen, and worthy the condemnation of all good men, who, knowing that an offense has been committed, withholds testimony, or suborns witnesses to shield the culprit from the consequences of his crime;—so, in a College or in a School, he is a good student and a true friend of all other students, who,

by any personal influence which he can exert, or by any information which he can impart, prevents the commission of offenses that are meditated, or helps to redress the wrongs already committed; and that he is a bad student, who, by withholding evidence, or by false and evasive testimony, protects offenders and thereby encourages the repetition of offenses; and further, that, as civil society can not attain those ends of peace and prosperity, for which it was constituted, if it should suffer accomplices in crime, or accessories, either before or after the fact, to remain or go at large among its members; so, no College or School can ever reach the noble purposes of its institution, should it permit confederates, or accessories in vice or crime, to remain enrolled among its members.

And, whereas one great object of penal discipline is the reformation of the offender; therefore,

Resolved, That, just in proportion as the students of any Institution will cooperate with its government in maintaining order and good morals, just in the same proportion should the government of such Institution become more lenient and parental, substituting private expostulation for public censure, and healing counsel for wounding punishments.

The Committee appointed at the Convention above named, to prepare an Address to the Faculties of the Colleges above referred to, have attended to the duty assigned them, and submit the following

R E P O R T.

Unhappily, no person needs to be informed that a feeling of antagonism towards Teachers often exists among Students. The hostile relation of distrust and disobedience supplants the filial one of trust and obedience. Such a relation necessitates more or less of coercive discipline; and discipline, unless when administered in the highest spirit of wisdom and love, alienates rather than attaches. Though it may subdue opposition, it fails to conciliate the affections.

A moment's consideration must convince the most simple-minded, that the idea of a natural hostility between teachers and pupils is not merely wrong, but ruinous. Without sympathy, without mutual affection, between instructors and instructed, many of the noblest purposes of education are wholly baffled and lost. No student can ever learn even the most abstract science from a teacher whom he dislikes as well as from one whom he loves. Affection is an element in which all the faculties of the mind, as well as all the virtues of the heart, flourish.

Springing from this deplorable sentiment of a natural antagonism between teachers and students, an actual belligerent condition ensues between them. One party promulgates laws; the other disobeys them when it dares; or, what is an evil only one degree less in magnitude than actual disobedience, it renders but a formal or compulsory compliance;—there being, in strictness, no obedience but that of the heart. One party enjoins duties; the other evades, or grudgingly performs

them. Prohibitions are clandestinely violated. A rivalry grows up between the skill and vigilance that would detect, and the skill and vigilance that would evade detection. Authority on the one side and fear on the other, usurp the place of love. Aggression and counter-aggression, not friendship and coöperation, become the motives of conduct, and the college or the school is a house divided against itself.

We gladly acknowledge that there are practical limits, both on the side of Faculties and of Students, to these deplorable results. Still, students do bear about a vast amount of suppressed and latent opposition against Faculties and Teachers, which, though never developing itself in overt acts of mutiny or indignity, yet mars the harmony and subtracts from the usefulness of all our educational institutions.

Though all students do not partake of this feeling of hostility towards teachers, or in the practice of disobedience to their requirements, yet, as a matter of fact, the wrongdoers have inspired the rightdoers with something of their sentiments, and coerced them, as auxiliaries, into their service. A feeling almost universally prevails throughout the Colleges and Schools of our country, that the students, in each Institution, constitute of themselves a kind of corporation; and that this corporation is bound to protect and defend, with the united force of the whole body, any individual member who may be in peril of discipline, although that peril may have been incurred by his own misconduct. If, then, there is a corporation bound together by supposed collective interests, it is certain that this body will have its laws; and, as laws will be inefficacious without penalties, it will have its penalties also. These laws, by those who are proud to uphold and prompt to vindicate them, are called the "*Code of Honor*,"—a name which at once arouses the attention and attracts the sympathies of ardent and ingenuous youth. Being unwritten laws, with undefined penalties, both law and penalty will, at all times, be just what their framers and executors choose to make them. But unwritten laws and undefined penalties are of the very essence of despotism, and hence the sanctions for violating this Code of Honor, so called, are often terrible,—so unrelenting and inexorable that few, even of the most talented and virtuous members of our literary institutions, dare to confront and brave them. Often they are the very reverse of the old Roman decree of banishment; for that only deprived a citizen of fire and water, whereas these burn or drown him. They often render it impossible for any supposed offender to remain among the students whose vengeance he has incurred.

The requisitions of this code are different in different places, and at

different times. Sometimes they are simply negative, demanding that a student shall take care to be absent when anything culpable is to be committed, or silent when called on as a witness for its exposure. Sometimes they go further and demand evasion, misrepresentation, or even falsehood, in order to screen a fellow-student, or a fellow-conspirator, from the consequences of his misconduct. And sometimes, any one who exposes, not merely a violator of college regulations, but an offender against the laws of morality and religion, in order that he may be checked in his vicious and criminal career, is stigmatized as an "informer;" is pursued with the shafts of ridicule or the hisses of contempt, or even visited with some form of wild and savage vengeance.

It is impossible not to see that when such a sentiment becomes the "common law" of a literary institution, offenders will be freed from all salutary fear of detection and punishment. Where witnesses will not testify, or will testify falsely, of course the culprit escapes. This security from exposure becomes a premium on transgression. Lawlessness runs riot when the preventive police of virtuous sentiment and of allegiance to order is blinded and muzzled. Thus, at the very outset, this Code of Honor inaugurates the reign of dishonor and shame. Judged, then, by its fruits, what condemnation of such a code can be too severe?

But, in the outset, we desire to allow to this feeling, as we usually find it, all that it can possibly claim under any semblance of justice or generosity. When, as doubtless it sometimes happens, one student reports the omissions or commissions of another to a College Faculty, from motives of private ill-will or malice; or, when one competitor in the race for college honors, convinced that he will be outstripped by his rival, unless he can fasten upon that rival some weight of suspicion or odium, and therefore seeks to disparage his character instead of surpassing his scholarship; or, when any mere tattling is done for any mean or low purpose whatever;—in all such cases, every one must acknowledge that the conduct is reprehensible and the motive dishonoring. No student can gain any advantage with any honorable teacher by such a course. The existence of any such case supplies an occasion for admonition, which no faithful teacher will fail to improve. Here, as in all other cases, we stand upon the axiomatic truth, that the moral quality of an action is determined by the motive that prompts it.

But suppose, on the other hand, that the opportunities of the diligent for study are destroyed by the disorderly, or that public or private property is wantonly sacrificed or destroyed by the maliciously mis-

chievous ; suppose that indignities and insults are heaped upon officers, upon fellow-students, or upon neighboring citizens ; suppose the laws of the land or the higher law of God is broken ; — in these cases, and in cases kindred to these, may a diligent and exemplary student, after finding that he cannot arrest the delinquent by his own friendly counsel or remonstrance, go to the Faculty, give them information respecting the case and cause the offender to be brought to an account ; or, if called before the Faculty as a witness, may he testify fully and frankly to all he knows ? Or, in other words, when a young man, sent to college for the highest of all earthly purposes,— that of preparing himself for usefulness and honor,— is wasting time, health and character, in wanton mischief, in dissipation or in profligacy, is it dishonorable in a fellow-student to give information to the proper authorities, and thus set a new instrumentality in motion, with a fair chance of redeeming the offender from ruin ? This is the question. Let us examine it.

As set forth in the Resolutions, a college is a community. Like other communities, it has its objects, which are among the noblest ; it has its laws indispensable for accomplishing those objects, and these laws, as usually framed, are salutary and impartial. The laws are for the benefit of the community to be governed by them ; and without the laws and without a general observance of them, this community, like any other, would accomplish its ends imperfectly,— perhaps come to ruin.

Now, in any civil community, what class of persons is it which arrays itself in opposition to wise and salutary laws ? Of course, it never is the honest, the virtuous, the exemplary. They regard good laws as friends and protectors. But horse-thieves, counterfeiters, defrauders of the custom-house or post-office,— these, in their several departments, league together, and form conspiracies to commit crimes beforehand, and to protect each other from punishment afterwards. But honest farmers, faithful mechanics, upright merchants, the high-toned professional man,— these have no occasion for plots and perjuries ; for they have no offenses to hide and no punishments to fear. The first aspect of the case, then, shows the paternity of this false idea of " Honor " among students. It was borrowed from rogues and knaves and peculators and scoundrels generally, and not from men of honor, rectitude and purity. As it regards students, does not the analogy hold true to the letter ?

When incendiaries, or burglars, or the meaner gangs of pickpockets are abroad, is not he, by whose vigilance and skill the perpetrators can

be arrested and their depredations stopped, considered a public benefactor? And if we had been the victim of arson, housebreaking, or pocket-picking, what should we think of a witness who, on being summoned into court, should refuse to give the testimony that would convict the offender? Could we think anything better of such a dumb witness than that he was an accomplice and sympathized with the villainy? To meet such cases, all our courts are invested with power to deal with such contumacious witnesses in a summary manner. Refusing to testify, they are adjudged guilty of one of the grossest offenses a man can commit, and they are forthwith imprisoned, even without trial by jury. And no community could subsist for a month if everybody, at his own pleasure, could refuse to give evidence in court. It is equally certain that no college could subsist, as a place for the growth of morality, and not for its extirpation, if its students should act, or were allowed to act, on the principle of giving or withholding testimony at their own option. The same principle, therefore, which justifies courts in cutting off recusant witnesses from society, would seem to justify a College Faculty in cutting off recusant students from a college.

Courts, also, are armed with power to punish perjury, and the law justly regards this offense as one of the greatest that can be committed. Following close after the offense of perjury in the courts, is the offense of prevarication or falsehood in shielding a fellow-student or accomplice from the consequences of his misconduct. For, as the moral growth keeps pace with the natural, there is infinite danger that the youth who tells falsehoods will grow into the man who commits perjuries.

So a student who means to conceal the offense of a fellow-student, or to divert investigation from the right track, though he may not tell an absolute lie, yet is *in a lying state of mind*, than which many a sudden, unpremeditated lie, struck out by the force of a vehement temptation, is far less injurious to character. A lying state of mind in youth has its natural culmination in the falsehoods and perjuries of manhood.

When students enter college, they not only continue their civil relations, as men, to the officers of the college, but they come under new and special obligations to them. Teachers assume much of the parental relation towards students, and students much of the filial relation towards teachers. A student, then, is bound to assist and defend a teacher as a parent, and a teacher is bound to assist and defend a student as a child. The true relation between a College Faculty and College Students is that which existed between Nelson and his sailors: *he did his uttermost* for them and they did their uttermost for him.

Now, suppose a student should see an incendiary, with torch in hand, ready to set fire to the dwelling in which any one of us and his family are lying in unconscious slumber, ought he not, as a man, to say nothing of his duty as a student, to give an alarm, that we may arouse and escape? Might we not put this question to anybody but the incendiary himself, and expect an affirmative answer? But if vices and crimes should become the regular programme, the practical order of exercises, in a college, as they would to a great extent do, if the vicious and profligate could secure impunity through the falsehoods or the voluntary dumbness of fellow-students; then, surely, all that is most valuable and precious in a college would be destroyed, in the most deplorable way; and who of us would not a hundred times rather have an incendiary set fire to his house, while he was asleep, than to bear the shame of the downfall of an Institution under his charge, through the misconduct of its attendants! And, in the eyes of all right-minded men, it is a far lighter offense to destroy a mere physical dwelling of wood or stone, than to destroy that moral fabric, which is implied by the very name of an Educational Institution.

The student who would inform me, if he saw a cut-purse purloining the money from my pocket, is bound by reasons still more cogent, to inform me, if he sees any culprit or felon destroying that capital, that stock in trade, which consists in the fair name or reputation of the College over which I preside.

And what is the true relation which the protecting student holds to the protected offender? Is it that of a real friend, or that of the worst enemy? An offender, tempted onward by the hope of impunity, is almost certain to repeat his offense. If repeated, it becomes habitual, and will be repeated not only with aggravation in character, but with rapidity of iteration; unless, indeed, it be abandoned for other offenses of a higher type. A college life filled with the meannesses of clandestine arts; first spotted, and then made black all over with omissions and commissions; spent in shameful escapes from duty, and in enterprises of positive wrong still more shameful, is not likely to culminate in a replenished, dignified, and honorable manhood. Look for such wayward students after twenty years, and you would not go to the high places of society to find them, but to the gaming-house, or prison, or some place of infamous resort; or, if reformation has intervened, and an honorable life falsifies the auguries of a dishonorable youth, nowhere will you hear the voice of repentance and sorrow more sad, or more sincere, than from the lips of the moral wanderer himself. Now, let

us ask, what kind of a friend is he to another, who, when he sees him just entering on the high road to destruction, instead of summoning natural or official guardians to save him, refuses to give the alarm, and thus clears away all the obstacles, and supplies all the facilities, for his speedy passage to ruin!

If one student sees another just stepping into deceitful waters, where he will probably be drowned; or, proceeding along a pathway, which has a pit-fall in its track, or a precipice at its end, is it not the impulse of friendship to shout his danger in his ear? Or, if I am nearer than he, or can for any reason more probably rescue the imperiled from his danger, ought he not to shout to me? But a student just entering the outer verge of the whirlpool of temptation, whose narrowing circle and accelerating current will soon engulf him in the vortex of sin, is in dire peril than any danger of drowning, of pit-fall, or of precipice; because the spiritual life is more precious than the bodily. It is a small thing to die, but a great one to be depraved. If a student will allow me to cooperate with him, to save a fellow-student from death, why not from calamities which are worse than death? He who saves one's character is a greater benefactor than he who saves his life. Who, then, is the true friend; he who supplies the immunity which a bad student *desires*, or the saving warning, or coercion, which he *needs*?

But young men are afraid of being ridiculed, if they openly espouse the side of progress, and of good order as one of the essentials to progress. But which is the greater evil, the ridicule of the wicked, or the condemnation of the wise?

“Ask you why Wharton broke through ev'ry rule?

’Twas all for fear that knaves would call him fool.”

But the student says, Suppose I had been the wrongdoer, and my character and fortunes were in the hands of a fellow-student, I should not like to have him make report, or give evidence against me, *and I must do as I would be done by*. How short-sighted and one-sided is this view! Suppose you had been made, or were about to be made, the innocent victim of wrongdoing, would you not then wish to have the past injustice redressed, or the future injustice averted? Towards whom, then, should your Golden Rule be practiced,—towards the offender, or towards the party offended? Where a wrong is done, everybody is injured,—the immediate object of the wrong directly, everybody else indirectly,—for every wrong invades the rights and the sense of safety which every individual, community, or body politic, has a right to enjoy. Therefore, doing as we would be done by to the

offender, in such a case, is doing as we would *not* be done by to everybody else. Nay, if we look beyond the present deed, and the present hour, the kindest office we can perform for the offender himself is to expose, and thereby arrest him. With such arrest, there is great chance that he will be saved; without it, there is little.

Does any one still insist upon certain supposed evils incident to the practice, should students give information of each other's misconduct? We reply, that the practice itself would save nine-tenths of the occasions for informing, and thus the evils alleged to belong to the practice would be almost wholly prevented by it. And how much better is antidote than remedy.

But again; look at the parties that constitute a College. A Faculty is selected from the community at large, for their supposed competency for teaching and training youth. Youth are committed to their care, to be taught and trained. The two parties are now together, face to face; the one ready and anxious to impart and to mould; the other in a receptive and growing condition. A case of offense, a case of moral delinquency,—no matter what,—occurs. It is the very point, the very juncture, where the wisdom, the experience, the parental regard of the one should be brought, with all its healing influences, to bear upon the indiscretion, the rashness, or the wantonness of the other. The parties were brought into proximity for this identical purpose. Here is the *casus fœderis*. Why does not one of them supply the affectionate counsel, the preventive admonition, the heart-emanating and heart-penetrating reproof; perhaps even the salutary fear, which the other so much needs;—needs now, needs to-day, needs at this very moment;—needs as much as the fainting man needs a cordial, or a suffocating man air, or a drowning man a life-preserver? Why is not the anodyne, or the restorative, or the support, given? Skillful physician and desperate patient are close together. Why, then, at this most critical juncture, does not the living rescue the dying? Because a "*friend*," a pretended "*FRIEND*," holds it as a Point of Honor that, when *his* friend is sick,—sick with a soul-disease, now curable, but in danger of soon becoming incurable,—he ought to cover up his malady, and keep the ethical healer blind and far away! When Cain said, "Am I my brother's keeper?" it was a confession of his own crime. But even that crime, great as it was, fell short of encouraging Abel to do wrong, and then protecting the criminal that he might repeat his crime.

"Where we disavow
Being keeper to our brother, we're *Àis* Cain."

Such is the whole philosophy of that miserable and wicked doctrine, that it is a *point of honor* not to "report,"—though from the most humane and christian motives,—the misconduct of a fellow-student to the Faculty that has legitimate jurisdiction over the case and is bound by every obligation, of affection, of honor, and of religion, to exercise that jurisdiction, with a single eye to the good of the offender and of the community over which it presides. It is a foul doctrine. It is a doctrine which every parent ought to denounce wherever he hears it advanced,—at his table, his fire-side, or in public. It is a doctrine which every community of students ought, for their own peace, safety and moral progress, to abolish. It is a doctrine which every College Faculty ought to banish from its halls ;—first by extracting it from its possessor, and expelling it alone ; or if that severance be impossible, by expelling the possessor with it.

The practicability of carrying out the views above presented, is not an untried experiment. In an Institution with which one of your Committee is officially connected, (Antioch College,) the doctrines above set forth were announced at its opening, and have now been practiced upon for a period of more than three years. And they have been attended with the happiest results. Such a degree of order, of regularity, and of exemplariness of conduct has been secured, that, for more than fourteen months last past, and with between three and four hundred students in attendance, not a single serious case for discipline has occurred.

In some respects, the experiment here referred to has been tried under more than an average of favoring circumstances ; in other respects, under less. The Institution was new. There was no traditional sentiment, in regard to the so-called Code of Honor, to break down. In that organism, the distemper was not chronic. And further, a large portion of its early members were of mature age,—persons who *came* to College instead of being *sent* there,—whose head and hands were alike unsullied by idea or implement of rowdyism, and who looked with a high-minded disdain upon all those brainless exploits which cluster under the name of College "*Pranks*" or "*Tricks*," or "*Practical Jokes*." We call them *brainless*, because there has scarcely been a new one for centuries,—the professors in these arts being compelled to imitate, because they have too little genius to invent. Indeed, their best palliation is that they are too witless to know better ; or that they suffer under the misfortune of having silly fathers

and silly mothers, who have permitted their minds to remain in that *Simia* stage of development through which they were passing up towards manhood ; for, at this stage, *quadrumana* and *bimana* will act alike.

Another point, in which the College referred to has enjoyed a great advantage, in regard to the motive-power actuating its students, has been the presence of both sexes. Each sex has exercised a salutary influence upon the other. Intellectually, they have stimulated ; morally, they have restrained, one another ; and it is the opinion of those who have administered the Institution, that no other influence could, in so short a time, have produced so beneficial an effect. To this, perhaps it should also be added, that this College discards all artificial systems of emulation, by Prizes, Parts, or Honors, as they are called ; so that one of the most powerful temptations, to degrade the standing of a fellow-student in the hope of advancing one's own, is removed.

But, on the other hand, it is obvious that an attempt by a single College, to revolutionize a public sentiment, so wide-spread, so deep-seated, and so fortified by wicked purposes acting under the disguises of honor and magnanimity, must be an arduous and a perilous enterprise. So true is this, that a hundred individual attempts successively made, though followed by a hundred discomfitures, would supply no argument against the triumphant success of a combined and simultaneous assault, by all our literary institutions, upon the flagitious doctrines of the "Code of Honor." For, while the virus of the code exists in other seminaries, and in the public mind generally, every new student must be placed, as it were, *in quarantine* ; and even this would afford no adequate security that he would not introduce the contagion. It is only when moral health prevails in the places from which he comes, that we can be sure of maintaining it in the place he enters.

In the experiment here spoken of, the general doctrines set forth in the Resolutions, though announced and vindicated on all proper occasions, were not incorporated into the College statutes, nor were they presented to new students for signature or pledge. But when any student fell under censure, he was then required, under penalty of dismissal, to yield an affirmative acquiescence to the soundness of these doctrines, and to make an express promise to abide by them. Only a single case of contumacy under this requirement, has occurred for more than three years ; and, so far as known, not a case of non-fulfillment of the promise. Indeed, but few cases are left for the promise to act upon.

In conclusion, the Committee would express a confident opinion that the proposed revolution in public sentiment is entirely practicable. The evil to be abolished is an enormous one. The reform would be not only relatively but positively beneficent. The precedent already established, if it does not enforce conviction, at least affords encouragement. The Committee, therefore, recommend the doctrines, set forth in the above Resolutions, to the Faculties of all Colleges,— especially to those in the State of Ohio whom they more particularly represent,— for practical and immediate application.

On behalf of the Committee,

HORACE MANN.

The same Convention, at the same meeting, also unanimously adopted the following Resolutions :

WHEREAS, vicious and criminal men become more potent for mischief in proportion to the education they receive;

And, whereas, if a man will be a malefactor, it is better that he should be an ignorant one than a learned one; therefore,

Resolved, That it be recommended to all the Colleges in the State of Ohio, summarily to dismiss or expel students who, without the permission of their respective Teachers, use any kind of intoxicating beverages.

Resolved, That it be recommended to all the Colleges in the State of Ohio, to prevent, by the most efficacious means within their power, the kindred, ungentlemanly and foul-mouthed vices, of uttering profanity and using tobacco.

The celebrated original MS. of the Codex Argenteus, of Ulfila, which is at Upsala, has just been copied on sixty glass plates, by a photographic process, by the direction of Dr. Lee, of Berlin.

This has been so successfully done that erasures have been detected, and where the original has become damaged or rendered less clear by time, the meaning discovered in those places almost effaced.

STANDARD BRITISH PERIODICALS.—There is an enterprise in this country, under the spirited management of American Publishers, which brings to the table of literary men even of limited means, the standard Quarterly Reviews and Magazines, representing the Conservative, Whig, Free Church, Liberal and Tory sentiments of English writers. As organs of the leading men of Great Britain in Science, Literature, Morality and Religion, the London Quarterly Review, the North British Review, the Westminster Review and Blackwood's Edinburgh *Magazine*, stand in the foremost rank.

EDITORIAL DEPARTMENT.

THE SCHOOLS OF OHIO IN 1856.

The report of the Commissioner of Common Schools of Ohio, should have been laid before the General Assembly, as was designed, at the opening of the present session, but it has been delayed.

By an act, passed April 8th, 1856, the school year was made to close on the last day of August. School officers were, by the act, required to submit their annual reports some two months earlier than they had been, by the general school law. Reports were to have been made by school clerks to county auditors, by the 1st day of October.

This new arrangement not having been fully understood and but partially complied with, county auditors did not complete furnishing their reports until near the close of the calendar year.

Sickness in the family of Mr. Barney, the Commissioner, has delayed still farther his report, which promises to be one of marked ability, and abounding in statistical information. Having been permitted to examine the manuscripts of much of the forthcoming report, we anticipate its separate publication, by submitting some of the observations and recommendations of this experienced educator.

One of the distinguishing characteristics of the Common School system of Ohio, observed and commented upon, at home and abroad, is the flexibility of the educational facilities extended to district school boards under our laws.

Mr. Barney states them as follows :

If the provisions of the general school law are not satisfactory, ample power is given to become organized under the Akron law of 1847, and the act amendatory thereto of February 1849.

Again, if the people of any city, town or incorporated village, organized, as to schools, under either of the above acts, or under any other act, creating a special school district, sec. 66, of the general school act confers upon them the power of relinquishing their organization under those special acts, and of having their schools conducted and managed in accordance with the provisions of the general act.

By the provisions contained in secs. 14 and 15, the Board of Education of any township in the state, may, if the best interests of education and the wishes of the people demand it, unite two or more populous sub-districts into one, and establish therein such number of primary schools and a school of such higher grade as the public good and the wants of the people may require, or, the Board may establish one high school for the entire township, whenever the qualified voters thereof shall so determine, by their votes, at a meeting called for the purpose, as provided in sec. 21.

As to prolonging schools, in the respective townships, the length of time the law requires—and the fitness of officers to execute the duties, he says :

It is to be regretted that, in so many cases, there are not the necessary provisions for continuing the schools in operation in the respective townships, for the length of time which the law requires, and which the inhabitants of the sub-districts desired. But this neglect is not so much the fault of the law, as that of the people, in failing to elect those, who, with intelligence and zeal, would carry the law into full and effective operation. The best school law that human wisdom could devise, would require enlightened and earnest school officers to work it, otherwise it would not secure its full measure of benefit to the people. No law can work or execute itself, or raise up, as by magic, wise and discreet officers, where the electors fail to exercise reasonable discretion, or manifest an intelligent interest in the selection of those who are to administer the law.

The duty of the state in continuing its fostering care to the schools is adverted to :

It is rare to find a city, village, township or even school district in the state in which the doctrine is not earnestly and intelligently advocated "that education is a concern of government ; that government may of *right* and is in *duty bound* to support it, and that the property of the state may be justly taxed for that support, on account of the protection which that property itself derives from the dissemination of intelligence through all classes of society." The former theory, "that education should be regarded as mainly a personal burden which every man should bear for the education of his offspring, or else they should be doomed to go out into the world ignorant and degraded," now finds few advocates in any section of the state. The great mass of the people now believe, that free Common Schools, occupying commodious, well furnished, warmed and ventilated houses, supervised by discreet, efficient boards of school officers, and instructed by teachers of sound education, mature judgment and large experience, should be considered as the peculiar objects of legislative care.

From their universality, reaching as they do every neighborhood, shedding their benign influence upon every family and into every mind, expelling the primary causes of crime and erecting altars to patriotism and virtue, free schools ought to be cherished, supported and defended by every man who has property to be protected, or who would live in a peaceable neighborhood, or enjoy a quiet home.

The Republican character of our school system is worthy of constant remembrance, and Ohio is thus counseled to stand firm :

The plan of educating the youth of our state at public schools, open and free to all, without distinction between the rich and the poor, the high and the low, the native and the foreigner, is most in keeping with our republican principles, and best adapted to promote the perpetuity of the happy form of government under which it is our good fortune to live. It also furnishes one of the best securities to the fortunate wealthy, for the peaceable enjoyment of their possessions, while it extends the blessings of education to thousands who otherwise would be doomed to lives of ignorance, perhaps of vice and crime.

New states are adopting our plan, and old ones, as one by one they are re-constructing their fundamental laws and constitutions, are engrafting the same prin-

ciples upon their institutions. Surely, then, in this noble enterprise of universal, free education, Ohio should not retrace her steps, nor disappoint the high hopes which she has excited, by receding from the advanced position which she now occupies, in the very van of the great educational movement of the age.

One can hardly visit a school or converse with a school officer in any of the middle or eastern states, without having his ears greeted and his heart cheered with such declarations as the following, viz: "Ohio is doing a noble work in the matter of free schools." "She is outstripping all her sister states in this beneficent enterprise." "Her statesmen, her teachers, and her friends of education generally have performed a work which will forever illustrate the pride and the glory of her history." "The career of Ohio, in all those elements which go to make up the essential wealth, prosperity and greatness of a people, has been one of wonderful progress, manifesting the enterprise and public spirit of her people and the wisdom of her far-seeing statesmen." "The people of Ohio, acting upon the principle that 'knowledge is power,' and that knowledge and wisdom are ultimately to be the stability of our times, are taking away from us our preëminence in this respect, and unless we redouble our diligence, zeal and efforts in the great work of educational improvement, we shall soon be obliged to say, 'farewell, self-respect; farewell, the rich rewards of large intelligence and well cultivated mind.' The age will pass us by, and we who have led the way, who have still the first advantages for success, will be distanced in the race, stripped of our crown and deprived of our true glory."

Several modifications of the present law are suggested. As to the "library and apparatus," he states that the opposition in this state has mainly arisen from the following circumstances:

The annual tax for library and apparatus purposes, producing not quite one dime for each youth of school age, has annually supplied to each sub-district so small a number of volumes, that the people have often regarded them as of little consequence, and Boards of Education have not, in some instances, deemed it worth their while to organize the libraries, hence the books have not been read. The important fact has been too often overlooked, that even so small an annual supply of books would, in the course of a few years, with the voluntary contributions which the beginning of a library naturally stimulates and encourages, produce a very respectable collection of entertaining and instructive books. This objection can be removed by substituting, as they have done in Indiana, the *township* for the *school district* library.

The advantage of making each township a single school district is discoursed upon. Inequalities and evils are referred to as demanding remedies, as follows:

Mr. Barney contends that so long as the property of each inhabitant of the township bears the same rate of tax for school purposes, each will utter loud and repeated complaints, if his children do not enjoy equal, or nearly equal, educational facilities with those of his fellow townsmen.

It is easy to perceive what an unhappy state of feeling will be the result, if some remedy be not speedily applied to the removal of the great inequalities which are often found in the length and character of schools in the same town-

ship—inequalities which are seldom, if ever, found in cities and large towns, and rarely in those townships which have been made *single school districts*.

Of families residing in the same township and not far apart, one will be suffering in its dearest interests from a short school session, or from the unfortunate choice of local directors, or from the employment of an incompetent teacher, while another will be in the full enjoyment of the very best facilities for education—a long school term, a teacher of high qualifications, and a zealous and efficient board of local directors.

As to local directors :

The law having allowed township clerks, in case of refusal to serve or vacancy in the office of local director elected by the people, to make an appointment, inasmuch as this gives the clerk oftentimes power to appoint for well nigh the full term of three years, who may cause to be made an unsatisfactory appointment to fill such vacancy, Mr. Barney suggests that an opportunity might be given to the people to fill the same by election ; the clerk having authority to make appointment until the next *annual* election.

As to regular sessions of the township Boards of Education :

In consequence of the change in the time of making annual reports, the second regular session of township Boards of Education is recommended to be changed from the third Monday of October to the second Monday of September in each year.

Assessment of taxes in sub-districts, to build school houses :

As the provisions of the twenty-third section were designed to be only temporary, it is proposed that it be repealed. All the youth of a township, like all the youth of a city, should be regarded as having a just claim to equal educational advantages, and nothing short of an earnest and well directed effort on the part of Boards of Education to bring these advantages within the reach of all, ought to satisfy the public conscience.

The important subject of distribution of school moneys raised by township tax for the purpose of prolonging schools, is thus treated :

It is almost the unanimous opinion of township Boards of Education that the twenty-fourth section ought to be so amended as to allow them some discretionary power in distributing the school funds derived from any township tax levied for the continuation of schools after the state fund has been exhausted.

By the last clause of said section, each township board is required to make the necessary provisions for continuing the schools in operation in their respective townships for at least seven months in each year.

The experiment of distributing this fund, in a majority of cases, has demonstrated that the requisition to distribute the funds raised for prolonging the terms of the schools in proportion to the enumeration of the scholars, has defeated the very object for which they are raised.

It has proven impracticable so to district the township, that each sub-district shall contain not less than sixty resident scholars, or that the number shall even approximate an equality.

It is recommended that the thirty-third section be so amended as to authorize examiners to be appointed by Boards of Education in such places as have Union or High Schools.

A compensation of two dollars per day and mileage, is suggested as reasonable to be allowed examiners when on duty, they often having much travel to and from their places of meeting.

In conversation with Prof. Monroe, chairman of the school committee of the House, we find that a bill much in consonance with these suggestions will be offered and probably passed. A bill of a somewhat radical character has been discussed in the Senate, but it is to be hoped it will not prevail.

We give the following summing up of school statistics for the school year ending Aug. 31, 1856:

No. of counties reported,.....	85
“ townships,.....	1377
“ sub districts,.....	8983
“ whole sub districts,.....	5311
“ fractional do.,.....	872
“ special districts, consisting of cities, towns and incorporated villages of 300 or more inhabitants,.....	259

Number of white and colored youth between the ages of five and twenty-one years, residing within the organized townships of the state, in October, 1855 :

White,.....	810,114
Colored,.....	10,510
Total,.....	820,624

Total number of white and colored youth, as enumerated in October, 1856,..... 826,680

No. of Common Schools,.....	11,076
“ High Schools,.....	97
“ German or German-English Schools,.....	58
“ Schools for colored youth,.....	86
Total,.....	11,819

Number of youth enrolled in schools during the year, as reported :

	Males.	Females.	Total.
Common Schools,.....	290,784	254,078	544,862
High Schools,.....	4,225	4,329	8,554
German or German-English Schools,.....	1,977	1,625	3,602
Schools for colored youth,.....	2,240	2,057	4,297
Total,.....	299,226	262,089	561,315

Number of youth in daily attendance :

	Males.	Females.	Total.
Common Schools,.....	166,675	145,686	312,361
High Schools,.....	3,012	3,183	6,195
German or German-English Schools,.....	1,106	837	1,943
Schools for colored youth,.....	1,084	1,060	2,144
Total,.....	171,877	150,766	322,643

Average length of time schools were kept open :

Common Schools,.....	6 1-10 months.
High Schools,.....	9 1-5 “
German or German-English Schools,.....	6 1-10 “
Schools for colored youth,.....	5 4-5 “

Number of teachers employed:

	<i>Males.</i>	<i>Females.</i>	<i>Total.</i>
Common Schools,.....	9,235	8,248	17,483
High Schools,.....	102	78	180
German or German-English Schools,.....	43	7	50
Colored,	69	31	100
Total,.....	9,449	8,364	17,813

Average monthly wages:

	<i>Males.</i>	<i>Females.</i>
Common Schools,.....	\$26.70	\$15.63
High Schools,.....	57.30	30.63
German and German-English Schools,	30.83	30.00
Schools for colored youth,	25.73	20.00

Amount of expenditure for teachers' wages during the year:

	<i>Males.</i>	<i>Females.</i>	<i>Total.</i>
Common Schools,.....	\$947,860.15	\$503,190.36	\$1,451,050.51
High Schools,.....	56,464.26	22,843.48	79,307.74
German or German-English do.,...	7,958.93	1,794.80	9,753.73
Schools for colored youth,.....	10,028.95	3,366.31	14,295.26
Total,.....	\$1,023,212.29	\$531,194.95	\$1,554,407.24

Amount of taxes levied in townships and special school districts for the following purposes:

Purchasing school house sites,.....	\$ 15,015.46
Building and furnishing school houses,	441,527.23
Hiring school houses,	8,954.77
Repairing do.,	53,655.77
Providing fuel, etc.,.....	44,235.69
Providing book and apparatus cases,	2,706.78
Other contingent school expenses,.....	93,983.19
Prolonging schools,.....	394,453.48
Sustaining High Schools,.....	12,259.86
Total,.....	\$1,066,762.22

Total receipts by the various school districts of the state from the following sources:

State school tax,	\$1,113,918.85
Rents or sales, sec. 16,.....	124,208.42
Vir. mil. school fund,	7,105.66
U. S. " "	6,507.88
Western Reserve school fund,	12,113.60
Taxes assessed for prolonging schools, building, repair- ing and furnishing school houses, and for other con- tingent school expenses,.....	441,334.52
Pedlars and auctioneers' licenses and auction rates,	609.24
Fines and penalties,	4,303.63
Exhibition licenses and miscellaneous sources,	70,298.41
Unappropriated funds of previous year,.....	319,847.85
Total,.....	\$2,100,863.92

No. of school houses in the state,	8144
Total value of the same,	\$3,270,691
School houses erected in the state during the year,	627
Total value of the same,.....	\$374,547

Library and apparatus fund apportioned* in 1854,.....	\$55,903.45
“ “ “ “ 1855,.....	80,573.75
“ “ “ “ 1856,.....	83,511.18
Total,.....	\$220,288.38
Value of books distributed in 1854,.....	\$ 48,367.42
“ “ “ 1855,.....	102,427.61
“ “ “ 1856,.....	51,430.90
Total,.....	\$202,225.93
Value of apparatus distributed in 1854,.....	\$6,347.87
“ “ “ 1855,.....	9,555.23
“ “ “ 1856,.....	3,514.67
Total,.....	19,417.77
Total number of volumes distributed in 1854-5-6,.....	332,579
Total value of books and apparatus distributed in 1854 5-6,.....	\$221,643.60
Excessive distribution,.....	\$5,470.23
Deficit in distribution,.....	\$4,115.01

*By Auditor of State.

THE MASSACHUSETTS TEACHER—FEB. 1857.

OUR PUBLIC SCHOOLS AS VIEWED BY A FOREIGNER.

This article is a translation of a portion of "The Church and the School in America," written by Dr. H. Wimmer, an educated German teacher, who traveled in America, and describes the different grades of Schools belonging to our system of public instruction.

He has given an interesting account of the famous Blochmann Gymnasium in Dresden, in the pages of the "Bibliotheca Sacra."

He gives the American youth credit for superior skill in reading, especially the reading of poetry.

The translator states that German school reading books are constructed upon a quite different principle from our own. Besides a department for fables, poems, and extracts, which resembles ours, they contain a great amount of useful information connected with the studies which the children are pursuing, as Natural History, Geography, History and Natural Philosophy, the "common things" of every day life, and the various relations of the society in which the child lives, thus furnishing texts for oral examination and instruction.

The German teacher, in discoursing on spelling in American schools, speaks of the want of correspondence between the spoken and written words in the English language, and on the great difficulties it consequently presents in regard to spelling, says—

"A scholar may very easily learn to read readily and well, words of which he cannot afterwards form any distinct idea. This reproduction is difficult in German, where sound and spelling harmonize tolerably well. But these methods

could hardly be employed without great difficulty in English, without the introduction of a phonetic mode of writing, which Mr. Bates introduced into the Brimmer school in Boston, where the sounds of the different letters are pronounced simultaneously by the whole class."

The writing of primary scholars on slates from a copy written on the black-board, prepares American youth, in his estimation, for writing a round, free hand, while German children learn a regular clerky hand too formal for ordinary life. He deprecates the lack of attention to Drawing with us.

MORAL EDUCATION.—A correspondent presents this query, "What is it that needs to be done, and how is it to be accomplished?" He asks for the Editor's *recipe*. W. P. Atkinson, the Editor, replies in five pages of "Remarks." He says he has little faith in moral sermons to children—that he detests moral twaddle—that weakish stuff about good little boys and girls, and naughty boys and girls, so much of which is written by well-meaning but weak old ladies of both sexes. None see through it sooner than children themselves, and you may bedizen the little books that contain it ever so gaudily, their natural instinct is sure to reject it. Thank Heaven it is so, and that children at least know what is fresh and true from what is hollow and conventional. There is great need of good practical methods of training the moral sense of children in such a manner as to prepare them to withstand the thousand evil influences which surround them in actual life.

The main reliance suggested is the personal character of the teacher. He should be an earnest, upright and honorable man, who loves God and his neighbor; he should work not only to earn his bread, but to do good; he should be the man and citizen, as well as a schoolmaster, and such a man scholars will respect and imitate.

As incidentals, he recommends the reading of the Bible—carefully selecting those passages announcing the great fundamental doctrines of morality, chiefly from the very words of Jesus, when impressively read.

Again, Teachers should employ that most valuable of all methods—familiar oral instruction—suited to the times and the scholars, earnestly and sincerely given.

As outside pressure may prevent the full moral influence of the Teacher, the main responsibility of the morals of the youth of the land must be upon the Parents and the Religious Teachers.

THE SCOTTISH TRAINING SYSTEM.—This is defined to be "that system which cultivates the whole nature of the child, instead of the mere head—the affections and habits as well as the intellect."

In the Glasgow schools, in which is practiced what is called "gallery training" the pupils are seated in a sloping gallery, facing the teacher, he standing on the level floor, addressing the whole school, and receiving, in most cases, simultaneous answers.

The lessons are conducted without books. The mode of intellectual communication is termed *Picturing out in Words*, conducted by a combination of questions and ellipses, analogy and familiar illustrations—the use of simple terms by the trainer—within the range of the pupil's acquirements, and answers, by which the pupils are naturally trained to observe, perceive, reflect and judge, and thus draw the lessons for themselves, and express them to the trainer in such terms as they fully understand, being made to perceive by the mental eye, as they would real objects by the bodily eye. It exercises the memory of the understanding before the memory of words, thus inverting the usual method of teaching. This gallery is made use of in every department of their schools, and

at every age, for the exercise of the mutual *mental* sympathy, which is so mighty an agent constantly at work for good or for evil—and may be exercised.

Training consists in instructing the pupil, and seeing that he does what he ought to do, making the schools "*Moral Training Schools.*"

—In the Resident Editor's Department, the Automaton Teacher is pitched into ; one great defect of the system in vogue being too little self culture and training of teachers themselves. Better schools, better scholars, and better men would result, in his opinion, if one half of the time usually devoted to giving instruction was granted to the teacher for his own improvement.

—Hon. John D. Philbrick, one of the first editors of the *Massachusetts Teacher*, and for three years past Superintendent of the Public Schools in Connecticut, has been elected Superintendent of the Public Schools in Boston, vice Mr. Bishop.

EDUCATION IN UPPER CANADA.—We have had access to the Annual Report of 1855, of the Normal Grammar and Common Schools in Upper Canada, by the Chief Superintendent of Education, Rev. Dr. Ryerson, and would be glad to receive a copy.

From it we learn that the expenditure for Education in that Province for the year proved to be nearly one million one hundred and fifty six thousand dollars.

211,629 children, between 5 and 16 years of age, attended schools conducted by 3565 teachers, of whom the greater part, viz: 2568, were males, 997 females.

The Normal School, limited to 420, is always full.

116,762 volumes are furnished to the Free Public Libraries in the townships of the Province. Dr. Ryerson says : "It has been my object, in providing for the establishment of these libraries, to render accessible to the remotest township and school section in Upper Canada the choicest treasures of human knowledge." There is an equal amount of library money furnished by the Provincial Parliament as is imposed by each municipality.

The libraries are, on all hands, represented as the greatest of blessings.

"The townships of Dalhousie and North Sherbrooke," says one Inspector, "have good libraries, and their good influence has already been noticed. The inhabitants have been more than once complimented by the Judge on the bench for their superior intelligence as jurymen."

"Those townships," says another, "which have availed themselves of the liberality of government in procuring libraries, are much benefited by them, old as well as young—intellectually, and, I believe, morally. For instance, there is Sophiasburg, which was so very reluctant to be forced into studious habits, is becoming renowned for its exertions in the cause of Education ; and I speak from experience when I say it is a treat to spend an evening at the family residence of those intelligent young persons who have acquired a taste for information through habits of general and extensive reading."

"The great majority of borrowers," says another, "are young men and women, a circumstance that must tell beneficially on the future prospects of this community." "The influence of the library in the neighborhood is good," says another, "and not only do children, who were in the habit of spending their evening hours in idleness before the library was purchased, now devote such time to the reading of books taken from it, but the parents will sit and listen to them with interest, and draw from the subjects read a theme for conversation the next day."

The progress attained in Canada is the work of only ten years, and the master spirit has been Dr. Ryerson.

ASSOCIATE EDITORIAL.

MORAL INFLUENCE.

The first step in any true reform is a deep conviction of its importance and necessity. So long as there exists a sentiment, that "things are good enough as they are," progress is impossible.

The importance which the subject of moral culture has of late assumed, is but the sequence of a public sentiment, that our schools are too greatly deficient in moral influence, and that they should be the "*strongholds*" of every virtue which adorns character and gives worth and security to society. The attempt to make the school room a place to "learn to read, write and cipher," merely, receives diminished favor. The fact that mere intellectual training does not impart to the youth of our State a manly bearing, refined manners, respect for superiors and the hoary head, a just sense of honor, an abhorrence of vice, and a sacred regard for truth, is fast receiving universal acknowledgment. The community justly look to our schools for good behavior, politeness, and the inculcation of those principles and virtues which are the basis and ornament of our institutions.

To meet this increased demand for a truer and higher culture, educators are earnest and persevering. The evidence of success accumulates. The darkness recedes and a brighter day dawns.

The most hopeful evidence of higher and nobler results in the future of our schools is an intense inquiry among teachers for approved *methods* of moral instruction. It has become one of the gravest questions of our calling. To the child's reason and judgment we approach with confidence and hope, but the avenues to its conscience and affections are a labyrinth of doubt and fear. Passion, prejudice, home influence, bad habits, evil associations—in short, youthful and parental depravity, obscure and dissipate all certainty of results. Disappointed and apparently baffled, teachers are asking for new light and new measures. The earnestness with which these inquiries are sometimes pressed, seems to disclose an impression, that there is yet to be discovered a moral talisman—a method certain and infallible.

Is there not evidence of a dangerous tendency to over estimate the potency of mere methods, or measures, in the moral training of youth? Do teachers look sufficiently *within themselves* for sources of moral influence and power?

My position is, that all true effort to elevate our schools and make them truly nurseries of virtue, must commence with the teachers. The first inquiry should be, Has the teacher, in his or her own life, elements of moral influence? The success of a teacher in diffusing a moral atmosphere in the school room, depends not so much on what he says or does, as *what he really is*—that the most potent instructions and the highest influences of the teacher emanate secretly and rise silently from the inmost spirit of his being—*his real life*. This secret power, so mighty in influence, so irresistible in its charms, acting unfelt and undesigned, has its source back of methods and behind words, flowing freely from the life within.

The real life of every man constitutes his true power. Indeed, all influence springs from a supposed reality. The lofty mountain, whose snow-crowned crest pierces the blue dome of heaven—the ocean, with its crimsoned waves, rolling into or issuing from the rising or setting sun, awaken in the mind emotions of *majesty and sublimity*, because the one is majestic, the other sublime.

How otherwise shall we account for the great difference in the success of teachers who use similar methods? Under the influence of one, kindness, cheerfulness, industry, truth and love seem to flourish as spontaneous plants. In defiance of the other, peevishness, deceit, falsehood, idleness, anarchy lie concealed under every book and show themselves on every occasion. How is this contrast explained? Not so much by the measures of the two, *as by the men.*

The one influences because he represents the elements of influence; the other fails, because he lacks them.

From the teacher's desk go out and surround every heart in the benches spirit wires, through which the teacher's inner life sends its own vital currents to elevate or depress—to ennoble or degrade. Through these wires flow unconsciously his inmost thoughts and feelings. An advice, counsel or reproof is distanced by the infallible bulletin from within.

Among these telegraphic wires is the *temper*—the soul's publishing house. Another is the human *face*—that open show-board, where the heart hangs out all its wares for public inspection. The *eye* is of itself the open window of the soul—a camera obscura, which catches all the images and changes within, and reflects them upon the canvas of the outer world.

Another of these telegraphs is the *voice*, whose tones, like the *Æolian lyre's*, are the very breathings of the spirit. An aggregation of these forces is represented by the *manners* of the teacher. The connection between the manners of a man and his true life is intimate and real. Manner has been defined to be "a compound of form and spirit—spirit acted into form."

Whatever may be the means by which our true influence is felt and known, of this we may be assured—that what is in us will out in spite of all our shams and coverings—that real character tells, and no hypocrisy can conceal it. If we wish deceit, irritability, anger and their kindred vices to be banished from our school rooms, they must first be exorcised from our own hearts. If we would make our pupils gentle, kind, truthful and amiable, we must travel the way ourselves. Our real influence, increased by proper aids and effectual methods, will be our *genuine personal substance*. "Not the most eloquent exhortations to the erring and disobedient, though they be in the tongues of men, or of angels, can move mightily on our scholars' resolutions, till the nameless, unconscious but infallible presence of a consecrated, earnest heart lifts its holy light into our eyes, hallows our temper, and breathes its pleading benedictions into our tones, and authenticates our bearing with its open seal."

PORTSMOUTH, Feb., 1857.

E. E. W.

— The Findlay Home Companion thus speaks: — "We understand that it is proposed to unite the southwestern portion of the town with the remainder, and extend over it the Union School system. This is a needed reform that should have been attended to last spring, but the necessary preliminaries were neglected at the proper time. It is necessary, in order to give efficiency and harmony of action to the Findlay Union School, that its jurisdiction should embrace the whole town. It will then present a system complete in all its parts, each department playing into the others like the cogs upon a wheel, until they terminate in the great 'master-wheel,' the High School. Organized in this manner, it will become productive of much more good."

C O M M U N I C A T I O N S .

CINCINNATI, Feb. 23d, 1857.

MR. JOHN D. CALDWELL:

Dear Sir — In conformity with your request, to contribute something for the Journal, I submit an Object Lesson, which, I presume, will be interesting, inasmuch as such exercises have been introduced into all of the Cincinnati District Schools. I will, therefore, give a description of the usual manner of conducting them. The subjects for such exercises are innumerable; hence, for the sake of illustration, I have selected the subjoined lesson, which was given a few days since, by one of the Teachers in the Primary Department of one of our schools.

The Teacher, after securing the undivided attention of her pupils, writes upon the black-board, for example, Domestic Animals. All who can think of the name of one, are requested to elevate the right hand. On the first lesson of this character being commenced, the class will be covered with confusion and astonishment, but when they become acquainted with the kind of answers required, all will be eager to answer; hence, in the beginning of every succeeding lesson, every hand is very apt to be raised. The Teacher designates one to give his answer (which, we will suppose, is *dog*), when all who were thinking of this name, lower the hand, but are privileged to think of another immediately, and indicate the same by again elevating the hand. Another being called on, answers, *cow*; another, *horse*; a different pupil being selected every time, if possible. This process is continued until the names of all the domestic animals, with which the class is acquainted, are given; the Teacher having written the names in a column, each at the time it was given. The Teacher then writes, mention several of their uses. The names, composing the list obtained as described above, are taken in their order and the best answer given for each one, is written opposite to it. Other divisions of the subject are treated in the same manner. When their knowledge on a familiar subject is found to be limited, it is thought better to defer the completion of the lesson one or more days (for them to gather what information they can), than for the Teacher to complete the list. It is generally enough for the class to know that the list is incomplete, and every facility that they can command will be brought into requisition, to enable them to complete it when the lesson is resumed. B.

DOMESTIC ANIMALS.

Dog,	Ox,	Sheep,	Mouse,	Goat,
Cow,	Pig,	Lamb,	Cat,	Mule,
Horse,	Rabbit,	Rat,	Kid,	Kitten.

ONE OF THEIR MANY USES.

Dog, to watch the house.	Rat, to steal wheat.
Cow, to supply us with butter.	Mouse, to do mischief.
Horse, to draw loads.	Cat, to catch the mouse.
Ox, to work for us.	Kid, to supply us with materials for gloves.
Pig, to supply us with meat.	Goat, to supply us with cheese.
Rabbit, for a pet.	Mule, to bear burdens.
Sheep, to supply us with wool.	Kitten, to play.
Lamb, to furnish fine wool.	

SOME OF THE ARTICLES THEY EAT.

Dog	eats	meat, bread, etc.	Rat	eats	<i>any thing he can get.</i>
Cow	"	corn, grass, etc.	Mouse	"	bread, cheese, etc.
Horse	"	oats, corn, etc.	Cat	"	bread, milk, etc.
Ox	"	bran, corn, etc.	Goat	"	grass, hay, corn, etc.
Pig	"	barley, bran, corn, etc.	Kid	"	do do etc.
Rabbit	"	bark of trees, cabbage, etc.	Mule	"	corn, oats, hay, etc.
Sheep	"	grass, clover, etc.	Kitten	"	bread, cheese, milk, etc.
Lamb	"	do do.			

 MATHEMATICAL DEPARTMENT.

 DIFFICULTIES IN TEACHING MATHEMATICS.

In no department of education is so much demanded of the teacher as in mathematics. In the physical or mental sciences, or in the languages, one may "follow the book," and have tolerable success in imparting instruction. Not so in mathematics. And this fact, since fact it is, may be accounted for by considering what are the peculiarities of mental character, the essentials to success in mathematical pursuits—quick apprehension, plodding patience, intense application, retentive memory, great powers of abstraction, a ready and clear discernment of logical sequences, a lively perception and keen appreciation of the powers, excellences and beauties of the science.

To a mental structure of such materials, mathematics presents a rich and attractive field for excursions of pleasure, and, so far as the question of education is involved, such a mind needs for its development but little of the adventitious aid of mathematical study. But the mind deficient, to any considerable extent, in one or more of the faculties enumerated, will meet with difficulties in the science of Quantity proportional in a very large ratio to that deficiency or, rather, want of development—and it is to the discipline induced, and consequent growth of intellectual power effected, by battling and conquering these very difficulties, that the study of mathematics owes its potency as an educational instrument.

Now, of one hundred individuals, no two will find difficulties the same in kind and degree, and yet if the teacher aim at complete success, he must see that every mind master every point—a task not to be appreciated at sight. In the first place, it must be known in what direction and to what extent assistance is required, and then that assistance must be meted out with a careful hand, too much being as worthless as none. I am equally exercised whether my burden lies upon the ground or is borne by a friend. The case of every student, then, must be understood, and though this is a great deal, yet it is but a modicum of the whole. Either you or I may understand the disease, but the surgeon alone can apply the scalpel. The sluggishness of this mind is to be enlivened to activity, and the elasticity of that is to be schooled to more prolonged and persevering action. If the memory be at fault, the teacher, by some mnemonic art, must apply the want until by that art he can develop a greater retentive power.

He must encourage closer application. With untiring industry and frequent elucidation, he must abstract the idea from the object, hold it up, turn it over, examine it in its parts, as a whole, in all its varied relations, until the pupil can comprehend it, reason upon it, and, if the term be not too glaring a misnomer, *handle* it as the child would a familiar toy. Right here is often found the chief obstacle to the pupil's progress. It is here the teacher must throw aside the book and substitute his own skill, his own originality; if that fail him, then is his teaching, so far, a failure.

Again, in many minds, even though tolerably matured in other respects, there is such an inaptitude for teaching a chain of sequences from link to link, to the final conclusion, that oftentimes the step from a single antecedent to its consequent, though safe and easy, seems too great a span, and the teacher, with his own hands, must bridge the way across, and even then the timid mind must be led around by one or more circuitous paths ere it will venture upon the route direct. Here, again, is an obstacle, often amounting to an effectual and final barrier to farther advance. It is at this point that the teacher's patience pays the heaviest tax, and yet at this very point is impatience most to be deprecated. It might be well to dwell here, more fully, but as it is the present design to point out rather than remove obstructions, one or two more remarks will bring our article to a close.

To but few minds does the science present attractions. Generally regarded with indifference, often with decided aversion, it fails to elicit the interest indispensable to its successful pursuit. Here again is the burden thrown upon the teacher. He must conquer prejudice. He must convince of utility. He must frequently apply, copiously illustrate, clearly exemplify, ably defend, and so bring out in bold relief, the ideal beauty, power and extent of the science, as it can only be done by the faithful, earnest, able educator.

Doubtless the former correspondents and readers of the *Mathematical Department* will "hail with gladness" its reappearance in the *Journal*. And may we not hope that still others, in view of a promise we are about to make, will turn their attention a little more closely to its pages? We have endeavored above, in a few words, to point out some of the difficulties of the practical teacher of mathematics. Hints, from time to time, setting forth the best and easiest methods of removing or overcoming those difficulties cannot fail to be of great utility and general interest. Such hints we promise to offer, relying upon the friends of this department to make good our pledge. Come up, then, to the work, and let us have the benefit of your experience.

But in the meantime, do not give up the problems. Continue them by all means. None are published in this issue because none have been furnished, and the Editor prefers that correspondents should choose for themselves what questions they would have solved. Solutions will, as heretofore, appear in the second number after that in which the problems are published. Remember, to be mathematical, is to be accurate, clear, *brief*.

* * * Address of Editor of *Mathematical Department*, W. H. YOUNG, Athens, O.

— The *Western News Boy*, published at Malta, Morgan Co., has an interesting historical notice of schools in olden time in that county, and compares them with their improved condition now. The Institutes are well attended; Teachers are well paid, and liberally support the "*Journal*."

DE INTRODUKŒON OV FONETIK SPELIW.

Ėar egzists wun real and veri serius impediment in Ės wa ov a spedi introdukŒon ov a fonetik sistem ov ortografi, hwiġ haz bin jenerali owerlukt; it konsists in Ės grat and prevalij ignorans ov Ės sjens ov fonoloji, Ės natyur ov speġ sġndz, Ėar varjetiz, Ėar analisis, and Ėar sintesis. It iz rar tu met wiġ a singl elementari wurk hwiġ kontanz evn a tolerabli korekt akġnt ov Ėis important subjekt, and evn skolarz and profest teġerz ov prġnunsiaŒon and elġkuŒon qr jenerali veri ignorant ov Ės later. Nā, mor, Ės veri teġerz and best investigatorz ov Ės subjekt qr at varians. Let eni wun perġz Ės wurks ov Ės gratest eboriti we pozes, ġoz ov Aman, Johanez Muler, Willis, Hwetstġn, Lepsius, Maka. Muler, Latam, eta., and he wil se diferensez on fundamental pġnts hwiġ qr irekonsilabl. If he turn tu wurks ov mġnor pretens, az Bel, Smqrġ, Wġker, Wuster, and Ės numerus wurks on elġkuŒon, he wil fġnd konfuġon arġizij pqrġli from ignorans, and pqrġli from a pqrŒal vġ ov Ės subjekt. Hwġl in komon gramarz, and in Ės komon tretizez ov travelerz, and prġnsisij vokabyulariz and dikŒonariz, he wil fġnd ġat wun pġson haz kopid from anuder wiġġt understandij him, til wurdz qr repeted and sens iz entġrli lost.

Nġ it iz absolġtli nesesai ġat Ėis konfuġon Œud, tu a sġrten ekstent, be remġvd,—ġat spekerz ov Ės Igglif laggwaj at lqrj, hwġrever livij, ma be ġuroli akwanted wiġ an aproksimatli akyurat fonetik analisis ov Ėar laggwaj and familyar wiġ its yġs, befġr we kan hġp tu fġnd ġem sufisġntli prepard tu aksept fonetik spelij, not merli az a sġntifik instrġment, but az a praktikal wurkiġ tol. And ġhġ iz Ėis rezult, Ėis nesesai prelimināri, tu be gand. Bġ introduŒisij a fonetik alfabet and Ės proper instrukŒonz in yġzij it, intia everi skġl, sġ ġat Ės yugġest ġildren Œud bekum yġzd tu analiz wurdz intia Ėar elementari sġndz, and tu kombġn Ėar elementari sġndz intia wurdz, and ġus obtān a praktikal nolej and felij ov Ės fonetik konŒituŒon ov ġr laggwaj. But ġbj hwot menz kan we efekt Ėis. Bġ Ės veri sam menz bj hwiġ we prġpġz tu owerkum Ės konservativ objekŒon arġizij frġm Ės egzistens ov a previus unfonetik ortografi—bj makġg fonetik redij an introdukŒon tu romanik, on Ės grġnd ġat it iz praktikal Ės best metod ov akwġrij fasiliti in ġrdinari redij. In Ėis respekt, ġen, elso, a redij reform iz a nesesai antesedent tu a spelij reform. Tu kari it ġt properli rekwġrz, fġrst, Ės prġdukiŒon ov a number ov buks in fonetik spelij; and, sġkondli, Ės yġs ov suġ buks in skġlz and elshwġr fġr akwġrij a nolej ov ġud spekiġ and ov romanik redij. Ėez eforts wil be advanst, ov kors, bj periodikal publikafonz in a fonetik karakter, suġ az Ės 'Tġp ov Ės Timz,' and 'Fonetik Jurnal,' tu sġ ġs aplikabiliti tu everi purpus fġr hwiġ Ės ġrdinari spelij iz yġzd, and tu meni purpusez fġr hwiġ ġrdinari romanik spelij haz prġvd entġrli inefisġnt.

ONE BY ONE....(*From Household Words.*)

One by one the sands are flowing
 One by one the moments fall;
 Some are coming, some are going,
 Do not strive to grasp them all.
 One by one thy duties wait thee,
 Let thy whole strength go to each;
 Let no future dreams elate thee,
 Learn thou first what these can teach.

One by one, (bright gifts of heaven,)
 Joys are sent thee here below;
 Take them readily when given,
 Ready too to let them go.
 One by one thy griefs shall meet thee,
 Do not fear an armed band;
 One will fade as others greet thee
 Shadows passing through the land.

Do not look at life's long sorrow,
 See how small each moment's pain;
 God will keep thee for to-morrow,
 Every day begin again.
 Every hour that fleets so slowly,
 Has its task to do or bear;
 Luminous the crown and holy,
 If thou set each gem with care.

Do not linger with regretting,
 Or for pending hours despond!
 Nor this daily toil forgetting,
 Look too eagerly beyond!
 Hours are golden links, God's tokens
 Reaching heaven; but one by one,
 Take them, lest the chain be broken
 Ere the pilgrimage be done.

The Dayton Journal publishes the following letter from a school master in Shelby Co., O., to his pupils, who had "barred" him out:

"JANUARY, 1st, '57.

Belov'd students as you have shut me out there are three things you may consider while I retire for a few moments: namely first what authority have you for closing the door in my face; 2nd do you think you can be justified in the act; 3rd do you act on a principle of Honor. when you consider These I will return when you can either let me in or By keeping the door shut allow Me to spend the day in visiting my friends.

R. C.

The boys concluded to let him visit his friends.

VIEWS AND REVIEWS.

Twenty-Seventh Annual Report of the Trustees and Visitors of the Common Schools of the City of Cincinnati, for the School Year ending June 30, 1856.

The Report of the President of the Cincinnati School Board and of the Superintendent and Clerk of the Cincinnati Public Schools, has been submitted to the citizens of that metropolis, to the prominent educators of the State, to the members of the General Assembly, and to the leading men in Europe.

Its pages contain facts and figures, and ample elucidation of the practical workings, on a large scale, of that educational system which so admirably distinguishes the State, of which Cincinnati is the commercial, educational capital. The results are those to have been expected from the historic devotion of that people to the cause of popular education; from the liberal support at all times unhesitatingly rendered by the tax-payers of that city; from the systematic and common-sense plans of their Board of Education; from the generous devotedness and skillful direction of its President; from the well known abilities of the trained and faithful Teachers; and from the earnestness and whole-heartedness of Superintendent Rickoff. We regret that we cannot, in this number, give our readers abstracts from its pages.

"The Eaglet."

This is a spirited little paper, edited by the members of the "Scroll" and "Repartee" Associations of the Zanesville High School. The first number was issued on the first of January, and already we have noticed excellent articles copied from it in the papers of the State.

The following article we judge to have been written by Mr. A. Samson, the able Superintendent of the Zanesville schools:

"VISIT THE SCHOOLS.

"An opinion seems to prevail among many of our citizens, that frequent visits to the schools are a source of interruption to the exercises, and hence, not desirable. Such an opinion is entirely erroneous. There is no interruption, for no change is made in the exercises of the school on account of the presence of visitors. The recitation and other exercises of the school are conducted in the same manner, whether any one be present to witness them or not.

"Frequent visits from parents and friends of schools are a source of great benefit; every call from such, even though it be but for a few moments, is a positive advantage to both teachers and scholars. It stimulates and encourages both. The interest manifested by another increases their own interest in their work.

"Visitors are gladly welcomed on examination days, but none the less so at other times. A much better knowledge of the actual progress of the scholars, and of the character of the school, can be obtained on other than examination days, as then the scholars are necessarily embarrassed, and everything is done under a kind of excitement.

"If parents are interested as they should be in knowing the influences under which their children are in a great measure forming their characters, should we not expect to see them often in the school room, informing themselves, and adding the influence of their presence to encourage their children in the improvement of time and opportunity so important to them? If you would as-

sure your child of your deep interest in his daily occupation—if you would awaken in him a greater earnestness in his preparation for life—if you regard his progress in school as worthy of any effort on your part, go to the school and encourage him in his daily efforts.

“If you would gain power to assist the teacher in imparting to your children proper training, and in aiding them in the formation of a character for life, then visit the schools. The interests of your own children and the future welfare of our city, certainly, are worth the expenditure of a little time in this way. Come, then, to the schools—come often, assured that you will always be welcomed, and that the time you spend in witnessing the exercises will be, if not a source of pleasure to yourselves, at least a benefit to your children.

Religious Truths Illustrated from Science, in Addresses and Sermons on Special Occasions. By Edward Hitchcock, D.D. LL.D., late President of Amherst College, and now Professor of Natural Theology and Geology. Boston: Phillips, Sampson & Co. 1857. For sale by J. H. Riley, Columbus, O.

To state the subjects and announce the author, is sufficient to attract the learned world to this publication of Addresses and Lectures, delivered to various associations and in various cities. He has treated on eleven topics, viz :

The Highest Uses of Learning; The relations and mutual duties between the Philosopher and the Theologian; Special Divine Interposition in Nature; The Wonders of Science compared with the Wonders of Romance; The Religious Beamings of Man's Creation; The Catalytic Power of the Gospel; The Attractions of Heaven and Earth; Mineralogical Illustrations of Character; The Inseparable Trio; A Chapter in the Book of Providence; The Waste of Mind.

“*Neighbor Jackwood*”

Has been handed us by the same capital bookseller of the Capital City. The women of our household, to whom it was submitted, report that the book is an interesting one. A “neighbor,” who seldom reads fiction, gave some protracted hours to the perusal of “Jackwood.”

New York Teacher, Albany, February, 1857.

An interesting number, full of local matters of New York and New Jersey.

It appears from the report of Superintendent of Schools in New York, that non attendance is the crying evil in that state. He regards that the time has not come there, to resort to compulsory legislation, as the cities, except Rochester, have failed to enforce the law of 1853, under which the corporate authorities are required to provide industrial schools for children haunting the streets, without lawful occupation, in case their parents or guardians fail to secure their attendance at school.

In Boston they have a genteel, fatherly, politic policeman moving about the streets during school hours, observing truant and vagrant children. Such as are without parents, guardians or homes, and those who are habitual beggars, are placed in the custody of the proper authorities, and provision is made for their instruction. Unfortunately, in the larger towns and cities of Ohio, this class is not waited upon by such gentle officials. When arrested it is for crime, and then they are made worse instead of better. They graduate at the expense of the state—going out into society proficient in crime. We hail with delight the prospect of reformatory schools of Ohio, on the right plan—cheap and effectual. But every good citizen should make it a habit to speak kindly to boys in the streets during school hours, who evidently are truants and vagrants, and lead them by device, if by no other way, to homes and school rooms.

The Indiana School Journal, January, 1857.

The State Teachers' Association of Indiana met at Indianapolis, Ia., Dec. 29, 1856. John B. Dillon, State Librarian, made an interesting report, being a history of Common Schools in Indiana. The next meeting will be held at Richmond, Aug. 11, 1857.

"Type of the Times."

That indefatigable fraternity of Longley, Freres, of Cincinnati, are themselves, in good old English characters, not *Phonetic* only, Types of the Times, as original, industrious, to-the-purpose laboring men. They publish all kind of books and do all kind of printing, but their great thought is expressed in characters that the writer hereof can't read; but the Phonographic, short-hand writing portion of their reform is, beyond all doubt, an important element which should enter into the education of those who want to be apt in writing or taking notes, as professional men.

A semi-monthly of the above title, a *Journal of the Phonetic Writing and Spelling Reform*, is published by this family of Printer brothers.

—The following report of a recent examination of an applicant to the Board of Examiners of Clermont Co., for a certificate of his qualification to teach a Common School, has been published by Mr. J. K. Parker, their clerk:

“Q.—What is a syllable? A.—The assemblage of words forming a complete sentence. Q.—What is a radical or primitive word? A.—Radical means to suffer and primitive means unlimited. Q.—Which is of greater value, a proper or an improper fraction? A.—One or more than one. Q.—How may fractions be added? A.—By adding their numerator or multiplying their denominator. Q.—What is the difference between involution and evolution? A.—One is raising the power and the other is lowering it. Q.—What is the difference between ratio and proportion? A.—They are equal to one another. Q.—By what means would you secure punctuality? A.—By directing them to the past. Q.—What motives induce you to teach? A.—Inclemency of the weather.”

—We have a note from a correspondent who styles himself a superannuated teacher, not from age, but from disease. He has been confined to his bed for five years, and says “he can never be any better.” He has a heart, however, enlisted in the active labors of educational men in the state of Ohio. He writes: “I am in hopes that our postmaster, Dr. Pangburn, will make up a large list for the *Journal*, for we have directed him to obtain as many names at fifty cents as he can, and I will pay the other half.” Be comforted, Bro. Bissell, with the assurance that the announcement of your desire to do something for the diffusion of educational information, though you are bed-ridden, will encourage many teachers now listless, on reading your proposition, to awake to effort, and be shamed from their indifference. May the friends of education in Middleport see that the sick room of our correspondent is gladdened by their encouraging visits.

What a thought! A live teacher confined five years to a sick bed, and no hope to be raised therefrom! An eagle in a cage! Who will do an extra work, one earnest laborer in the field of progress being stricken down, to make up for the loss of a valiant soldier from the ranks?

EDUCATIONAL ITEMS.

OHIO.

FRANKFORT, ROSS Co.—The Union School here is under the superintendence of E. Adamson, assisted by Mrs. S. L. Adamson and Misses R. B. Wiley and L. Dunlap. A very commendable and increasing interest is manifested by the citizens. The entire school population, according to the census of 1856, is 305. Of these, 175, or a little over 85 per cent. have been enrolled in the school since the 15th of last September. The average attendance for the last month was 157, or 77 per cent. of the school population, and 87 per cent. of the number enrolled. The Superintendent says he would like to compare notes with other places on such points, and thereby stir each other up to an emulation in regard to general and punctual attendance. The present number enrolled is 183. Several of these are non-resident pupils.

REPORT OF THE BOARD OF EDUCATION OF CLEVELAND—1855-6.—This is a creditable pamphlet of 90 pages, neatly printed, illustrated with views of several school houses in that prosperous (Lake and) Forest City.

Charles Bradburn succeeds Mr. Geo. Willey as President of the Board, and Andrew Freese continues Superintendent of Instruction.

The vacation of the schools will extend from July 10th to September 15th.

There are 61 schools under the direction of this Board. Central High School, 1; Branch High School, 1; Grammar Schools, 8; Intermediate 20; Primary, 31. Teachers, 71; average number of pupils belonging, 3790; average daily attendance, 3311.

Mr. E. E. White, recently in charge of the Central High School, now Superintendent of the Public Schools at Portsmouth, is spoken of as an experienced educator, whose labors with them have been arduous, and that eminent praise is due him for organizing and remodeling the school.

The report of a capable and faithful Superintendent of Schools is always a document worth more than the speculative theories of editors and preachers, and in that of Mr. Freese we find some rare "nuggets."

We advert to the caption of "attendance" with more than pleasure. If, as he states, good teachers will always secure regular attendance, by having *thoroughly* taught and well conducted schools, the teachers of Cleveland are near about No. 1.

We had marked several passages for our columns, but limited space forbids.

— On the 6th of March the Toledo High School "commencement" takes place. How pleasant to use that word in connection with this other phrase, "The People's Colleges!"

— The Teachers' Institute of Athens Co., commencing on the 31st of March, and continuing three days, will be held at Albany, Athens Co.

— By defalcation of a County Treasurer, the Public Schools of Dayton were, recently, on the point of being dismissed, eleven weeks before the close of the session; but the School Board determined to devote sufficient for their support from the building fund.

— A pupil of the High School of Cleveland, named Gardener, made the accurate drawing from which the lithograph of the High School was printed, the impress of which appeared in the school report. Encourage drawing in our schools!

—A teachers' meeting for the counties of Fayette, Highland and Ross, was held at Greenfield, on the 6th and 7th of February. An excellent address was delivered by Rev. Mr. Ritchie, on the question—"What ought our Common Schools to be?" and an interesting essay was read by T. H. Herdman, Superintendent of the Greenfield Union School, on the "Rewards of the Teacher."

An Association was organized by the name of the "Union Educational Association of Fayette, Highland and Ross counties," with the following officers for the ensuing year: President, E. Adamson, Frankfort, Ross Co.; Vice Presidents, T. H. Herdman, Greenfield, Highland Co.; D. C. Eastman, Bloomingburg, Fayette Co; and W. Chamberlain, of Ross Co.; Secretary, (ex officio Treasurer,) J. D. Trevett, Chillicothe, Ross Co.

The next meeting of the Association will be held at Frankfort, Ross Co., on Friday and Saturday, the 1st and 2d of May. An address will be delivered on Friday evening, by T. H. Herdman, and appointments have been made for essays and other interesting exercises.

—*Teachers' Advocate*, Dayton, Feb. 57. Bro. Ellinwood gives us a spirited paper. It contains a view of the Union school house at Troy, Miami Co. We hope to visit soon the Trojan heroes. He thus announces recent changes in the Cincinnati schools:

"Mr. H. Edwards, formerly Principal of the first District, has been appointed Principal of the third Intermediate School. Mr. J. B. Trevor, late assistant in the first Intermediate School, has been appointed Principal of the thirteenth District. Mr. A. Page, who has been for some time past first Assistant in the fourth Intermediate has accepted the situation of Principal of the tenth District, and W. F. Forbes has been promoted to the place of first Assistant, in the fourth Intermediate.

"We think the Cincinnati Board are acting in a prudent and sensible manner in thus promoting teachers who have been tried and proved successful in their city schools, in preference to filling the situations with strangers, however well recommended such persons may come."

We may add that Mr. Mason D. Parker, late Principal of the tenth District, one of the most promising young teachers in Ohio, has taken charge, as Principal, of the sixth District school in the new building on Elm street, and Mr. Matthew Whilldin, a graduate of the Philadelphia High School, has been raised from the post of Assistant, temporarily to the charge, as Principal, of the 1st District school.

—A course of popular lectures is being delivered at Norwalk, under the direction of the High School.

—270 scholars are reported as enrolled in the Union Schools, Jackson C. H., Jackson Co., in this state.

—Alphonso E. Wolcott, formerly of Granville, a teacher at Coal Grove, Lawrence Co., died on the 10th of January.

—The Bucyrus newspapers contain the address of Mr. John Hopley, Superintendent of the Union Schools, on Music; the occasion being a concert given by the juvenile class.

Mr. Hopley is librarian of the Union School Library, open to the public on Saturday afternoon.

—There are now 40 pupils at Willoughby University, at Tawawa Springs, near Xenia, O., the seat of the new College for colored people.

RICHMOND, INDIANA, UNION SCHOOLS.—We have received from Mr. J. Hurty, Superintendent, his report to the Board of Education for the month ending 16th January, 1857.

Number of scholars entitled to public funds, 1454 ; teachers employed, 14 ; pupils enrolled, 860 ; in High Schools, 150 ; in Grammar Schools, 201 ; in Secondary Schools, 287 ; in Primary Schools, 217 ; daily average in High School, 139 ; in Grammar Schools, 177 ; in Secondary Schools, 203 ; in Primary, 184 ; in all the Schools, 703 ; cases of tardiness in High School, 20 ; absence in High Schools, 41 ; in Grammar Schools, 30 ; in Secondary Schools, 22 ; in Primary Schools, 80 ; in all from sickness, 40 ; number of pupils engaged in quarrelling, 0 ; cases detected in falsehood, 2 ; in profane language, 2 ; number of corporal punishments inflicted, 0 ; number of visits from the city, 240 ; from the country, 11 ; from the Board, 1.

The Richmond Public School, from failure of funds, closes shortly. The Superintendent takes the field as "stump agent" of the Indiana Teachers' Association about the 15th of this month.

—The District of Columbia is aspiring to have ample resources for educational purposes. A proposition is now before the U. S. Congress to appropriate 50,000 acres of Congress land for the support of Free Schools in that District.

—At Findlay, Hancock Co., the evil of tardiness and vagrancy is engaging public attention. The clerk of the School Board addresses the public through the "Home Companion," asking for reform. The editor, who has been a teacher, in alluding to the evil, says :

"The only practical remedy for this truancy at school, unless the parents take the matter in hand, is to expel every scholar who persists in it, and deny them the privileges of the school, until they show evidences of reformation. This may appear a hard rule, but truants will learn by no other. Tardiness, also, which is much complained of, can only be cured by excluding the offender from school, for the day on which he is tardy, unless he presents a written excuse from one of his parents. This is our experience, and, we believe, the experience of nearly every teacher in the state."

—Rev. Anson Smyth, late editor of the Journal, now State School Commissioner, Columbus, has indorsed the circular heretofore issued by Mr. H. H. Barney, as follows :

"The great number of questions arising under the present School Law, and the importance of having a thorough understanding, by its officers, of the provisions of the law, and a uniform policy pursued in all the counties, in its administration, have imposed the necessity of having some medium of communication with those officers, and the Commissioner has gladly availed himself of the Ohio Journal of Education for this purpose.

"All my official decisions and opinions have been, and will continue to be published in the Journal ; and it is my opinion that County Auditors will be justified in subscribing for a copy for their own use, and one (or more) for the Board of School Examiners ; and that township Boards may order it for the township clerk, and the clerk of each sub-district, and include the cost of the same in their annual estimate of money to be raised in accordance with the 22d section of the School Law.

"The copies so taken, should, of course, be kept on file in their respective offices, and be transmitted to their successors in office."

Editors throughout the state, by publishing the above, will confer a favor to school officers, and greatly abridge the official correspondence of the Commissioner. The cost of the Journal is \$1 per annum.

THE SCHOOL LAW IN THE HOUSE.

The bill introduced by Mr. Monroe, Chairman of the Committee on Schools, to amend the School Law, has been considered in Committee of the Whole in the House. Mr. Hume, of Marion, proposed several amendments, materially changing some features of the law. His propositions contemplated the establishment of County Boards, for a more equitable distribution of the school fund among townships and districts. Mr. H. supported his amendments at considerable length, and was replied to by Mr. Monroe. The amendments were rejected in committee by a decided vote.

Mr. Littler, of Clark, offered amendments to repeal the Library provision of the present School Law, which he supported at length, taking the ground that the Library feature has, in the main, proved a failure, and is a tax without sufficient compensating benefits. He charged mismanagement of the library fund by the former School Commissioner, and claimed that the people demand that this feature of the system be abolished. Mr. L. said he was not opposed to the School system as a whole—he was proud of it—but only to that portion under which abuses and frauds had been practised.

Mr. Watson, of Cuyahoga, defended the School Library system, and referred to the warfare waged on the system in the early history of Public Schools in New York. The system had been maintained, and had conquered all opposition. He had often visited the schools of Western New York, and found them generally with some \$100 to \$500 worth of apparatus, for illustrating the branches pupils were rapidly acquiring. Mr. W. considered the Library an indispensable auxiliary to the Common School system of Ohio, one which the people would not consent should be abandoned.

Mr. Monroe, of Lorain, regretted that attempts had been made to load down the bill with amendments. Let gentlemen who favor striking out the Library, make the proposition a distinct measure. That is the proper way to reach the subject. If the proposed amendment prevailed, he should feel compelled to vote against the bill.

The Library principle, Mr. M. said, all admit to be right, but the main objection is to the manner in which the system has been administered. This is an extraordinary reason to urge for abolishing the system. To amend and improve would be more statesman-like, and the object of the School Committee in preparing the bill had been to perfect the law.

It is probable that there has been just cause of complaint in the feature of the law giving one man the entire control and selection of the School Libraries, and this bill remedies the defect by dividing the responsibility among a Board to be constituted of the best men in the State.

Some nineteen States have successfully adopted the School Library system, which did not originate with mere schoolmasters, but with such statesmen as De Witt Clinton and others, whose names are to be mentioned with reverence in these degenerate days.

The amendment was disagreed to in committee. When the bill was reported back to the House, Mr. Hawkins, of Ashtabula, offered an amendment repealing the Library section of the School Law, which was disagreed to—yeas 42, nays 42. Mr. Smith, of Montgomery, moved to reconsider the vote, which motion was laid on the table. The vote will probably be reconsidered, but the friends of the Library system are confident that the provision will be sustained by a full House, and are willing that the question shall then be fairly tested. We do hope that nothing will be done by our present Legislature to weaken and cripple our educational system by abrogating or further suspending this important provision.

I T E M S .

— The American Journal of Education and College Review, for February, is one of peculiar interest to Ohio subscribers. Much of its space is devoted to the Reports of the officers of Cincinnati Schools — that of Mr. Rickoff, Sup't, is highly commended. Robinson's Mathematical Works, published in Cincinnati, are well spoken of, and are interesting. History of Ohio University, by Pres't Howard, appears in its pages.

— Bro. Carter — we call the School Teacher brother — writing from Felicity, says, "Our Institute meets in this place, the 30th March—then you may look for a big list for the 'Journal' from this county. Can't you run over and visit the Institute? it remains in session one week." We hope to have the "*Felicity*."

— Mr. Thos. Kelsall, Cincinnati, who advertises School Furniture, is known to us as a faithful business man. He furnishes all the supplies in that line for the Cincinnati Schools, doing work well and cheap.

— Observe advertisement of A. S. Barnes & Co.

— Sheldon, Blakeman & Co. have a new advertisement in this No. Teachers must keep posted up.

— Henry Howe, Cincinnati, whose services in collecting the Historical Facts which constitute the popular book entitled Howe's History of Ohio, has employment for those who are earnest in the work, in distributing his publications. His advertisement gives particulars.

— We have received from A. W. Price, agent, Cleveland, O., a set of Colton's Geographical Cards. They are six in number, 31 by 22 inches each in size—defining rivers, seas, bays, islands, etc. by a picture, attractively colored, with descriptions in large letters, for Primary Schools—a first rate medium of reaching mind through the eye. Price \$3.00 per set.

—As an evidence of the progress of invention, as education becomes more widely diffused, it may be stated that for ten years before 1826, when the common school system became an element of State control in a few of the States, the receipts of the U. S. Pension Office were but \$6,000 per annum. In 1855 they were \$176,000.

—An apology may be due for some deficiency in the order and arrangement of articles in this number, as the Editor has been closing his connection with the Cincinnati School Board, the complicated duties, as clerk of which, had to be performed, as well as those of editing the February and March numbers of the Journal. Having resigned his place as secretary of the Boards of Education, he hopes to devote himself hereafter, earnestly and assiduously, to these pages and to their circulation.

—We hope no true friend of our cause—no former subscriber or active member of the Association will fail to make it a personal business with him or her to commence and secure subscribers for their own paper. Hurrah, as a correspondent has said, for a self-supporting circulation!

APRIL SCHOOL ELECTIONS.—Ten thousand school Directors or Trustees are to be elected on the ensuing second Monday of April. By law, on that day, there is required to 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 at the state and county elections, who, when assembled, shall organize by the appointment of a Chairman and Secre-

tary, and proceed to elect, by ballot, one school director to serve for the term of three years.

Thus there may be changes, in the coming month, of ten thousand District Directors, having special management and control of the local interests and affairs of schools and the employment of teachers. Much of the progress of education and the ultimate prosperity of the state materially depends upon the selection of fit men to fill these important offices. What kind of men should be selected?—Who ought to serve?—Who is just the man, because he has the rarest positive qualities for the specific duties, are questions of moment, to consider during the month, to be answered in time to lead to proper action in April.

—The burning of the paper mill at Delaware, which supplied the publishers of this Journal, at the time the matter was prepared for the press, has prevented the appearance of the March number as early as it was prepared.

—To provide for the accumulation of matter on hand, an addition of eight pages of reading matter has been made to this March number.

—Observe also the new form of advertisements.

—The active teachers of the state are requested to make a special effort to secure additional subscribers to the Journal.

—There is a disposition manifested on the part of some of the earnest friends of the schools in the Legislature, in order to save it from being repealed outright, to yield to a continued suspension of the tax for library purposes for another year, that a Reform School may be organized, an Agricultural School established, and the geological survey of the state re-commenced. This is the very latest before going to press, March 5.

MARCH.—The month in which spring opens is upon you, teachers. 'T was when consenting spring shed her rosy garlands on the poet Thomson's head, that he sang for you:

"Delightful task! to rear the tender thought,
To teach the young idea how to shoot,
To pour the fresh instruction o'er the mind,
To breathe th' enlivening spirit, and to fix
The generous purpose in the glowing breast."

The first day of March is St. David's day. He is the patron saint of Wales, and it is the custom of the Welsh to observe the day as an anniversary, and to wear in their hats a green leaf or leek.

The first day, Sunday, is the commencement of Lent, a period of forty days observed by Catholics and some of the Protestant churches.

—Any one having a complete file of the "Ohio Common School Director," a periodical published in 1838, by Samuel Lewis, Supt. of Schools, and willing to dispose of the same, will please correspond with John D. Caldwell, Editor, Columbus.

—The steel plate engraving of the Woodward High School, of Cincinnati, which accompanies this number, represents one of the most beautiful, commodious and well arranged edifices in the United States. Rev. Dr. Shepardson is Principal, and is training up promising classes of the youth of the Queen City.

We design furnishing a view in the same elegant style, of the Hughes High School of Cincinnati.

We are indebted to Mr. Wm. P. Stratton, member of the Union Board, for interesting himself for the Journal, by obtaining from that Board the use of these plates.

— The editor of the *American Magazine*, in speaking of vocal music, says: "All children can learn to sing, if they commence in season. In Germany, every child is taught to use its voice while young. In their schools, all join in singing, as a regular exercise, as much as they attend to the study of geography; and in their churches singing is not confined to the choir, that sits apart from the others, perhaps in the corner of the house, but there is a vast tide of that incense going forth to God from every heart that can give utterance to this language from the soul. In addition to the delightful influence music has upon the character, it has also a marked influence in suppressing pulmonary complaints. Dr. Rush used to say that the reasons why the Germans seldom die of consumption, was that they were always singing."

— "Study," says Carlyle, "to do whatsoever things in your actual situation you find expressly or tacitly laid down to your charge—that is your post; stand to it like a true soldier. Silently devour the many chagrins of it—all situations have many—and see you aim not to quit it without doing all that is your duty."

— The following, written by the Learned Blacksmith, read to boys in our Buckeye schools, ought to inspire them to action:

"Boys, did you ever think that this great world, with all its wealth and woe; with all its mines and mountains, oceans, seas and rivers; with all its shipping, its steamboats, railroads, and magnetic telegraphs; with all its millions of darkly groping men, and all the sciences and progress of ages, will soon be given over to the hands of the boys of the present age—boys, like you, assembled in school rooms, or playing without them, on both sides of the Atlantic? Believe it and look abroad upon your inheritance, and get ready to enter upon its possession. The Kings, Presidents, Governors, Statesmen, Philosophers, Ministers, Teachers, men of the future, are all boys, whose feet, like yours, cannot reach the floor when seated upon the benches, upon which they are learning to master their respective languages."

— Why are teeth like verbs? Because they are regular, irregular, and defective.

WILLIAMS COLLEGE.—Prof. Chadbourne, of Williams College, has chartered a schooner for an exploring and scientific expedition to the Florida coast, undertaken by the Lyceum of Natural History connected with that institution. It is announced as about to sail.

— Joseph R. Williams, Esq., late editor of the *Toledo Blade*, has been chosen President of the Michigan Agricultural College.

— A prosy orator reproved Lord North for going to sleep during one of his speeches. "Pooh, pooh!" said the drowsy Premier, "the physician should never quarrel with the effect of his own medicine."

— "Pa, is Pennsylvania the father of all other States?" "Certainly not, my child; why did you ask that question?" "Because I see the newspapers call it Pa."

— Success in these days is not fortuitous; the wiser wins. The mechanic must go to the study and the student to the work-shop. In this manner we will "educate labor and set knowledge to work."

— We acknowledge the reception of a spirited monthly, entitled "*Cincinnatus*," published monthly at College Hill, six miles north of Cincinnati. It is devoted to "Educated Labor; the loveliest and grandest element of Human Progress." Edited by the President of Farmers' College, aided by the Faculty of that Institution, and the President of the Ohio Female College.

THE SCHOOL LAW.—Mr. Monroe has introduced a bill to amend the existing School Law, the object being to perfect the law and thus render it more efficient. The amendments appertain to sections three, four, twelve, seventeen, nineteen, twenty-four, fifty one, sixty, sixty-one, and sixty-two.

The most important of these is that relating to Libraries, which section it is sought to amend so as to empower the Boards of Education to deposit all the books sent to their charge in one place, or to distribute them to several points in the district, as the convenience of the people and the best interests of the youth may require. The Governor, Auditor of State, and State Librarian, are constituted a School Library Committee, to direct the School Commissioner in regard to the kind and cost of books. He is to make no purchase without their approbation. Township Boards, in raising money for building purposes, are limited to two mills on the dollar. If, in their judgment, more is needed, they are authorized to call a meeting of the qualified voters, and submit the question to them. Some discretionary power is granted to Township Boards, to distribute the money which is raised, to prolong schools in such a manner as to assist those sub-districts which, on account of geographical difficulties or sparseness of population, have but a small number of resident youth. The length of time for which schools are required to be kept, is reduced from seven months to six.

THE REPENTANT YOUTH.—In a metropolitan criminal court, an Irish woman, whose boy had been sentenced a long term in the penitentiary, for some not well proven offense, said, "Won't your Honor give him a shorter term? He is a good boy to me, your Honor; he always was. I've just made him some nice clothes, your Honor, which fit him beautiful (and she looked, as she said it, as only a mother can look at her boy); and if you give him a long time to stay in the prison, the clothes won't fit him when he comes out, for he's a growin' boy." Poor mother! she had saved much (for her) from her scant earnings to clothe her boy "like the neighbor's children." This was too much for her son. He melted—he wept—he repented—he was forgiven. And he is now one of the most promising, enterprising and honorable young merchants in our city. Every word of this is true, and known to be so to very many persons.—*Knickerbocker.*

SCHOOL HOUSES AS WAY-MARKS.—A correspondent from Berea writes that school houses generally have an intolerable sameness, looking as if they were cut out by the same pattern, and made at the same shop. They are too easily recognized. They should have as much pleasing variety as the private houses which adorn our delightful land. There should be something about them different from those monotonous and dreary circumstances which now surround them every where here. If men would build them more nearly to resemble their own homes, going to school would be robbed of half of its irksomeness. Those boys and girls who have pleasant homes, would hardly realize their absence from them, and the children of poor or untasteful parents would enjoy the privilege of spending a portion of each day where their love of beauty and propriety would be gratified and increased. We would say that Ohio stands preëminent for the improvement made in the style and comfort of common and union school houses. The great outcry of grumblers since the passage of the revised school law has been caused by the Boards of Education having obtained the opportunity to tax the people for better school buildings, and for fear that the opportunity might not last long, have expended in some cases beyond a reasonable sum. Good houses, commodious and well ventilated,

have been the result, and neighborhoods have been improved morally and economically a thousand fold by the expenditure. Under the old foggy system, so long in vogue, not a dime could be expended in consequence of some consequential self-important individual, the casual holder of some property which would be valueless to him or any body else if not made available by the vicinity of a laboring, cultivated and moral population, for whom school houses and meeting houses are indispensable.

— The planets Venus and Jupiter are conspicuous now in the south-west soon after sunset.

THE WHOLE DUTY OF MAN.

Love God with all your heart, and soul, and mind,
And to your neighbor, as yourself, be kind.
As you would have your neighbor deal with you,
E'en so unto your neighbor you must do.

THE McNEELY NORMAL SCHOOL OF OHIO.

The fourth session of this institution will close March 13, 1857.

The whole number enrolled in the Normal School *proper*, for the term, is 90, and about the same number in the Model School. Total 180.

The next session of twelve weeks, will commence April 13, and close June 26, 1857.

The tuition, as fixed by the Board of Trustees at their annual meeting, is \$26 per annum, in both the Academic and Normal departments.

No deduction for fractional terms, except in cases of protracted illness or like casualties.

Boarding ranges from \$2.00 to \$2.25 per week.

Those desiring to enter should make *immediate* application.

HOPEDALE, Feb. 16, 1857.

TEACHER WANTED, as Principal of the Grammar School at Perrysburg, Wood Co., Ohio, to fill the place of J. T. Read, A. B., who has been invited to take charge of the schools at Warsaw, Ill. Address *immediately*,

D. E. WELLS, Superintendent,
Perrysburg, Ohio.

WANTED.—A good male Teacher, capable of taking charge and teaching the highest department of an Union School. Address, giving terms, references, &c.,

J. C. DOUGLASS,
Cambridge, Ohio.

☞ A situation now wanted by a gentleman who has had several years experience in governing and teaching. He can produce the very best credentials as to his ability to take charge of good schools.

Please address Ed. Lancaster (O.) Gazette, or M. H., New Holland, O.

THE
Ohio Journal of Education.

COLUMBUS, APRIL, 1857.

"THE McNEELY NORMAL SCHOOL, OHIO."

THE fourth session of this Institution commenced Nov. 11, 1856, and closed March 12, 1857.

The attendance was greater than at any previous term, notwithstanding that many of its former pupils were engaged throughout the country in their winter schools.

The number in attendance the first session, commencing Nov. 26th, 1855, and closing March 22d, 1856, was 56—including both departments of the Normal School. During this term, an arrangement was effected with the Village or District School of Hopedale (consisting of some 100 or 120 pupils), by which it was transferred to the Normal School Building and placed under the control of the N. S., in the capacity of a Model School. This arrangement is still maintained, though with slight alterations.

The second session, commencing April 8, opened with 64 in attendance. The number of instructors employed hitherto in the Normal School had been but two, viz, the Principal of the Normal Department and the Principal of the Academic Department. It was found necessary, in order to consolidate the Model School with the Normal School, and also to secure more help, which was needed in both, to employ an additional teacher. Accordingly, with the unanimous concurrence of the Board of Trustees, Miss B. M. Cowles, of Canton, Ohio, a well known, experienced and *most accomplished* teacher, was employed as Principal of the Model School, and teacher in the N. S.; her services to commence with the third session. An assistant teacher was also employed to take charge of the Primary Department of the Model School.

The annual expense for teachers' salaries for all departments, according to this arrangement, amounted to \$2800; \$500 of this is met by

the funds of the district, leaving a balance of \$2300 per annum to be met by the income of the Institution.

The third term, commencing August 25, opened with a moderate increase of students, when the above arrangement went into operation. The results were quite gratifying; but, as was expected, a slight change became necessary. It was soon found that, in order to accommodate the increasing numbers, as well as to meet the increased demand for labor, more room and more help would be needed. Accordingly, another room was fitted up for the accommodation of the Secondary Department of the Model School, a subordinate teacher secured to take charge of a part of it, and the former Principal transferred, with full work, to the Normal School—retaining twenty of her pupils as a model class.

While this arrangement does not materially increase the expenses of the Institution, it secures a two-fold advantage: first, it affords more room and better accommodations to all departments; and secondly, it secures nearly one-third more assistance in the Normal School *proper*. The model classes are now rendered effective, whereas by the former arrangement, the great object of an experimental class was measurably defeated.

The fourth session commenced as stated above. The attendance in the N. S. has been as follows:

First Term.....	56
Second “	64
Third “	68
Fourth “	90

In the M. S. the attendance has not been far from 100 per term.

The annual income of the Institution, thus far, will not differ widely from the following:

From Tuition.....	\$1500
“ Donations	200
“ Pledges	400
“ Room rent	100 = \$2200

The annual expense of the Institution has been about as follows:

For instruction in the N. S. proper..	\$2200
For contingent expenses.....	700 = \$2900

Leaving an indebtedness of some \$700. This has been increased chiefly from repairs. Provision is made, however, for meeting this deficit, in pledges made in accordance with the plan upon which the

Institution is established. It is to be regretted, however, that the engagement has not yet been fulfilled, nor much realized upon that which has been pledged.

A patronage of 100 students, at the present rate of tuition, would just about meet the expenses for teaching; while that of 125 or 180, would amply defray *all* expenses. It is confidently believed that, with increased facilities for boarding, etc., the number of students would, in a very short time, exceed any of these figures.

An arrangement has been effected with "Pumphrey Hall" and other boarding places, whereby boarding shall not exceed \$2.00 or \$2.25 per week.

A hall for the accommodation of those wishing to board themselves is very much needed, and will be erected, it is hoped, early in the coming spring or summer.

With these facilities, no institution in the State or country, perhaps, all things considered, offers greater inducements or better opportunities to the common school teacher than the above named. *Shall it be sustained?* shall not many more, eventually, be established? shall not the State of Ohio have a system of Professional Schools worthy her great name, and her great resources? The *teacher* must answer these questions.

The McNeely Normal School of Ohio is the property of the teachers of the State; therefore, every teacher in the State has an interest in it. Every school district has an interest in it. More, every *parent and child in the State* has an interest in it. Much more, then, has the profession, as a body. It has been earnest in its demand for professional schools. That demand has been heeded. This Normal School has been in operation but little over one year; and it is safe to say that, in that time, from 150 to 200 teachers have received instruction in it. Some of these will graduate the ensuing summer; while many more will go to their fields of labor, invigorated and strengthened with renewed purposes and zeal, soon to return and to complete the course. The prospects of the Institution are steadily brightening. Its objects and aims are such as to win confidence wherever it is known. The humble success thus far attending it, has demonstrated that the *plan*, at least, is practicable. It now remains to be seen whether this plan can be successfully carried out.

The Normal School proper is composed of two departments, viz: The Academic, and Normal or Professional. The course of study in the latter is as follows:

1. Thorough and searching reviews of the common branches, and those usually taught in our High Schools and Academies; with diagrams, illustrations and criticisms, embracing *subjects* rather than textbooks.

2. Reading and study of standard works on Theory and Practice of Teaching, and discussions upon their merits and demerits.

3. Daily lectures upon Theory and Practice, based upon the principles of mental science, in which the laws of intellectual and moral growth will be discussed. The best methods of teaching and school government, as founded upon these laws, will be made special topics of investigation.

4. Experiment and practice in the Model School, in which each pupil will be expected to spend a limited portion of his time, each day, for the purpose not only of witnessing the exercises, but of *testing* the various theories, and of acquiring that *actual experience and skill* which render the "teaching art" a peculiar profession.

Such, in brief, is the teacher's course. The Academic does not differ materially from that pursued in most other institutions of similar grade, save that it is more thorough — having strict reference to the profession of Teaching. Such, indeed, experience has demonstrated to be the true theory of Normal Schools. If they have failed hitherto, in some degree, to meet the wants of the profession, we must look for the cause of such failure, not in the mistaken notion that the profession needs no such schools, but in the manner in which they have been conducted.

But the time has come when this question needs no argument. The proposition is almost self-evident to any one who will reflect for a moment. The great interests of the profession in the State of Ohio, as in other States, have demanded NORMAL SCHOOLS. An enlightened public sentiment has decided this question; and the teachers, in their zeal and enterprise, have said, "*We shall have Normal Schools.*"

The next session (of 12 weeks) of the McNeely Normal School of Ohio will commence April 13th, and close June 26th, 1857.

The price of tuition, as fixed by the Board of Trustees at their annual meeting, is \$26 per annum, both in the Normal and Academic Departments.

The 20th Annual Report of Board of Education, for Massachusetts has been issued. The number of children in Massachusetts between 5 and 15 years of age is 222,613; mean average attendance, 157,000; ratio of attendance to the whole number, 70 per cent.

INTEMPERANCE, PROFANITY, TOBACCO.

At a meeting of the Ohio State Teachers' Association, held at Columbus, Dec. 27th, 1856, a Committee, consisting of the Hon. Horace Mann, H. H. Barney, Esq., Prof. Marsh, Prof. Young and G. E. Howe, Esq., was appointed to recommend some action respecting the use of intoxicating liquors, profane swearing and tobacco, in the Schools and Colleges of the State.

The Committee afterwards submitted the following

REPORT AND RESOLUTIONS:

Within the crowded hours of the Association, it is impossible for your Committee to make an extended Report. Nor is it necessary for them to do so. On the first point, particularly,—that of using intoxicating liquors,—what occasion have they to dwell? It is not any far-off calamity,—removed to the other side of the globe or hidden in the recesses of antiquity,—escaping assault and over-tasking description; but it is among us and of us, a present, embodied, demonic reality, smiting as no pestilence ever smote and torturing as fire cannot torture, destroying alike both body and soul. It invades all ranks and conditions of men, and its retinue consists of every form of human misery. In all the land, there is scarcely a family, there is not one social circle, from which it has not snatched a victim; alas, from many, how many! No other vice marshals and heralds such hosts to perdition. It besieges and makes captive the representatives of the people in legislative halls, and there gets its plans organized into law, where, first and chiefest, they should be annihilated; it usurps the bench, and there, under the guise of the sacred ermine, it suborns the judiciary to deny the eternal maxims and verities of jurisprudence and ethics, and to hold those prohibitions to be unconstitutional and invasive of natural rights, which only conflict with their own artificial constitution and acquired daily habits; and it ascends the sacred altar, and when the ambassador of God should speak like one of the prophets of old or like an inspired apostle, against drunkenness and drunkards, it lays the finger of one hand upon his lips, with the other it points to some wealthy, somnolent inebriate below, and the ambassador forgets his embassy and is silent. No other vice known upon earth has such potency to turn heavenly blessings into hellish ruins. It is no extravagance to say that the sum-total of prudence, of wisdom, of comfort, of exemplary conduct and of virtue, would have been, to day, seven fold what they are, throughout the world, but for the existence of intoxicating beverages among men; and that the sum-total of poverty, of wretchedness, of crime and of sorrow, would not be one tenth part, to-day, what they now are, but for the same prolific, ever flowing, overflowing fountain of evil. Youth, health, strength, beauty, talent, genius and all the susceptibilities of virtue in the human heart, alike perish before it. Its history is a vast record, which, like the roll seen in the vision of the prophet, is written within and without, full of lamentation and mourning and woe.

No one can deny that Intemperance carries ruin every where. It reduces the fertile farm to barrenness. It suspends industry in the shop of the mechanic. It banishes skill from the cunning hand of the artisan and artist. It dashes to pieces the locomotive of the engineer. It sinks the ship of the mariner. It spreads sudden night over the solar splendors of genius, at its full-orbed, meridian glory. But nowhere is it so ruinous, so direful, so eliminating and expulsive of all good, so expletive and redundant of all evil, as in the school and the college, as upon the person and character of the student himself. Creator of

Evil, Destroyer of Good! Among youth, it invests its votaries with the fulness of both prerogatives, and sends them out on the career of life, to suffer where they should have rejoiced; to curse where they should have blessed.

Nor do the Committee feel called upon to make any extended remarks upon the vice of using profane language. It is an offence emphatically without temptation and without reward. It helps not to feed a man, nor to clothe him, nor to shelter him. It is not wit, it is not music, it is not eloquence, it is not poetry; but of each of these, it is the opposite. Let a man swear ever so laboriously all his life; will it add a feather to the softness of his dying bed; will it give one solace to the recollections of his dying hour? No! but even the most reckless man will acknowledge, that it will add bitterness and anguish unspeakable. Were profanity as poisonous to the tongue as it is to the soul, did it blacken and deform the lips as it does the character, what a ghastly spectacle would a profane man exhibit! Yet to the eye of purity and innocence, to the moral vision of every sensible and right-minded man, lips, tongue and heart of every profane swearer do look ghastly and deformed as disease and impiety can make them. How must they look to the Infinite Purity of God!

What an ungrateful, unmanly and ignoble requital do we make to God, who gave us these marvellous powers of speech wherewith to honor and adore, when we pervert the self-same powers to dishonor and blaspheme the name of the Giver! Perhaps the most beautiful and effective compliment any where to be found in the whole circle of ancient or modern literature, is that which was paid by Cicero to the poet Archias, in the exordium of the celebrated defence which he made on the trial of that client. In brief paraphrase, as cited from recollection, it was something like this: If, says he, there is in me any talent; if I have any faculty or power of eloquence; if I have made aught of proficiency in those liberal and scholarly studies which at all times of my life have been so grateful to me, this Archias, my client, has a right to the command of them all; for he it was who taught them to me; he first inspired me with the ambition of being an advocate, and he imbued me with whatever gifts of oratory I may possess. It is his right, then, to command the tribute of my services.

If the great Cicero, standing in the presence of all the dignitaries of Rome, felt bound to acknowledge his obligations to the man who had instructed his youth and helped to adorn the riper periods of his life, only in a single department, how much more imperative the obligation upon every ingenuous and noble soul to praise and honor that Great Being who has endowed us with all we possess, and made possible whatever we can rightfully hope for.

There are certain situations where none but the lowest and most scandalous of men ever suffer themselves to swear. Amongst all people claiming any semblance to decent behavior, the presence of ladies or the presence of clergymen bans profanity. How distorted and abnormal is that state of mind, in which the presence of man can suppress a criminal oath, but not the omnipresence of God! A Christian should be afraid to swear; a gentleman should be ashamed to. Every pupil, as he approaches the captivating confines of manhood, should propose to himself as a distinct object to be a gentleman, as much as to be a learned man; otherwise he is unworthy the sacred prerogatives of learning.

Your Committee have but brief space and time for the consideration of the remaining topic.

Among the reasons against the use of tobacco, they submit the following:

1. Tobacco is highly injurious to health, being pronounced by all physiologists and toxicologists to be among the most active and virulent of vegetable poisons. That consumers of tobacco sometimes live many years does not disprove the

strength of its poison, but only proves the strength of the constitution that resists it; and that strength, instead of being wasted in resisting the poison, might be expended in making the life of its possessor longer and more useful.

2. It is very expensive. The average cost of supplying a tobacco user for life would be sufficient to purchase a good farm, or to build a beautiful and commodious house, or to buy a fine library of books. Which course of life best comports with the dignity of a rational being; to puff and spit this value away, or to change it into garden and cultivated fields; into a nice dwelling, or into the embalmed and glorified forms of genius? What a difference it would make to the United States and to the world, if the Four Hundred Thousand acres, now planted with tobacco within their limits, were planted to corn or wheat.

3. Tobacco users bequeath weakened brains, irritable nerves and other forms of physical degeneracy to their children. The factitious pleasures of the parent inflict real pains upon his offspring. The indulgences of the one must be atoned for by the sufferings of the other; the innocent expiating the offences of the guilty. Nor, in regard to these personal and hereditary injuries to the mind, would the Committee stand merely upon the principle laid down by the Physician, who, when asked if tobacco injured the brain, replied promptly in the negative; for, said he, people who have brains never touch it.

4. Tobacco users are always filthy, and we read of an infinitely desirable kingdom into which no unclean thing can ever enter.

5. Tobacco users are always unjust towards others. They pollute the atmosphere which other men desire to breathe and have a right to breathe in its purity. A smoker or chewer may have a right to a limited circle of the atmosphere around his own person, but he has no right to stench the air for a rod around him and half a mile behind him. He has no right to attempt a geographical reproduction of river and lake by the artificial pools and streams he makes in a steamboat and car.

6. A tobacco user is the common enemy of decency and good taste. His mouth and teeth which should be the cleanest, he makes the foulest part of him. When one sees a plug of nasty, coarse, liver-colored tobacco, he pities the mouth it is destined to enter; but when one sees the mouth he pities the tobacco.

7. The old monks used to prove the pollutions of tobacco from Scripture; for, said they, it is that which cometh out of the mouth that defileth a man.

8. It has been argued that the adaptation of means to ends which characterises all the works of creation, intimates that snuff should never be taken; for had such been the design of nature, the nose would have been turned the other end up.

9. It may be fairly claimed that if nature had ever designed that man should chew or smoke or snuff, she would have provided some place where the disgusting process could be performed systematically, and with appropriate accompaniments; but no such place or accompaniments have ever yet been discovered. Tobacco is unfit for the parlor; for that is the resort of ladies, and should therefore be free from inspissated saliva and putrid odors. It is not befitting the dining-room, where its effluvia may be absorbed or its excretions be mingled with viand and beverage. Still less does it befit the kitchen, where those culinary processes are performed which give savor and flavor to all the preparations that grace the generous board. It should not be carried into the stable, for that is the residence of neat cattle. And the occupants of the sty itself would indignantly quit their premises, should one more lost to decency than themselves, come to befume or bespatter or besnuff them. There is no spot or place among

animals or men which the common uses of tobacco would not sink to a lower defecation.

10. Swiftly tending to destruction as is the use of intoxicating beverages; vulgar, ungentlemanly and sinful as are all the varieties of profanity; unjust and unclean as are the effusions and exhalations of tobacco, yet their separate and distinctive evils are aggravated ten fold when combined and coöperating. How abhorrent to the senses and the heart of a pure and upright man, is the wretch who abandons himself to them all. Physiology teaches us that as soon as alcohol is taken into the stomach, nature plies all her enginery to expel the invader of her peace. She does not wait to digest it and pass it away, as is done with the other contents of the stomach; but she opens all her doors and summons all her forces to banish it from the realm. She expels it through the lungs, through the mouth and nose, through the eyes even, and through the seven million pores of the skin. So let tobacco be taken into the mouth or drawn up, water-spout fashion, into the nose, and firemen never worked more vehemently at a fire, nor soldiers fought more desperately in a battle, than every muscle and membrane, every gland and emunctory, now struggles to wash away the impurity. Every organ, maxillary, lingual, labial, nasal, even the lachrymal, pour out their detergent fluids to sweep the nuisance away. Not a fibre or cellule, not a pore or sluiceway, but battles as for life to extrude the foul and fetid intruder. Hence expectoration, salivation, the anile tears of the drunkard and the idiot drool of the tobacco user,—all attest the desperation of the efforts which nature is making to defecate herself of the impurity. When people first begin to drink or chew or smoke, outraged nature, as we all know, often goes into spasms and convulsions through the vehemence of her conflict for escape. Finally, she succumbs, and all that constitutes the life of a man dies before death.

The Apostle enjoins his disciples to keep their bodies pure *as a Temple of the Holy Ghost*. But in such a body, what spot is there, what space so large as a mathematical point, which the Holy Ghost, descending from the purity and sanctity of heaven, could abide in for a moment! Surely, when a man reaches the natural consummation to which these habits legitimately tend, when his whole commerce with the world consists in his pouring alcohol in and pouring the impieties of profanity and the vilenesses of tobacco out,—gurgitation and regurgitation, the systole and diastole of his being,—he presents a spectacle not to be paralleled in the Brute's kingdom or in the Devil's kingdom; on the earth or "elsewhere."

Your committee submit the following Resolutions:

Resolved, That school examiners ought never, under any circumstances, to give a certificate of qualification to teach school to any person who habitually uses any kind of intoxicating liquors; and that school officers, when other things are equal, should systematically give the preference to the total abstinent candidate.

Resolved, That all school teachers should use their utmost influence to suppress the kindred ungentlemanly and foul-mouthed vices of uttering profane language and using tobacco.

On behalf of the Committee,

HORACE MANN.

COMMUNICATIONS.

SIMPLIFYING.

This is one of the principal features of the popular system of instruction at the present day. That it is an improvement upon the course pursued by our ancestors, few can doubt. The advantages of the system are too obvious to admit of any cavil or need any defense; but there are some evils attendant upon carrying it too far, which we may notice. In the first place, our schools are flooded with primary works on all sciences, including not only Arithmetic and Grammar, but Algebra, Geometry, Mental Philosophy and other abstract and difficult studies.

These books are intended for even very small children, and either urged by ambitious parents or injudicious teachers, they are set to studying these higher branches as soon as they can read with any degree of fluency, and even before. The consequence is, that they spend a great deal in acquiring a comparatively small amount of knowledge. For the primary work is at best but an abridgment of the work in its proper form, and in taking up the latter the pupil goes over all the ground that he did in the former, and, in addition, that which was left out. He also loses much of the pleasure and interest he might have had in the study if the ideas had been presented to him fresh, in their proper connection, at an age when he was capable of understanding them. There are studies adapted to the infantile mind enough to keep it busy until the physical as well as mental powers are sufficiently developed to enable the young learner to take hold of more abstruse studies with pleasure as well as profit. If the mind of the young child is loaded with technical terms and indefinite ideas belonging to hard study and a more mature age, and his time taken up attending to them, it is unavoidably attended with deficiency in those simpler acquirements which are the foundation of all good education. For instance, many pupils are pushed into higher Arithmetic and Algebra who cannot give an intelligent account of the method of notation and numeration, or even repeat the multiplication table. Or, they are led to study Astronomy and Natural Philosophy, without a sufficient knowledge of Orthography and Etymology to enable them to understand the language in which such works must be written if they contain any proper ideas upon the subjects they profess to teach—no matter how much they are simplified.

Not so were our first parents taught by the first and wisest of teachers. There was no attempt made to adapt to their newly awakened understanding the scientific mechanism of the glorious natural system of which their world formed a part—to lead them back to the chemical or philosophical causes of all that they saw around them or to make them understand the geological structure of the earth on which they stood. Content to know that their Creator was the great *First Cause*, they learned or were permitted to give names to the objects around them, learned their uses, and thus went on step by step in the knowledge, not only of this lower world, but of the plan of salvation; which, though designed from eternity by the Master-Builder of the universe, was only unfolded to man as his strengthening capacities would admit, without being weakened, diluted or *simplified*. First the blade, then the ear, then the full corn in the ear, is the law of nature. In the second place, if the child is properly trained in the first years of his school life, he needs, in order to the further development of his mental powers, to be made to *work*. It is evident that if he is led along with

every step made plain and smooth before him, rules all explained and half the solution of every difficult problem given, he may, indeed, find a *graded path* up the hill of science—a smooth and easy way—but when he arrives at the top he will not only find himself deficient in the strength of mind—the capability for originality of thought and self exertion, which the more rugged way would have given him; but he will have lost much of the magnificence and beauty of science—those rare flowers of knowledge, which are only given to those who are willing to climb.

Let *mental discipline* more than the mere attainment of science become the object of our writers, if they wish to make their pupils such men as Fulton, Morse and Webster, and they will only simplify enough to remove unnecessary evils from the path and stimulate the pupil to greater exertion. There is no pleasure like that of original, earnest thought, and he who deprives his pupil of this by carrying him, as it were, through his studies, stunts his powers and does him wrong. Again, these persevering road makers, in many instances, turn aside from difficulties that cannot be simplified, and make a winding path around them, and sometimes completely off the track. In other words, in their endeavor to *simplify* the matter, and at the same time preserve correct and philosophical language and ideas, they so mystify the pupil as to leave him neither room nor strength for thought or understanding. Indeed, I doubt whether it is possible to extend this graded and paved way over the whole ground to the portals of the temple of Truth, and those who attempt it may wind around the hill and never reach the top. This system of education is calculated to send forth men of undisciplined mental powers into all the departments of life: and in none is the evil more serious than in the very large class employed as teachers. Persons seek and obtain employment in our schools who are guided in their instructions implicitly by the text-books they use. Such, of course, prefer the works that will give them the least trouble to explain, and if referred to for assistance they can easily read out of the book; but if a question is asked a little out of the beaten track they are lost. They find the work of instruction a heavy and difficult task; and the work of studying to lead their pupils into new fields of thought is one for which they are unfitted by education and habit. Consequently, although many of them talk loudly about *progress*, they show but little inclination, even when they are placed in select academies, to progress with their pupils through a regular and efficient course of study. They had much rather change their pupils every term, and go over the same ground; trusting to the accommodating authors of their text-books for those instructions which they are unable to give and too indolent to acquire for themselves.

SODUS, N. Y., Jan., 1857.

LOUISA A. BLAKELY.

GRADED SCHOOLS have just been established at Fort Wayne. Geo. A. Irvin, an experienced Teacher, has been appointed Superintendent. Miss Lakin, recently of the High School at Richmond, and Miss Lora Mills, of Mooresville, Morgan county, are among the Teachers employed there. A fine union school-house has been constructed with accommodations for three or four hundred pupils. The school commences under favorable auspices, and there is every prospect of its permanence and success.

Mr. S. Boyce, a gentleman who studied at the Universities of Berlin, Prague, and Vienna, will be connected with the School at Greenmount after the first of April next.

M. C. Stevens, of Greenmount, has accepted a situation in the Friends' School, Richmond, Ind. Salary \$900.—*Indiana School Journal*.

EDITORIAL DEPARTMENT.

SCHOOL FUNDS.

The following abstract of the various statutes of the General Assembly of 1856, in aid of the school fund, and to which the attention of county officers, gistrates, etc., is specially invited, is taken from the Cincinnati Common School report for 1856.

Money received into the County Treasury from Licenses, Fines and other sources, for the use and benefit of the Common Schools of the City and County, and to be distributed by the County Auditor, in accordance with the Acts of the Legislature, as found in Swan's Statutes, 1854.

- Swan's Statutes*, (page 37.) "An Act to create a permanent Agricultural Fund."
 " (page 879.) "An Act to regulate Public Shows."
 " (page 880.) "An Act to amend an Act to regulate Public Shows."
 By these acts no person is allowed to exhibit any natural or artificial curiosity, horsemanship in a circus, or any public show, without first obtaining from the County Auditor a permit, for which not less than \$20 shall be charged, one-half to the School Fund of the County, and one-half to the Agricultural Fund.
- " (page 107.) "An Act to restrain Banks from taking Usury."
 Any banking institution charging or receiving illegal interest, is liable in an action for debt, for the whole amount of the demand on which such interest is charged.
- " (page 290.) "An Act for the more effectual protection of Enclosures." Any person wantonly throwing down any fence, gate or bars, liable to a fine of \$100.
- " (page 296.) "An Act for the prevention of certain crimes therein named." Administering medicine to produce abortion, and taking life, giving medicine when intoxicated, also avowing it to be a secret, so as to endanger life.
- " (page 437.) "An Act more effectually to prevent gambling." Persons keeping or renting any rooms for gambling, liable to a penalty of from \$50 to \$100. Keeping gaming devices, or gambling for a livelihood, fine \$500.
- " (page 469.) "An Act for the inspection of certain articles therein enumerated." Importing fish without inspection—charges and legal fees—to burn offals, penalty from \$5 to \$50.
- " (page 475.) "An Act to provide for the inspection of salt." Selling or shipping salt before inspection, penalty one dollar on each barrel or cask; to be recovered before a Justice of the Peace.
- " (page 477.) "An Act to define the duty of manufacturers of salt." Draining and packing, kind of barrels, and marks.
- " (page 598.) "An Act to amend an Act, entitled an Act granting

licenses to pedlers, and repealing former laws." Clerks of Common Pleas to grant licenses, at stipulated rates, and amount to be paid to County Treasurer.

Fines collected by Justices of the Peace.

- Swan's Statutes*, (page 197.) "An Act to provide for the creation and regulation of incorporated companies in the State of Ohio." This requires all passenger trains on Railroads to stop at all stations a certain time, under a penalty of from \$20 to \$100.
- " (page 302.) "An Act for the prevention of certain immoral practices. Sabbath breaking, selling liquor on Sunday, disturbing religious meetings, profane swearing, exciting disturbance at public meetings, and of citizens, playing billiards, running horses, shooting in a town, etc., permitting ten-pin alley, exhibiting puppet show, wire dancing, juggling, defaming advertisements, bull or bear baiting, cock-fighting, etc. All fines recovered, to be paid to Township Treasurer for Schools, within twenty days.
- " (page 301) "An Act to amend an Act entitled an Act for the punishment of certain offenses therein named." Selling liquor to Indians, harboring intoxicated Indians; penalty from \$5 to \$100, to be paid to Township Treasurer.
- " (page 305) "An Act to prevent the introduction and spreading of the Canada thistle." Suffering thistle to grow, vending seed, etc.
- " (page 305.) "An Act to prevent the firing of cannon upon the public streets or highways."
- " (page 306.) "An Act to amend the Act entitled an Act for the prevention of certain immoral practices." Selling liquor within two miles of religious meetings.
- " (page 429.) "An Act to regulate inclosures, and to provide against trespassing animals."
- " (page 436.) "An Act to protect the fur trade."
- " (page 495.) "An Act to regulate the election, contest of election, and the resignation of Justices of the Peace." Any officer neglecting or refusing to perform any duty required by this act is liable to a fine of from \$5 to \$50.
- " (page 598.) "An Act regulating the hours of manual labor." Labor not to exceed ten hours per day, etc.
- " (page 598.) "An Act to amend an Act entitled an Act granting licenses to pedlers, and repealing former laws. Penalty for peddling without license, and for refusing to show license, \$50.

All fines collected by Justices of the Peace to be paid into the Township Treasury, for the use of the Common Schools, and the receipt for the same to be filed with the County Auditor, at the same time their annual report is submitted, of fines that have been assessed by them.—See page 542 *Swan's Statutes*.

THE STATE SCHOOL TAX.

There is a reasonable sum to be levied on the property of the State, and there is an unreasonable sum. Education is a matter of the greatest public moment, but it would not be desirable, it is not just, unduly to tax any person. There are persons in the State who complain most unreasonably at any tax on the grand duplicate for school purposes. Some are fretful and churlish, and are satisfied with complaining; they pay the tax unwillingly, and say so; but other some—men perhaps with no children in the schools, and possessed of large tracts of landed property or numerous city lots and dwellings, are untiring in direct opposition to the fundamental principle on which the Ohio system of Common Schools is based, the modern educational doctrine, "that the property of the State ought to educate the youth of the State." A few such enterprising citizens in that direction, are constantly active, by petition or otherwise, to undo what has been done, unloose what has united Ohio in a bond of union for educational purposes—they are aiming blows at weak points of the law as points to make an entrance by which wider breaches may be made in this wall of our popular defense.

Now, if, as a business expenditure, our school money is not economically applied, if untrustworthy agents squander or foolishly invest these sacred funds, the usual condemnation, or a greater punishment, should be visited upon them. But the people of Ohio are in earnest to provide competent schoolhouses and the best of Teachers to educate, as near as may be, all the children within its borders.

This must, approximately, be done. To come short of educating as near as may be properly, is to entail on the tax payer a heavier burden in the way of expenditures for the ten thousand items of courts, fees, jails, penitentiaries, hospitals, etc., the expenditures of which are reduced in no surer or more speedy way than by the spread of education. Education of the intellect does not alone prevent crime, but an educated person is better fitted to be operated on by moral or religious influence than an ignorant person.

As a matter of economy, on the score of expense, tax payers would be minus less of money *directly* at the tax treasurer's office, if education was universal; but *indirectly* their possessions become of more value: property is enhanced where labor is educated, and the possessor is more secure of his property, when virtuous principles operate upon all classes of the society where the land holder has his title deeds recorded.

But before the tax payer becomes a public grumbler, it should be a source of reflection with him, rather as a soothing balm to his over-charged bosom and apparently over-charged pocket, whether *he* really pays the tax.

He stands on record at the auditor's office as the *one* person paying these taxes, but, if he has his property well invested, the tenants of his land, working on his farm, and the mechanic at his shop, tenant of the dwelling owned by him, *really* pay the tax.

It is evident that it is not wealth to *own* land, except so far as it can be cultivated. The site of Cincinnati was obtained for a sum not exceeding fifty cents an acre, but John Cleves Symmes, the original proprietor of all the lands between the two Miamis, could only become rich from the partial possession of his acres. Its untold riches have been created by the combined exertions of the

farmer, mechanic, manufacturer, merchant, school master, preachers and their associate laborers in the duties of making more apt and useful the energies of man.

Longworth of Cincinnati, having large tracts of land in Mill Creek bottom lying unimproved, soon finds that the "hive" of Cincinnati is becoming too small for the industrious bees, and that a portion must swarm, submits willingly to take as his share, both wax left and honey taken, as alternate lot after lot, in wonderful increase of value, is deeded to the industrious, enterprising mechanic, who is induced to remain in the corporation with a large family of children, eating quite as much as the tenant of the square between Third and Fifth Sts., east of Pike St., because of the very superior schools that have been kept up in the city by liberal taxation. Thousands of trained, practiced mechanics have stuck to the high-priced premises of the Queen City, economized to pay heavy prices for marketing, we know, to continue at the noble Common, Intermediate and High Schools of Cincinnati their cherished children, the pride of their eyes and the God-gifted inheritors of their talents.

We have named Mr. Longworth—he is a rich man, not so much merely in his rent rolls and millions of money, but in his rare endowment of mind, which fits him to do, *in his way*, more for the improvement of the age than thousands of wealthy men. He is not cited as one of the grumblers. He pays more taxes for schools than any man in the State, but he don't see the school tax at the narrow focus many other rich men see it. He has the practical sagacity to see, if it is money to him to improve a grape vine or a strawberry plant, it pays him well to have school houses and Teachers—houses that are good and Teachers that are the best.

The infatuating fear of over taxes for well managed schools is unaccountable, only on the ground of a confident reliance of having the best that can be secured, or on the acknowledgment that we have lost faith in the sentiment, that the dollar spent for a true education, saves five in preventing the mischiefs of ignorance and consequent crime. Grumble not at necessary expenditures of the tax paid for schools.

DISCIPLINE—REWARDS AND PUNISHMENTS.

Dr. Drake, the eminent medical educator of Cincinnati, who had a great heart and hope in the welfare of children, reduced his views on discipline to a few heads, having reference to Rewards and Punishments.

First — Children, like grown persons, act from motives; and when they transgress they have an object in view, which at the moment is dear to them. They should then be carefully instructed in their duties, and have the reason for the laws by which you govern them, as fully explained as possible.

Second — As there is among them a great variety in bodily and mental temperament, the character of each should be studied, and the appropriate means of rewarding and punishing, selected accordingly.

Third — Children as well as adults, have their period of undefinable indisposition, and consequent irritability of the nervous system and feelings, when of course they are froward, feverish and disobedient. Those who govern them should look into this matter; and in meting out their punishments, have respect

to its influence, or, while the disease, not known perhaps by the child, shall continue, omit them altogether.

Fourth — The excitation of fear is a legitimate means of correction, for all correction operates indeed by exciting it, but children should not be frightened by threatenings of goblins or supernatural appearances, for an association of ideas may make them superstitious and timid throughout life.

Fifth — Both rewards and punishments should be proportioned to offenses. Those which are promised and deferred should never be forgotten, and those which are inflicted as soon as the offense is committed, should not be greater than if the parent or Teacher had no excitement of feeling.

It is best to punish and reward on the spot, that both may become associated with the occasion in the memory of the child; but he who can not apportion them in the right degree while his passions are up, should wait for them to become tranquil.

His manifestation of anger is not objectionable, for children have the laws which are to govern them so much identified with the will of the governor, as to think it a matter of course that he should feel indignant or angry; and if punished, when he is in that state of feeling, they are less likely to be resentful or regard him as cruel, than if it be done in cooler moments.

Sixth — It has been said of rewards and punishments, that they do not change or purify our motives, but leave the desire to do wrong uncorrected, while they deter us from the act. The Bible says, however, "*Train up a child in the way he should go, and when he is old he will not depart from it;*" if we habitually make our actions right, our motives will gradually improve.

It is, then, of great importance to compel children into regular conduct; for if their bad desires are not gratified, they are starved out and at length cease to grow, while the good motives from being exercised on their proper objects are established in power; in which respect the mind and body are under the same laws of habit.

PIONEER SCHOOLS IN WASHINGTON CO., OHIO.

No people ever paid more attention to the education of their children, than the descendants of the Puritans. Dr. Hildreth of Marietta, who has done so much to put on record the valuable history of the first settlement of Ohio, at the mouth of the Muskingum river and vicinity, gives it as his opinion that the first female who kept a school within the present limits of Ohio, was BATHSHEBA ROUSE, daughter of John Rouse of New Bedford, Mass., who taught the young children, of perhaps the most prominent and influential families ever collected in one settlement, in the summer of 1789 at Belpre, and in 1791 and 2 in Farmers' Castle, the noted spot on the Ohio River, below Marietta and near Blannerhasset's Island, afterwards rendered so famous. During the winter months, a male Teacher was employed, for the large boys and young women. Daniel Mayo was the first Teacher in Farmers' Castle. He came from Boston: a young man in the family of Col. Ebenezer Battelle, in the fall of 1788, and was a graduate of Cambridge University.

The school was kept in a large room of the block-house. Mr. Mayo was a Teacher for several winters, and during the summer worked at clearing and

cultivating his land. He married a daughter of Col. Israel Putnam, and after the war settled in Newport, Kentucky, where his descendants now live.

He was Postmaster at Cincinnati at an early day, when that now great city was a village. The Post Office was kept in a log house on East Front St., on the bank at the foot of Lawrence St.

Jonathan Baldwin, an educated man from New England, who afterwards settled at Waterford, taught school in block-house No. 3, part of the time of the confinement of the settlers in Farmer's Castle, in 1791-2.

These schools had no public funds as at this day to aid them, but were supported from the hard earnings of the honest pioneer.

In the winter of 1789, at Marietta, Major Anselm Tupper kept school in "Campus Martius," in the north-west block-house, where also taught Dr. Jabez True and Benjamin Slocum, a well educated man of Quaker parentage.

Here also taught a Mr. Baldwin, while a Mr. Curtis, when fear of Indians had subsided, taught the rudiments to his class in a cooper shop. The 7th of April 1788, when the first settlement was made at Marietta, will be celebrated for generations in the State of Ohio, as an anniversary of the first settlement of this Buckeye State. The Cincinnati Pioneer Association, composed of those resident in Hamilton Co. and State of Ohio, previous to the 4th of July, 1812, design celebrating this day, (1857,) by public ceremonies. Hon. E. D. Manfield delivers an address, and the old-time-citizens, male and female, unite in a festival.

TARDINESS AND ABSENTEEISM.

The Superintendent of the Cincinnati Common Schools, communicates to the School Board of that city, the following statistics of the schools for the month ending, January 2, 1857.

The number belonging at that date	10,412
Average number belonging during the month.....	10,593
Average daily attendance.....	8,542
Average daily absence.....	2,053

The Board thereupon referred this important subject of absenteeism to a special committee, of which the President, Mr. King, was constituted chairman, who reported the following stringent rules :

"At the close of the school, morning and afternoon, every day, it shall be the duty of each Teacher to notify the parent or guardian of every pupil, *without exception*, who was absent or tardy in attendance. The first and second notice may be by the printed form, to be supplied by the Superintendent, and may be sent by a pupil, but the third shall be served by the Teacher personally. Each notice shall be noted opposite the pupil's name in the register by the letter **N**, in the proper column of the day.

"Upon the return of a pupil after any absence, the parent or guardian shall give in person or in writing, an excuse, stating the cause. If it shall have been the sickness of the pupil or necessary attendance upon a sick member of the family or death in the family of the pupil, in either of such cases, the absence shall be excused, and so noted by the letter **E**, after the sign of notification, made as above.

"In every case of absence of a pupil for more than three half days in any four consecutive weeks, for any other cause than those above permitted, the absentee shall, *without exception or favor*, be suspended from the school, and the facts immediately reported to the Trustees of the District or their chairman, and shall not be readmitted until the beginning of the next quarter, unless by the written order of a majority of such Trustees filed with the Principal of the school."

The committee regret that under existing laws nothing more thorough or efficient can be offered as a remedy of evils which demanded all the energy and skill of the Board to provide against them.

The recommendation has not yet been acted upon by the Board.

EDUCATIONAL MATTERS IN CANADA.

We have had an opportunity to glance at the voluminous Report made by Dr. Ryerson, May, 1857, Secretary of the Department of Public Instruction for Upper Canada—a document of 350 pages, containing a mine of wealth in relation to all the ramifications of the educational system of that Province—its Normal, Model, Grammar and Common Schools.

As an evidence of the increased interest in education in that Province, it may be stated that one hundred thousand dollars was expended for salaries of Teachers in 1855 more than in the preceding year.

This little fact is noteworthy—The desks and chairs which have been in constant use during four years, by children from 5 to 16 years of age, are without blot or marks, showing the practicability under a government, strict, mild and parental, to inculcate upon children order, neatness and care as to the objects of their daily use.

An eminent school superintendent of Ohio, at our elbow, bears witness from personal inspection to this creditable report of Young Canada. Young America of the West, profit by the example!

School Teachers grow old in the service in Canada, but when they do, and become helpless or infirm, they do not turn them out to die without some protection, but give them a pension, devote to their support a portion of a superannuated Teachers Fund. Whether that feature would be congenial to our soil, we can not say. We find some interesting items in the abstract of the personal history of the superannuated.

The Library fund afforded by legislative grant to a School District in Canada, is equal to that amount of not less than \$5, raised from local sources by that district. An application must be made under the seal of the municipal authorities, with a pledge that this will not be diverted from public use. This encouragement has no limit.

— We have received a catalogue of the New Lexington Public Schools for '56-7,—James Cherry Supt. and Principal of High School. There are 201 pupils reported in the various schools, but no memorandum published by which strangers may know whether New Lexington is in Perry Co., Ohio, or in Texas.

APRIL—SPRING—EASTER.

The fourth month of the year has arrived. In this month, as has been said, the business of creation seems resumed. The vital spark rekindles in dormant existences; and all things "live, and move, and have their being."

The earth puts on her livery to await the call of her Lord; the air breathes gently on his cheek, and conducts to his ear the warblings of the birds, and the odors of new-born herbs and flowers; the great eye of the world "sees and shines" with bright and gladdening glances; the water teems with life, man himself feels the revivifying and all-pervading influence; and his

—— spirit holds communion sweet
With the brighter spirits of the sky.

Teachers and your pupils, the Editor gives you a Spring-time greeting!

The vigorous-winged swallow, the messenger of spring, twitters again on school-house roof and cottage eaves.

How appropriate that the instructors of youth should, at this season of the year, hold a special interview with their pupils on the loveliness of natural scenery—at this jubilee of life, love and liberty, the lovely spring season, to indulge, with their promising charges, in the sweet thoughts and solacing interchanges of kindly feeling begotten by the soothing sights and sounds of this vernal period. "Nothing tends so powerfully to extinguish all bad passions and plants more of that herb called hearts-ease in our bosom, than the contemplation of the still majesty of nature." Let us make the occurrence of spring the occasion of a practical lesson on the subjects matter of the season.

Spring commenced on the 20th of March, when the sun entered Aries, the first of the spring signs of the Zodiac, and will continue 92 days, 20 hours, and 41 seconds, while the sun is passing, north of Equator, through the signs of Aries, Taurus, and Gemini, the summer season commencing June 21st, 7h., 18m., when the sun enters the sign Cancer.

Spring, as the commencement of the natural year, must have been hailed by all nations with satisfaction; and was, undoubtedly, commemorated, in most, by public rejoicings and popular sports. In spring the ancient Romans celebrated the *Ludi Florales*. The Greeks had their peculiar ceremonies. The Hebrews at the occurrence of the vernal equinox sacrificed a lamb, to commemorate their deliverance from Egypt. "Aries," or the ram, was the ensign of God. The Zodiacal sign of that name may be thus derived, or from the golden fleece of the Greeks.

Resulting from the ancient practice of celebrating with festival rites the period of the vernal equinox, is that relic of its pristine pleasantries, the general practice of making April-Fools on the first day of the month of April. The movable festivals of the church for this month are deserving of notice by Teachers, as, in our opinion, each day should have its practical notice of what is peculiar to the time and the season; that kind of observance of home subjects is valuable, and can be now imparted with the most effect.

Easter-Day is always the first Sunday after the full moon which happens upon, or next after, the twenty-first day of March, and if the full moon happen upon a Sunday, Easter-Day is the Sunday after. The first full moon in 1857, next after the 21st of March, occurs on Thursday, the 9th of April—consequently, Sunday, April 12th, is Easter-Sunday.

Good-Friday, of the Passion week, is on the 10th. Maundy Thursday, also called Chare or Shere Thursday, is the day before Good Friday.

Palm Sunday is the Sunday before Easter, and is on the fifth of this month.

The festival of Easter was instituted in honor of the resurrection of our Saviour, which took place on the third day after his execution as a malefactor. Friday had been fixed upon as the day of commemorating his death, and as that took place on the day of full moon, the first full moon after the twenty-first of March, was fixed upon as the regulator of the festival.

The day before Easter is called "Holy Saturday." In Ireland great preparations are made, on the evening of this day, for the finishing of Lent. Children are specially interested in the custom of Easter-week of preparing colored or "pacc eggs."

The pleasure-taking season now commences, and the Easter holidays bring happiness to old and young.

The sublime story of the Resurrection, involving the welfare of man, should be told to youth in such an impressive way as to be profitable by the recurrence of the anniversary of Easter.

The Hebrews observe one week in this month, from the 9th to 16th, as the festival of the Passover, in commemoration of the escape of the Hebrews in Egypt, when God, smiting the first born of the Egyptians, *passed over* the houses of the Israelites, which were marked with the blood of the paschal lamb.

EVENTS OF THE MONTH OF MARCH.

Congress closed on the 3d. President Buchanan was inaugurated on the 4th. A new tariff bill has been adopted, to take effect on the 2d of July next, by the provisions of which the free list is enlarged so as to include books and apparatus imported for schools and public institutions. Congress has appropriated funds to a company to assist in extending telegraph wires across the Atlantic, the tariff of prices to be fixed by the Secretary of the U. S. Treasury, and the British Government.

The new Cabinet is thus constituted:

Secretary of State—LEWIS CASS, of Michigan.

Secretary of the Treasury—HOWELL COBB, of Georgia.

Secretary of War—JOHN B. FLOYD, of Virginia.

Secretary of the Navy—ISAAC TOUCEY, of Connecticut.

Secretary of the Interior—JACOB THOMPSON, of Mississippi.

Attorney General—JEREMIAH S. BLACK, of Pennsylvania.

Postmaster General—AARON V. BROWN, of Tennessee.

In the "Dred Scott" case, a majority of the Judges of the U. S. Supreme Court have decided that "Negroes, whether slave or free, are not, by the Constitution, citizens of the United States, and declaring that the Ordinance of 1787 and the Missouri Compromise are void as to those portions which give freedom and citizenship to negroes, and that the legal condition of a slave in the State of Missouri is not affected by his temporary sojourn in any other State, but on his return, his condition depends on the laws of the State of Missouri."

The Kansas Territorial Legislature has provided for the assembling of a Con-

vention to form a State Constitution, the election of delegates to take place on the third Monday in June; all citizens of the United States who arrived in the Territory previous to the 15th of March, (three months before the election) to vote for delegates. The Convention to assemble on the first Monday in September. The Free State men have determined to take no part, and will recommend the acceptance of the "Topeka Constitution." The emigration to the Territory has been very extensive during the months of February and March.

Robert J. Walker has been appointed Governor of this Territory, vice Gov. Geary, resigned.

— Lord Napier, the new British Minister, has been accredited to the United States Government, and has had a formal reception from President Buchanan.

— The subject of National Education has again been brought before the English Parliament.

— The British are at war with China, and fierce contests are going on at Canton and other seaports of the Celestial Empire.

— Samuel Medary, whose first appearance in Ohio was as a School Teacher, leaves the Buckeye State appointed Governor of Minnesota Territory.

TEACHERS' INSTITUTES.—The generous Law under which the Teachers of Ohio are authorized to combine their efforts in the cause of educational training and mutual improvement, and for which a limited appropriation is made, should not be rendered powerless or inefficient, by inaction or indifference. The Teacher must progress in his profession. His social need and craving is for the companionship and counsel of associates. The listless are excited, and those of little faith encouraged on observing the manner even of an enthusiast, and soon are warmed up to a lively appreciation of the pith and matter of his discourse, also of their own deficiency, and determine to know and do as true men should.

The ninety days annually required to be spent by the State Commissioner, at least ten days in each of the nine judicial districts of the State, superintending and encouraging Teachers' Institutes, furnishing them with laws, forms and instruction, 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, &c., is designed, we believe, to include the months of March, April and May.

May the almost apostolic zeal that inspired the lay efforts of the *Pioneer* agent in the field of Teachers' Institute enterprise, kindle the heart, and glow on the tongue of Rev. A. Smyth, the incumbent State Commissioner. Let the Teachers of the State be alive to this subject and embrace these opportunities to enrol their names on the subscription list as subscribers of the Journal.

Printed Prospectuses have been prepared, which we hope will be circulated by friends of the Journal on all occasions, and for convenience, they are enclosed in printed envelopes, addressed, "Ohio Journal of Education, Columbus."

The following note from the State Commissioner, will explain the general outline of the plan of his visitation throughout the State.

OFFICE OF OHIO STATE SCHOOL COMMISSIONER, }
Columbus, March 26, 1827. }

Section 50 of the School Law, requires that the State Commissioner of Schools spend ninety days, annually, in traveling, lecturing, etc., throughout the State. When the great amount of other labor which the law lays upon this officer, is considered, it is apparent that this requisition is severe and unreasonable. But

it is my intention to perform, to the letter, this demand. And for the purpose of informing any who may take an interest in the matter, I hereby give notice of my intention to spend most of the time from April 8th till July 20th in this service.

During that time I hope to visit the eastern and southern portions of the State, including the counties of Ashtabula, Lake, Geauga, Cuyahoga, Summit, Portage, Trumbull, Mahoning, Stark, Columbiana, Tuscarawas, Carroll, Jefferson, Harrison, Guernsey, Belmont, Monroe, Noble, Morgan, Washington, Athens, Meigs, Vinton, Jackson, Gallia, Lawrence, Scioto, Ross, Pike, Highland, Adams, Brown, Clermont, Warren, Hamilton, Butler, and as many others as my time will permit.

Some of these counties I may be obliged to pass by in my tour, and others, not here named, I doubtless shall visit. But when I depart from my established route, to attend Institutes, or for any like purpose, it will be in fulfillment of special arrangements. Economy of time and expense demands *system* in the performance of this work.

I shall, if possible, visit the county seats, as I wish to confer with the Auditors in regard to School interests. In some of the counties I shall spend but a single day, in others, two or three. To each point of visitation, I shall send word sufficiently early that due notice of lecture, etc., may be given.

A. SMYTH,

State School Commissioner.

REFORM SCHOOLS IN OHIO.—Our space will not permit us to publish one tithe of the interesting information proper to be communicated, in reference to the enterprise recently embarked in by the General Assembly of Ohio, which provides for a proper punishment and reformation of Juvenile offenders. It is worth a line of liveliest congratulation, that no more minors are to be confined in our *Penitentiary*. It will be a source of infinite blessing to these unfortunates and to humanity, that a christian-like and statesman-like mode of treating boys and girls convicted of crimes and misdemeanors punishable by the State, has been adopted in Ohio.

— Mr. Jos. Sullivant, President of the School Board, Columbus, was presented with a gold-headed cane by the Teachers of the schools, at a general meeting of the Teachers, on Friday, the 27th ult., the closing day of the winter term.

— See advertisement of Morton & Griswold, Publishers, Louisville, Kentucky, of something fresh and racy, a grand book for the boys. The Common School Speaker, by Noble Butler, A. M.

▲ series of Grammars by the same author, will be spoken of at large in an advertisement in next number.

— Observe the announcement of Messrs. J. B. Cobb & Co., which appears in our advertising columns.

The circulation of the Journal promises to be largely increased, and affords an excellent vehicle for publishers and others to communicate to the reading public.

The Governor of this State, Salmon P. Chase, and a State Senator, Stanley Matthews, have been invited, and are expected to deliver addresses to the Ohio State Teachers' Association, to be held in Steubenville in July next. Mr. Matthews delivers an address at Kenyon College, on the 1st July, during the commencement exercises.

SELF-DENIAL.—To teach children to practice self-denial, is, probably, the greatest duty of all moral and religious training. Self-denial consists in resisting and subduing every unlawful appetite. It does not consist in denying the appetite itself, but its unlawful activities and excesses. The best way to initiate children into acts of self-denial, is to exhibit an example of it in our own conduct.

A schoolmaster had about a dozen pupils, who lived with him, and who, with his wife and assistant, had their repast together. On one occasion, Mr. Wright (for this was the master's name) received a present of a pheasant. The cook, imagining that pheasants were not common things for school boys, thought she would bring it nicely cooked, just as the boys had finished their dinner, and were about to leave the table, so that the master, his wife, and assistant, might enjoy it alone. Accordingly, just as the boys were about to stand up and give thanks, in came the servant with the pheasant. Mr. W. asked why it had not been brought in before, as they had now finished their dinner; when the cook replied, that she thought the pheasant was for her master only, and not for the boys. "Oh," said he, "I never allow any thing to be brought to my table which I do not wish all to partake of, for this, indeed, would be setting an example of selfishness which is quite contrary to what I think is the system of moral training." He then requested the boys to be seated, and invited them also to partake of the pheasant. Being a skillful carver, he contrived to serve every one present but his wife and himself with the dainty, for when he had served them round, there was nothing left. Mr. and Mrs. W. were much pleased that the boys enjoyed themselves with the present they had received, and the boys were astonished when they observed that Mr. W. had served all except his wife and himself. The next day, one of the boys received a rich plum cake from his mother. Having presented some of it to Mr. and Mrs. W., he distributed it liberally amongst the boys, and gave also a piece to each of the servants. As there was only a small portion left for himself, one of his schoolfellows came to him and said: "You have acted very foolishly in not keeping the cake for your own enjoyment." "Why," said the generous boy, "did you not observe how Mr. W. served out all the pheasant yesterday, and kept none for himself? And do you think that I could be so selfish as to keep all this present for myself alone, and not share it with others? I can assure you that I feel very happy in thus imparting of my enjoyments to others, and my happiness is much greater than if I had followed your advice, and had kept it all for myself!" The selfish boy felt himself rebuked, and was ashamed of his conduct. After a short pause, he said—"You are quite right, and when I receive a plum cake from my mother I will go and do likewise."

— The 7th of April is the anniversary of the first settlement of Ohio, made in 1788, at Marietta, then in the North Western Territory.

The reflections of any patriotic Teacher will furnish materials for an impressive lecture or conversation with his or her pupils, on the growth and cause of prosperity of the Buckeye State. Let the occasion be profitably improved.

— We ask the attention of the newly elected Auditors and the members of the Township Boards of Education, who are invested with the care and custody of schools in this State, also the Township Clerks and County Boards of Examiners, to the propriety of encouraging the "Ohio Journal of Education," by a liberal support.

THE LIBRARY SECTION OF THE SCHOOL LAW.—No action has been taken by the General Assembly of Ohio on this subject, since that reported in the March number. If the management of the funds, or the working of the Machinery of the library feature have been illy directed, we are pleased to say, that the remedy for such defect is easy and sure. We, certainly, are not doubters that the *right* can be done, and that the *good* way can be chosen. Search about and find what's wrong, but don't break up the whole machinery! We look forward with glowing hope to the time when free libraries shall be opened near each school house, as the wells and springs of pure water now are, near these "people's colleges." Faint not, Legislators; fear not, people.

We specially urge that the library clause may be retained, on account of the families of the State. It appears that schools, on an average, are kept up only about six months of each year. 300,000 pupils, 17,000 Teachers would be supplied during the remainder of the year with useful instruction, if free Public Libraries were kept open throughout the year, without regard to the sessions of the schools.

CITY SCHOOL SUPERINTENDENTS.—For the purpose of ascertaining more perfectly, and of defining more accurately, the nature and extent of the public duties of City School Superintendents, and of embodying the experience of such school officers, a number of the practical Superintendents of Schools in the cities and incorporated towns of Ohio, during the session of the last State Teachers' Association, formed an association at Columbus, Dec. 31st, 1856.

A. J. Rickoff, Cincinnati, President; M. F. Cowdery, Sandusky, Vice President; A. Samson, Zanesville, Secretary; Wm. Mitchell, Norwalk, Treasurer.

By the Constitution, any person acting as Superintendent of any of the Public Schools of the State of Ohio, may become a member of the Association by subscribing to the Constitution, and paying one dollar, and contributing annually thereafter, one dollar to its funds.

The next meeting will be held at Cincinnati, on Tuesday, April 28th, when the following reports will be made :

Mr. Cowdery, on the relations of Superintendents to Boards of Education and Teachers; Mr. Rickoff, on School Reports; Mr. Duncan, on Teachers' Meetings; Mr. Nelson, on Courses of Study and Classification of Schools.

The Salary Committee of the Cincinnati School Board, have recommended that Teachers' salaries be increased after next June. Male Principals of Intermediate Schools, to have from \$1200 to \$1500 per annum; female Principals, \$100 to 600; Intermediate District School, male Principal, from \$900 to \$1200; females, from \$300 to \$420.

— A number of warm friends, who consider it their duty to remain subscribers to the Ohio Journal of Education as long as they live, have been cut off from receiving the same since December, when Mr. Smyth applied the rule "pay as you go." Send on the names friends—the Journal will be mailed to your address if ordered.

— Very kind words of congratulation have been expressed towards the Editor entrusted with the care of your Journal, Teachers. The Press have spoken of his efforts and of the Journal. In such terms as to lay him under increased obligation to strive yet more sincerely, and with more ability, to elevate the standard of Teaching in Ohio, and make the State Teachers' Association a worthy instrumentality in bringing about "the good time coming."

ASSOCIATE EDITORIAL.

GEOGRAPHY.

The amount of capital now invested in the publication of works on this subject, is enormous. Within a few months nearly half a dozen "new series," and as many non-serial works have appeared, and the cry is, still they come!

This avalanche of new works—as one has expressed it—evinces a great dissatisfaction with the results attained by their predecessors. From some defect, either in matter or method, the great amount of time spent in the study of Geography has proved on the whole too poor an investment.

Nor do I think the difficulty has yet been wholly removed. In many important particulars, some of the recent works are great improvements on the old; yet they alike partake of the nature of dictionaries or limited cyclopedias. This we believe to be the *radical* defect. In no elementary work, with which we are acquainted, is Geography treated as a *science*. On the contrary, their classification is meagre, their principles undeveloped, and in some instances, their facts almost infinite!

The lower works of some of the more recent series contain, it is true, very much less matter than similar works previously published, but with no more claim to scientific arrangement. The High School Geographies, as they are termed, are still burdened with a multiplicity of facts. Nowhere in the series—Physical Geographies excepted—are the climate, productions, &c., of different countries presented in the light of fixed principles. Nearly two hundred political divisions or states, are treated as isolated and independent. The scholar passes from one state or country to another, committing—only to forget at close of recitation hour—the same endlessly varied repetition of "the soil is generally fertile"—"the principal products are wheat, corn, oats and barley," or "rye, oats, wheat and barley."

The above remarks refer more specially to the descriptive than local matter of these works, for upon this point rests the difficulty. The great defect in the old works was in descriptive matter. Scholars examined a few weeks after laying aside the study, were found to possess only general and often indistinct notions, which they had gathered from the theory of zones, &c. Beyond this their knowledge extended only to local Geography, or a knowledge of maps; and this too as a result of "going through the book half a dozen times."

The question naturally arises, if, as a matter of fact, scholars retain little of the descriptive matter of our Geographies, should much time be spent upon it?

Our position is, that a knowledge of Maps, and a familiar acquaintance with the names and location of important places, should be the first and principal object of primary training. *Ideal Maps* with prominent features in bold relief should hang upon the walls of the scholar's mind. Such knowledge forms a basis for the successful study of descriptive Geography and for intelligent reading. In a country, the keels of whose ships part every navigable water, and whose trade is enriched with the products of every clime, the *practical* nature of such knowledge cannot be questioned. The intelligent reading of the daily paper even depends upon it. It is *indispensable* and the schools must furnish it.

Of course some knowledge of descriptive Geography should be thrown in, to fix and interest the mind. Indeed we do not object to the descriptive matter of

our introductory books. This matter should doubtless be read and used by the scholar. We only object to the committing of page on page of this descriptive text. Some portions of the descriptive matter of the primary book should doubtless be recited.

When, however, the scholar is *prepared* to enter upon the great field of descriptive Geography, we contend the work should be a *scientific* one. He should be taught the laws of climate, the distribution of animals and plants, climatal zones, the continental systems of relief, &c. The scholar will thus be prepared to describe particular *artificial* divisions of the earth's surface in the light of scientific principles. Geography thus taught, becomes a noble science, and one of the most interesting and important of the sisterhood.

E. E. WHITE.

PORTSMOUTH, MARCH, 1857.

MATHEMATICAL DEPARTMENT.

PROF. W. H. YOUNG, ATHENS, EDITOR.

QUESTIONS FOR SOLUTION.

No. 1. Find the difference between 1 fur. 2 inch., and 39 rds. 5 yds. 1 ft. 9 inch., by Compound Subtraction.

A. A. K.

No. 2. FOR MENTAL SOLUTION.—A and B purchase a melon, paying 5 and 3 cents, respectively. C joins them in eating it, and pays 8 cents for his share. On the supposition that each eats a third of the melon, how shall the 8 cents be divided between A and B?

No. 3. What is the length of the longest straight, inflexible rod, that can be put up a chimney, whose height from floor to mantel = 4 feet, and whose depth from front to back = 2 feet?

E. M. S.

REMARKS.—No. 1 is not inserted as a difficult problem, but as presenting some obstacles in subtracting not usually found in our arithmetics. All communications for this department should be addressed to the Editor, "Ohio University, Athens, O.," and, to be in time, should be mailed by the 1st of the month preceding that in which they are expected to appear.

ERRATA.—At the foot of the first page of Mathematical Department, last Journal, the word "apply" should read *supply*; and on the next page, "teaching a chain of sequences," should read *tracing* a chain, etc.



ENGRAVED FOR THE CINCINNATI DAILY GAZETTE.

DR. ELISHA KENT KANE.

A nation's sorrow has been manifested by all the visible testimonials honorable to the distinguished dead. The Arctic Explorer, and scarcely less distinguished historian of his Expedition, Dr. Kane, is no more!

The funeral *cortege*, accompanying his mortal remains, from the balmy shores of Cuba, where declining health terminated in death, has just passed through the cities and towns of various States on the route from New Orleans, by Cincinnati to Philadelphia, where his ashes are ured, and was attended and escorted by the populace and civic authorities at all points, in great numbers, marking in a noted manner, the heartfelt homage paid by all classes to the moral hero.

Deeming that Teachers may desire to hold up this worthy exemplar of many noble virtues, to their pupils, we have availed ourselves of the proffer of the directors of the Cincinnati Gazette, who have afforded us the opportunity of presenting to the readers of the Journal, a likeness of Dr. Kane, engraved by Mr. Cocheu, Wood Engraver, Cincinnati.

Dr. Kane was born in Philadelphia, on the 3d of February, 1822, and died in Havana.

The history of the recent Arctic Expedition, which he commanded, is well known to every American. Tributes to his memory are coming from every city and hamlet in the land. The death of no man in the present century has been so deeply, so universally mourned. "His career was a matter of national pride, and his death is a matter of national lamentation. His was a character singularly grand in its separate elements, and matchlessly beautiful in the harmony of their combinations. The powers of a naturally keen and comprehensive mind had been strengthened by earnest culture, and developed in the widest range of practical and scientific attainments—and these in all their fullness consecrated to the loftiest aims of beneficent usefulness.

"His *intellect* was at once strong and beautiful—keenly analytical with the severest philosophy—and exquisitely imaginative with the loftiest poetry. The combinations of his *moral* character were still more remarkable and wonderful. To the truest and tenderest sensibility were added the most iron will and the most indomitable decision; and with a dauntless bravery that equaled the glorious chivalry of the old ideal and fabulous heroism, was blended a calm, practical judgment—a marvelous and majestic patience—a beautiful simplicity and modesty; all rarely equaled in human biography. Meanwhile, suffusing all that character as with a heavenly light, and blending all its rare qualities as with a Divine solvent into one exquisite amalgam—there was a living and controlling *purity* which made the whole man a living sacrifice to his fellows, and laid down all the spoils and trophies of his triumphs at his Master's feet. Qualities seldom combined, and indeed seemingly antagonistical, were found in his heart and life, each in fullest power, and all in loveliest harmony. He thought like a philosopher—he wrote like a poet—he acted like a hero—he felt like a child—he lived like a man—he prayed like a Christian."

— The practice in Object Lessons, in primary grades, should not be confined to the school room. History and Geography should begin at home. If we want a boy to know some day the families of the Herods and the Cæsars, let him start by learning who were his grandfather, aunts, uncles, cousins, &c. So of places and current events. The things that touch us nearest should interest us most. Geography should begin from the school walls. Which side of the room does the sun rise on? Does Main St. extend east or north? Topography should precede Geography.

In attendance recently at a semi-monthly meeting of the Principals of the Cincinnati Public Schools we were pleased with the evidences that the simplest means were to be taken in each of their schools to develop the natural powers of the minds of their pupils, not to cram them with lessons learned by rote.

The Teachers of the several schools agreed that the exercise for the next two weeks shall be on objects, a knowledge of which is obtained by the sense of seeing. Pupils to give the names, spelling the words, also classifying, as to parts, colors, etc. Teachers writing legibly on the blackboard the various names to be copied by pupils on their slates.

Moral instruction is systematically given. A narrative is read, say from Cowdery's Lesson, and commented on. The last theme was, "Think, speak and act the truth." The next subject for illustration is, "Do good to all as you have the opportunity."

SPEAK EVER GENTLY TO THE CHILD.

Words from the "NORMAL SINGER."

LEONHARD VON CALL.

SLOWLY AND GENTLY.

Speak ev - er gent-ly to the child, so guileless and so free, Who

with a trust-ful lov-ing heart, puts con-fi-dence in thee; Speak

not the cold and careless thoughts which time has taught thee well, Nor

breathe a word whose bit-ter tone dis-trust might seem to tell.

REPEAT F.

SPEAK EVER GENTLY.

Speak ever gently to the child so guileless and so free,
Who, with a trustful, loving heart, puts confidence in thee;
Speak not the cold and careless thoughts which time has taught thee well,
Nor breathe a word whose bitter tone distrust might seem to tell.

If on that brow there rests a cloud, however light it be,
Speak loving words, and let him feel he has a friend in thee;
Nor ever send him from thy side, till on his face shall rest
The joyous look and beaming smile, that mark a happy breast.

Oh! teach him, this should be our aim, to cheer the aching heart,
To strive, where thickest darkness reigns, some radiance to impart;
To spread a peaceful, quiet calm, where dwells the noise of strife,
Thus doing good and blessing all, to spend the whole of life.

To love, with pure affections deep, all creatures great and small,
And still a stronger love to bear for Him who made them all;
Remember, 'tis an angel's work that thus to thee is given,—
To rear a spirit, holy, pure, prepared to dwell in heaven.

NEVER GIVE UP!

Never give up! it is wiser and better
Always to hope than once to despair.
Never give up! or the burthen may sink you,
Providence kindly has mingled the cup;
And in all trials and troubles, bethink you,
The watchword of life must be, Never give up!

Never give up! there are chances and changes,
Helping the hopeful a hundred to one;
And, through the chaos high wisdom arranges
Ever success, if you'll only hope on.

Never give up! for the wisest is boldest,
Knowing that Providence mingles the cup;
And of all the maxims the best as the oldest,
Is the true watchword of Never give up!

Never give up! if adversity presses,
Providence wisely has mingled the cup;
And the best counsel in all your distresses
Is the stout watchword of Never give up!

VIEWS AND REVIEWS.

Macaulay on Scotland; a Critique, by Hugh Miller.

This true Scot and ready writer was fired with indignation at what he considered an injustice to history done by Mr. Macaulay in the manner in which Scotland is spoken of in his famous History of England, and particularly the spirit of depreciation exhibited in his writings to the Presbyterian clergy of old Scotia, at the period of the Revolution. He charges upon the party reviewed "willful and studied exaggeration."

For sale, Boston, Gould & Lincoln; Cincinnati, Geo. S. Blanchard.

American Almanac, 1857.

This standard work is too well known to demand more than the announcement that it is fully equal to the former excellent numbers of this annual, so indispensable as a *vade mecum* to all who desire to be posted up in the details of useful knowledge culled with so much care and fullness for this manual.

For sale, Boston, Gould & Lincoln; Cincinnati, Geo. S. Blanchard.

The Travels and Adventures of Celebrated Travelers in the Principal Countries of the Globe.

This is a substantial work of 830 pages, illustrated in oil colors, mezzotint engravings, and wood cuts, published by Henry Howe, Cincinnati, and, we believe, sold only to subscribers. It is a valuable collection of histories of recent and interesting travels.

Hand-Book of Illustrated Proverbs.

The same publisher has issued a useful work, its scope indicated by the title. Connected with it are sketches from real life, designed to do good.

Young Men's Mercantile Library Association, Cincinnati.

We are indebted to the courteous Librarian, Mr. Stephenson, for a copy of the 22d Annual Report. The two spacious apartments dedicated to the Library and Reading Room, in College Hall, Walnut street, are a school room of instruction. 17,500 books, newspapers and magazines from all parts of the world, and the following statuary and paintings:

Silence: A Marble Statue, life size; By Mozier. A Marble Bust of Gen. Wm Henry Harrison; By Clevenger. Bust of John Quincy Adams; By King. Bust of Webster; By King. Bust of Agassiz; By King. Bust of Daniel Drake, M. D.; Full Length Portrait of Gen. Wm. Henry Harrison; By Beard. Full Length Portrait of Charles Hammond; By Beard. A Landscape; By Cole. Portrait of Hezekiah Flint; By Kellogg. A Portrait; By Brannan.

PERIODICALS.—The School Journal, New Britain, Connecticut, for the month of March is on file. We should be glad, if room allowed, to transfer from it an article on "Instruction in Drawing," the elementary instruction of which we believe should be attended to extensively, even in primary classes.

The March number of the Pennsylvania School Journal contains many interesting articles, amongst which is the 23d annual report of the Superintendent of Common Schools of Pennsylvania.

March number of the New York Teacher received, containing a variety of interesting articles, amongst which we notice specially, "Department of Pupils" addressed to Teachers of Primary Schools, by Mrs. Lydia H. Sigourney.

We acknowledge with gratification the reception of two journals, one in English, the other in French, volume 1, number 1, each, published in Montreal, Lower Canada, issued February, 1857, under the editorial supervision of Pierre J. O. Chauveau, Superintendent of Education. A promising work is being done for education in the Canadian provinces.

Bros. J. P. Ellinwood, and C. Rogers and E. C. Ellis are making a spirited paper of the "Teacher's Advocate," published monthly, at Dayton, Ohio.

We have received the March issue, Vol. 1, No. 1, of a new monthly, eight pages, published by Dennis & Smith, New York city. Price 50 cents per annum, entitled "Educational Herald." The proprietors give attention to the school book and purchasing agency.

From the reading matter we cut the following:

THE AMERICAN COMMON SCHOOL.

Based on the solid rock of truth,
See Freedom's Temple rise!
The gateway for inquiring youth,
To glory and the skies.

Let monarchs boast of victories won
Beneath war's iron rule;
We boast our best achievements done
Within the Common School.

There, trained to every nobler art,
Brought up at wisdom's feet,
Vigorous in mind, and strong in heart,
Our embryo armies meet.

And thence, in Freedom's panoply,
From Reason's armory drawn,
To guard the birth-right of the free,
Our annual hosts have gone.

Nor blazoned arms, nor battle's din,
Can our good cause sustain:
But virtue, truth, and power *within*,—
And *here* that power we gain.

We have received the December issue, No. 2, Vol. 1, of "North Carolina Common School Journal," published quarterly at Greensboro and Raleigh, and edited by C. H. Wiley, State Superintendent of Common Schools.

There are mines of valuable incidents and materials of interest in this publication in reference to the enterprise of common school education in the "Old North State," which we wish we had room to present in the form of abstract. Success to your persevering pioneer and hopeful missionary work.

The Third Annual Report (for the year ending August 31, 1856,) of the State Commissioner of Common Schools to the General Assembly of Ohio, has been printed in pamphlet form, and distributed. We gave in the March number of the Journal a summary of this valuable report. Mr. Barney has comprised in his closing communication a vast amount of important information on the subject of public education in Ohio. This report is now ready for distribution. They will be sent to the Auditors of the several counties, where they can be obtained by school officers, teachers, and others who may desire them.

ITEMS.

WRITING FLUID.—Messrs. Butler & Parr, who have furnished large supplies of Ink to the Public Schools, which has been approved by many of the Teachers, have an advertisement of their Writing Fluid in this number of the Journal.

Mr. Gundry, famed as an instructor in Penmanship, also advertises a Writing Fluid, prepared by him, and extensively used in the West. See advertisement of his long-established Commercial College. We have three scholarships in this Institution for sale—two for \$40, and one for \$25. A reasonable per cent. will be deducted, in the disposal of the same, for cash.

— Mr. Adolphus Lotze, for many years engaged in the manufacture and setting up of Heating apparatus, advertises his peculiar claims to popular support.

MUSIC FOR THE SCHOOLS.—According to promise, we have furnished in this number a page of music, and design continuing this feature. For convenience of use in school rooms, a page of music will be printed on separate sheets, and sent, postage free, by mail, for seventy-five cents a hundred slips, to those ordering the same and enclosing that amount, in postage stamps, to Prof. L. W. Mason, Cincinnati, O.

— In the May number of the Journal, we propose to furnish impressions from a steel plate engraving of the Hughes High School, of the city of Cincinnati.

A SUITABLE ROOF FOR SCHOOL HOUSES.—A fire-proof and a water proof roof for school edifices, is the great desideratum for Boards of Education. Messrs. Matthews, Caldwell & Co., Cincinnati, O., advertise such a roof, as we have reason to believe. Read the certificates, and consider the principles of its construction.

— The State Teachers' Association of Iowa has an organ, in the "Voice of Iowa," an Educational monthly commenced last January, by J. L. Enos, editor, late of the Cedar Valley Times. We have not received a copy, however.

— J. Markham has resigned the Superintendency of the Plymouth (Richland Co.) Union School, and leaves for Minnesota. J. B. Gettman, formerly of Herkimer, N. Y., late of Fitchville, Huron Co., succeeds him, assisted by Rev. E. J. McClelland in the High School.

— We have received "Our Exponent," a creditable monthly Journal, conducted by the pupils of the "Norwalk High School," Huron Co., O.

— The Chicago Mechanic's Institute has just issued the first number of a monthly, called the Chicago Magazine.

— The pupils of Groveport edit an able paper, entitled the Rose Bud. The friends of Education in this part of Franklin Co. are active, and recently had a pleasant Reunion and Festival.

— The pupils of the Schools in Newport, Ky., under the charge of Prof. Edwards, edit a manuscript newspaper, which has considerable merit in manner and matter.

— The "Morning Star" is the title of a paper published in the Georgetown (Brown Co.) Schools, at the close of each term. The Brown Co. Institute meets on Monday, April 6th; the Union Institute meets at Steubenville, the same day.

— The High School of Zanesville had an Exhibition on the 27th March. We regret to learn that Mr. Samson, Sup't, has resigned, and will leave a profession he adorned, to devote himself to the book business.

The Legislature has been invoked to enact a law by which the rich McIntire fund in that city may, on proper conditions, be united with the Common School fund, in carrying on the education of Zanesville youth.

— E. P. Ingersoll, late Principal of the West Jefferson Union Schools, has taken charge of Rockwell Street Grammar School, Cleveland; and Mr. J. S. Burnham, of that place, has been appointed to fill the vacancy of Mr. Ingersoll at West Jefferson.

— We did not have the "Felicity." As we were about starting to attend the "Institute" in Clermont Co., we received a dispatch from Bro. Carter, that the meeting had been deferred until fall, on account of the spread of the small pox in the town of Felicity.

THE NEW YORK
PUBLIC LIBRARY

ASTOR, LENOX AND
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Ohio Journal of Education.

COLUMBUS, OHIO.

1897.

NO. 1.

To County Auditors, and to the State Board of Education,
Columbus, Ohio.

Office of State Treasurer, Columbus, Ohio,
February 17th, 1897.

GENTLEMEN: I deem it proper to bring attention to the publication of the Legislature, as well as the various provisions of the School Law of the State, which have been printed and distributed, published, agreeably to the provisions of the law, and fifty-four of the teachers of the State, who have been appointed in recent negotiations, together with the various provisions of the law, distributed to each county for the purpose of being distributed to each as several of them have been distributed to various counties, and report to the more extensive distribution of the same to all counties.

The following act was passed by the Legislature on the 17th instant:

An act to amend and to reorganize the State Board of Education, and the reorganization, supervision and control of the State Board of Education, March 13th, 1897.

SECTION 1. *It is enacted by the Governor and Council, that the Board of Education, three of the members thereof, shall be appointed by the Governor, and the said directors within five days after the expiration of the term of office, shall affirm to support the Constitution of the State, and the laws of the State of Ohio, and faithfully and conscientiously discharge their duties, and shall send each the directors a copy of the Constitution of the State of Ohio, and a vacancy shall occur in the office of a director, he shall be appointed by the Governor, or any two of them, he shall be appointed by the Governor, or any two of them, within ten days after the expiration of the term of office, and the same shall be a permanent office, and the same shall be a permanent office, and when a vacancy shall occur in the office of a director, he shall be appointed in the same manner as that in the act above.*



THE

Ohio Journal of Education.

COLUMBUS, MAY, 1857.

C I R C U L A R

*To County Auditors, and Boards of Education of Townships,
Cities, and Incorporated Villages.*

OFFICE OF STATE COMMISSIONER OF COMMON SCHOOLS, }
Columbus, Ohio, April 20th, 1857. }

GENTLEMEN: I deem it proper to call your attention to the recent action of the Legislature, amending various provisions of the general School Law of the State. At the earliest period practicable, there will be published, agreeably to requirements, specified in sections fifty-three and fifty-four of the School Law, a new edition of the same, embracing its recent modifications, together with forms and instructions, which will be distributed to each county for the use of school officers. But inasmuch as several of these amendments demand your immediate attention, I resort to the more expeditious mode of addressing you by circular.

The following act was passed by both branches of the Legislature on the 17th instant:

“An act to amend, and supplementary to an act, entitled ‘an act to provide for the reorganization, supervision and maintenance of Common Schools,’ passed March 14th, 1853.”

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio, That Section three of the act aforesaid be so amended as to read as follows: 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 the appointment of some suitable person, who shall hold his office until the time of the next annual meeting, when a director shall be elected for the remainder, if any, of the unexpired term in the manner prescribed in section two.*

SEC. 2. That Section four of said act be so amended as to read as follows:
Sec. 4. If the qualified voters of any sub-district shall fail to meet and elect school directors, as prescribed in sections two and three, 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 unexpired term which they were respectively elected to fill.

SEC. 3. That Section eight of said act be so amended as to read as follows:
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 September, 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-districts, 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 service 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, on or before the first day of October.

SEC. 4. That Section twelve of said act be so amended as to read as follows:
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 September, in each year, in 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. 5. That Section nineteen of said act be so amended as to read as follows:
Sec. 19. The board of education in each township shall prepare or cause to be prepared, and forwarded to the county Auditor, on or before the first day of October, 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 appa-

ratas, 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. 6. That Section twenty-two of said act be so amended as to read as follows: Sec. 22. It shall be the duty of the board of education of 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 purchasing school house sites, for erecting, furnishing and repairing school houses, for providing fuel, and for any other school purpose other than the payment of Teachers, not exceeding two mills on the dollar of the taxable property of the township. Provided, that if, in the opinion of the township board, a greater tax shall be necessary for said purposes during any year, the board shall call a special meeting of the qualified voters of the school district over which they have jurisdiction, which meeting shall be called and held in the manner prescribed in the preceding section, and shall decide by vote the question whether such greater tax or any other greater tax for said purposes than two mills on the dollar shall be raised. It shall also be the duty of the board, to estimate such additional amount as they may think necessary, not exceeding two mills on the dollar 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; these several amounts of money so estimated or decided upon, the board shall make known by certificate in writing, on or before the first Monday in June in such 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 collections one per cent. on all moneys by him collected for school purposes, and no more.

SEC. 7. That Section twenty-four of said act be so amended as to read as follows: 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, or from such school funds as arise from the sale or rents of section sixteen or other school lands, 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 with the further exception of so much of said township tax as may be necessary for prolonging the schools the required length of time in those sub-districts which contain comparatively a small number of resident youth of school age, and which owing to sparseness of population, or other unavoidable obstacles, cannot be enlarged without serious inconvenience to the inhabitants; and such school funds as arise from the sale or rents of section 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 procuring school house sites, building, furnishing and repairing school houses, providing fuel, 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 the board of education of each township, city or village, shall make the necessary provisions for continuing the schools in operation in their respective townships, or separate school districts for at least six months in each year.

SEC. 8. That section forty of said act be so amended as to read as follows = Sec. 40. The auditor of each and every county shall, on or before the fifth day of November, 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 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. 9. That section sixty-four of said act be so amended as to read as follows: Sec. 64. The debts which have heretofore been contracted by any school district for school purposes, shall be provided for by the estimate of the proper school boards created under the provisions of this act, and actions may be brought against such boards to recover the same.

SEC. 10. No sub-district composed of the fractional parts of two or more townships which is now organized or may be hereafter organized, shall be dissolved, changed or altered, unless by the concurrent action of the boards of education of the several townships which may have territory included in such sub-district. In raising and expending money in such fractional sub-districts, other than for the payment of Teachers, the ratio shall be the taxable property of the respective parts of townships in such sub-districts included.

SEC. 11. If the directors of any sub-district dismiss any Teacher for any frivolous or insufficient reason, such Teacher may bring suit against such sub-district, and if on the trial of the cause a judgment be obtained against the sub-districts, the directors thereof shall certify to the clerk of the board the sum so found due, and he shall issue an order to the person entitled thereto, upon the township treasurer, to pay the same out of any money in his hands belonging to said sub-district, and applicable to the payment of Teachers. In such suits process may be served on the clerk of the sub-district, and service upon him shall be sufficient.

Sec. 12. That sections three, four, eight, twelve, nineteen, twenty-two, twenty-four, forty and sixty-four of the act aforesaid, be, and the same hereby are repealed.

N. H. VAN VORHES,
Speaker of the House of Representatives.

THOMAS H. FORD,
President of the Senate.

Dated April 17, 1857.

The particular attention of *Township Clerks* is called to the first section of the act, defining their powers and duty respecting the appointment of *Directors* to fill the vacancies which may occur in that office,—of *Boards of Education* to sections six and seven, which relate to the assessment and disbursement of school funds,—and of *all* school officers, to the several sections which prescribe the times for taking the enumeration of youth, and making the reports which the law requires.

Truly yours,

ANSON SMYTH, *Com'r Com. Schools.*

RULE AND ROTE TEACHING.

Gleanings from Cincinnati Teachers' Library.

MERE rules never reach the depths of the soul, and are therefore forgotten as soon as they are out of use ; and what is learned by rote is little better than so much useless lumber in the mind. Rules, in many cases, are not mere negations,—they are positive evils : they rarely, if ever, aid the development of the mind ; in many cases they positively retard it. By rules we attain results, without the labor of investigation. There is something soporific in rules,—something which throws an enfeebling languor over the intellectual powers,—something which gives to us the pretensions of the empiric, and the knavery of the juggler. We hold that the *Rule and Rote* system, as it is usually followed, is intellectually and morally erroneous.

To the earnest instructors of children we would say : Never teach by rules, when you can teach by principles ; never get a child to learn any thing by rote, until he understands the subject matter ; when he understands it, he will then readily learn it by *heart* and not by *rote*,—the subject will have penetrated his soul,—he will love it, because it has become a part of himself,—it will be engraven on his mind, as with a pen of iron, and there it will remain, unchanged and unchangeable, forever.

Some teachers, in order to gain a reputation with the wonder-loving public, put the language of philosophers into the mouths of children,—make them recite Euclid with the volubility of parrots, and chatter about climatology, entomology, and a host of other ologies,—give them rules and technical forms by which they solve problems which demand the powers of a mathematician to investigate. Now there is a deception in all this, for the pupils are made to appear what they really are not,—children in years and powers, they are made to mimic all the gravity and wisdom of the sage; and what makes the deception more deeply culpable, the children themselves are made parties to the falsehood.

In promoting the gradual development of the faculties of children, we should especially attend to

THE CULTIVATION OF HABITS.

Habits, according to the old adage, become a second nature,—they render labor easy, and the performance of duty a pleasure,—they fortify us against the contagion of bad example, and shield us from the force of sudden temptation. Intellectual habits are not less essential to the man than those habits which have a relation to conduct: thus, for instance, the habit of working out results from first principles and not by rules, exercises a most salutary influence in the development of children.

Habits of thought, as well as habits of conduct, can only be established by time, repetition, and practice. Useful habits are formed gradually,—a little thing done well leads the way to the performance of a greater; and what appears hard to-day may, by repeated trials, become perfectly easy to-morrow. As right habits can only be formed gradually, we should never exact too much from a child. Habits of attention, reflection, application, industry, virtue and piety are best inculcated by example, rather than by precept; for children are peculiarly imitative beings. If the parents of a child, for instance, are always employed, the child cannot long remain idle,—he will soon acquire the habit of industry; and so on to other cases. Well-timed practical examples or illustrations, will have more influence in developing the character of children than abstract rules or precepts. And as no proposition should be given without a proof, so no duty should be exacted without a reason.—*Educational Expositor.*

“To-day
The blue eyed May
Once more her jocund reign renews.”

Communications.

ON THE BEST MODE OF EXAMINING TEACHERS.

Things of the greatest importance, are frequently of the least esteem.

In the economy of nature, the myriads of insects unknown and unimagined by the unobserving, are essential not only to the well being, but even to the very existence of the higher gradations of organized nature. In complicated machinery, how frequently the harmonious action and unerring accuracy of beautiful mechanical combinations are marred by the looseness of an apparently insignificant screw, or the imperfect working of some unseen or unnoticed portion, having, to the superficial observer, scarcely any apparent connection with the machine itself. And thus, in the body politic, throughout our State, if in the eyes of the mass of our citizens there are any offices of but little importance in their estimation, they certainly are the offices of Member of a Board of Education and Member of a Board of School Examiners. Yet upon the efficient performance of the duties of these offices the success of the vast and important scheme of Public Education in Ohio depends.

A few remarks upon the duties of School Examiners and the mode of executing these duties, will not perhaps be inappropriate at the present season.

Boards of Examiners are frequently compelled to award a lower grade of certificate than the one applied for, or to reject a candidate. This cannot be done without the feelings of individual members experiencing a severe trial. Many lack moral firmness to so great a degree that they cannot find it in their heart to say *no*, while conscience warns them of the evils arising from assenting to the admission of Teachers wholly unqualified for the duties they aspire to assume. This, at the outset, is the most important obstacle. The object for which the office was created is virtually defeated, if unqualified Teachers are permitted to enter our school houses and injure rather than improve the minds of those committed to their care, while School Examiners themselves by such malfeasance become an impediment and an injury to public education, unqualified to the public trust reposed in them, and unfriendly to the rising generation around them. It is not to be supposed that Boards of Examiners designedly act thus, for the belief that there is a very general feeling throughout the State among our Examining Boards that

is urging them to be more strenuous and rigid, prompts the present article.

Boards of Examination would do well to lay down certain written rules of action. They should deliberate in the calmness of a private meeting upon the best mode of conducting their examinations, awarding certificates, and otherwise performing their duties, and then under the pressure of a public examination, they would have a definite standard to which to refer, and by which they could act unmoved or unbiassed by prejudice, favor, pity, or any other appealing influences.

The following rules and remarks may serve to assist some Boards in forming, for their future guidance, such rules as will enable them to execute their responsible duties faithfully, efficiently and beneficially.

I. Examinations should be held frequently.

Examiners should execute the duties pertaining to their office *from a love for public education*, not under the influence of the feeling that these examination days are bores, and may be got through with with as little trouble and labor as possible. In many counties examinations are held at such protracted periods, that when examination day does arrive the examiners are completely stormed by so large a crowd of anxious, impatient, and confident candidates, that it becomes impossible, in a single day, to ascertain the fitness or unfitness of one tithe of those presenting themselves. The very object of the office is thus defeated by the pressing necessity that exists for it.

II. No candidate should be examined unless the preliminary requisitions adopted by the Board of Examiners have been complied with.

These requisitions might be—

III. Every candidate shall submit in writing to the Board, at least — days before the time appointed for examination, a certificate of good moral character, properly signed; and an original statement of the amount of experience possessed; the views entertained upon education; the text books preferred; the mode of instruction and discipline practiced; together with such other remarks, communications or opinions, as the Board may deem it advisable to require, or the candidate to volunteer.

The reasons for this may be thus briefly suggested: Very many unqualified persons would thus exhibit evidence of their utter unfitness beyond question or cavil, at the very outset. They could be privately informed by the Board of their want of ability to succeed in an examination, and the irritation and shame of a more public exhibition of incapacity would be obviated; while ignorant interferers would be

undeniably answered if they presumed to question the action of the Board, because some cherished proteges of theirs had been rejected. Again, how frequently it happens that applicants confident of their own utter inability, will wait and loaf around the Examiners' office on examination days, till they have ascertained the temper of the Examiners, and the number of applicants, and then take the most favorable time for slipping easily through, while very many happen in at the time an examination is in progress, and think that they may as well get a certificate as not, with perhaps no definite design of ever using it except as chance or good luck may dictate. By adopting a rule like this, therefore, unqualified teachers, indifferent teachers, and those who merely teach for a speculation, would be if not excluded altogether, at least so surrounded with obstacles, that none but the best, and therefore the least objectionable, would remain after the sifting.

To enable applicants to comply with these requisitions,

IV. Boards of Examiners should advertise the day and hour of their examinations, and clearly specify the mode by which candidates should apply.

V. Examinations should be conducted by means of printed or written questions, and candidates should be required to reply in writing to every question in the same style in which they would require similar replies from their own pupils.

In regard to examining by means of printed or written questions, the following suggestions are made :

Let a Board of Examiners draw up about five different papers, upon each of the following subjects, viz: Arithmetic, Grammar, Geography and History, Discipline and Instruction, Natural Philosophy, Algebra, Geometry, etc., etc. Let each of the five papers on each subject be numbered from 1 to 5. Those numbered 1 would constitute the first set, those numbered 2 the second, etc., and each set might be used in rotation ; thus the same set of questions would never be used but thrice in a year at the utmost.

If this be objected to, as too laborious, then let there be four or five single papers drawn up, each comprehending in itself an entire examination paper, and use these in the same manner. Where a Board of Examiners have access to a commodious school room, the questions can be written on the black board, and then printed papers might be deemed unnecessary.

Let each question have a definite value assigned to it, known only to the examiners ; and let a definite period of time be allowed for the solution of the questions on each paper.

Applicants should then be credited with the value of each question satisfactorily answered, or with a proportionate amount for a creditable attempt.

The total amount of all these assigned values on each set of papers or paper being known, the Board might determine upon three per centages; as, 50, 70 and 90, and decide that whoever obtained this amount of credits should be entitled to a third, second or first class certificate, while any person who failed to receive 40 per cent. should be excluded from any other examination for six months.

While candidates were engaged upon one paper, the examining committee might be inspecting work already handed in on another—and marking them accordingly.

There should be neither moving about nor conversation. No opportunity for communication, copying the answers of others, or other collusion, would then occur, and “every thing would be done with decency and in order.”

Applicants should, by printed notices at the head of each paper, be warned of this, and also forbidden to copy questions from the paper and carry them off for future private study. They should be made to forfeit their certificate on conviction of such an act, as it would in itself be evidence of bad moral character.

Applicants should be further instructed to leave their Post-Office address with the Board of Examiners, that their certificate might be sent to them, after their papers had been carefully examined and the awards assigned.

Where this mode of examination fails to elicit satisfactory results, oral examination should of course be resorted to, but this will seldom be necessary.

VI. The Questions proposed should be plain and definite, calculated to exhibit the ability of the applicant, and not simple “catch questions” liable to entrap and confuse.

The writer has known so many instances of this sort, that it is presumed they are too familiar to all well-intentioned Boards of Examiners, to need any further reference to them.

VII. A list of applicants who have received certificates, arranged in the order of their merit as exhibited by examination, should be published in the county papers.

This would act as a healthy stimulus to teachers. It would enure to raise up in our midst *professional teachers*, who would gradually supersede those who only teach periodically, when they cannot do better, without prejudice to able laborers of this class.

VIII. No certificate of a lower grade than one previously given, should ever be awarded to any teacher.

It might be tacitly understood by the Board of Examiners, that where a teacher assigns a satisfactory cause for not having done so well as previously, this rule should not be strictly construed.

The rule itself, however, would also tend to produce a healthy industry among our teachers, and make them ever anxious to improve, and ever fearful of falling below previous grades.

It is not intended that these rules should be regarded as infallible dicta. They are designed merely as suggestions which are not only susceptible of improvement, but which must be modified to suit the surrounding circumstances of every individual county Board of Examiners.

On examination it will be found that they can be adapted to every community. Where teachers are well qualified, the per centages can be rated high; where a county is not favored with an able class of teachers, the per centages can be rated low, and gradually raised, as a persevering application of this mode of examination gradually raises the standard of intellectual and educational ability.

All sudden changes are dangerous; but it is hoped that well-intentioned and energetic Boards of Examiners would find that these rules embody a system calculated to relieve them of all the unpleasantness attendant upon their labors, and gradually enable them to benefit community, and reap honor to themselves, by a faithful execution of the highly important trust confided to their care. H.

SHALL WE TURN THEM OUT?

A Common School is a sacred trust committed to the Teacher's care. A trust for which he is responsible to God, to the parents of his pupils, and to the community at large.

If the Teacher be wise and worthy of his office, he will guard with sleepless vigilance, every avenue through which any adverse influence may reach his scholars.

With precepts drawn from the "best of books," and enforced by a correct example, he walks among them daily, building them up in good habits, and leading them safely in the plain and happy path of obedience and truth.

At length he discovers that one upon whom he has bestowed much anxious care, shows signs of general disaffection, which, in time, ripen to positive disobedience in school, falsehood and truancy. Such are cases of very painful trial to any right minded Teacher, for it is always more or less difficult to determine whether such a pupil ought to be retained in school, or be dismissed.

In a great number of cases the conduct of the notoriously bad scholar, is the result either of the general neglect, vicious example, or the positive instruction of his parents at home.

We all know that thousands of youth in our beloved State, are ruined through the advice and by the consent of their parents. In the Public Schools of all the large towns and cities in the State, there are many children whose lives at home bid defiance to all reforming influence at school. Taught by their parents the doctrines of infidelity, which are practically carried out in the home government, the greatest incentives to lofty effort are crushed out, and life becomes a stupid round of care, interrupted only by vicious indulgence, or Sabbath breaking pleasure.

Many such children are kept even during the short recess at noon, in the bar-room of the coffee house, where they are made hourly familiar with the low profanity of bloated beer drinkers, and often witness and participate in the outbreking wickedness of the violent drunkard.

Here he is taught to swear, and lie, and steal; here the hard labors of a Teacher are continually thwarted; his good counsel disregarded, his example laughed at. But this is not all.

From these sinks come the pupils back to school, to mingle daily with those who are comparatively pure. And doubly mischievous will be the example of any such pupil, if he be a boy of talent. He will be admired for his promptness in recitation, and equal promptness in all means of deception and open falsehood to shield himself or his companions from punishment, for talent will always command respect for itself, despite the character of its possessor, from even the primary to the supreme bench.

Whenever any bad boy succeeds in winning the attention of his companions, and exciting their admiration for his talent, the Teacher's influence over that school for good, is in imminent danger, for admiration quickly leads to imitation, and a conflict with the Teacher's authority soon follows.

Many Teachers have had to regret the ease and rapidity with which a bold and unscrupulous boy has risen to absolute ascendancy over the minds of his younger associates.

What, then, shall be done? Shall impurity and defection be allowed to spread from such a source, and pupils who are quiet and gentle, and learning rapidly under a good government, be made restive and unhappy by the bad example and insidious influence of a vicious boy?

With what argument will the Teacher answer any parent who asks why his child has been exposed to such contamination? and when these boys have grown to be men, and evil habits have ripened into crime, how will he answer the commonwealth that cries out, not only against being robbed of virtuous citizens, but against taxes to support criminals?

Have not the mischiefs to which we have alluded, often resulted from the opinion that our Public Schools are free to every man's children, and that they should be *reformatory* schools, so far at least, as not to exclude any from receiving instruction therein; and should not the remedy be applied by quietly dismissing the stubborn offender, and consigning him to the kind care and instruction of the Teachers in the *reform school* proper?

We would be distinctly understood as not speaking in favor of any relaxation on the Teacher's part, in giving moral and religious instruction in school; we rather urge upon all, redoubled diligence in the work, at the same time advocating the dismissal of all refractory pupils in preference to their retention in school, and subjection to repeated punishment for repeated offenses. ——— D.

TEACHING THE SOUNDS.

Among the many modern improvements of Education, none is more valued than that of instruction in the "Elementary Sounds of our Language." There are few schools in which it is not daily, and we might say hourly, practiced.

The method pursued (and we have but one method) is to have the children recite the sounds in concert and consecutively, rapidity being not the least end in view. Now what valuable exercise is there in this? Does it impart strength, to have the exercise of to-day, the same as that of yesterday or of last week? Yet the vocal exercises of our 6th grades are as vigorous as those of our 1st.

What opportunity is afforded for the detection of error? The rapidity with which the sounds are uttered, is such as to prevent the Teacher

from exercising any supervision, or deciding upon the purity of a single tone, and hence it frequently happens that all manner of impurities are perpetrated day after day, until they become fixed habits.

Again, the beauty of voice frequently consists in giving to certain sounds a clear, full, prolonged enunciation. This is particularly the case with the long vowels, and certain of the sub-vocals, but here the pupil learns to consider all of the same length, and would never know from this practice that we had a long sound in the language. How much of our rapid reading habits has its origin here?

The tone in which the sounds are given is almost invariably a *head tone*, and if there is one evil in reading more pernicious than another, it is the use of head tone. A man may use Aspirate, or Guttural, or Nasal, and not injure his lungs, but the practice of head tone will work to the damage of those seats of health.

We might continue this list of the evils which the improper practice of Elementary Sounds leads to, but we only point to the results of our work. Listen to the sweet harmony of the infant voice, and hear that voice again as it recites the lessons of the upper grades, and then say if we are not perverting the most effective means we have of teaching purity of tone, into an injury to our pupils. PRIMUS.

— In the camps of the allied armies in the Crimea, so great was the Babel of language, that the importance of a knowledge of modern languages has been strikingly illustrated. As the United States is becoming one of the leading Commercial and Missionary powers of the earth, and the posts of the highest distinction and greatest trust as liable to be involved upon the worthy humble, as the aspiring sons of fortune, provision should be made for attaining practical instruction specially fitting youth as travelers, merchants, and for embassies and Diplomatic trusts.

In Russia, military interpreters and translators are taught a variety of modern languages as a part of their educational system. Throughout the land, young and able students are diligently trained to carry on free intercourse with foreign nations. We must be practical, by making such provisions and by schools of agriculture, mining, civil engineering, etc.

— A distinguished Georgian lawyer, as related in Harper, says that in his younger days, he taught a boy's school, and requiring the pupils to write compositions, he sometimes received some of a very peculiar sort. The following are specimens:

ON INDUSTRY.—It is bad for a man to be *idol*. Industry is the best thing a man can have, and a wife is the next. Prophets and Kings desired it long, and died without the *Site*. Finis.

ON THE SEASONS.—There is four Seasons, Spring, Summer, Autumn and Winter. They are all pleasant. Some people may like Spring best; but as for me, give me liberty or give me death. The End.

Mathematical Department.

PROF. W. H. YOUNG, ATHENS, EDITOR.

QUESTIONS FOR SOLUTION.

No. 4. If a building 30 feet long is being moved on rollers, how far will it move in passing over one roller? A. B. C.

5. Prove that the three lines, drawn from the angles of a triangle and bisecting the opposite sides, pass through a common point.

OMEGA.

6. Suppose a railroad to be level from A to B, and to descend, from B to C, 40 feet to the horizontal mile. If cars run from A to B, and so on to C, at the rate of one horizontal mile in two minutes and forty seconds, will the wheels, when they arrive at B and begin to descend toward C, continue in contact with the rails; or will they pass any distance from B toward C without touching the rails, and if so, how far? A. A. K.

Correspondents furnishing problems, will please send therewith their own solutions when practicable. All communications for this department should be addressed to the editor, "Ohio University, Athens, Ohio."

Carnot, of France, in a report to Napoleon in 1813, says:

"Sire, there exists an example for the progress of reason, furnished by a country of the New World, more recently, but perhaps better civilized, than most of the nations of what is called the Ancient World. When the Americans of the United States resolve upon founding a town, or even a village, their first care is to introduce public instruction. As soon as they transmit the implements of agriculture, these men of sense, the pupils of Franklin and Washington, well knowing that what is equally necessary for the wants of man as the cultivation of land, the covering of houses and the preparation of clothing, is the cultivation of his mind."

"FLOW ON THOU SHINING RIVER."

Words from the "SCHOOL HYMN BOOK."

C. G. GLASER.

MF. DUETT.

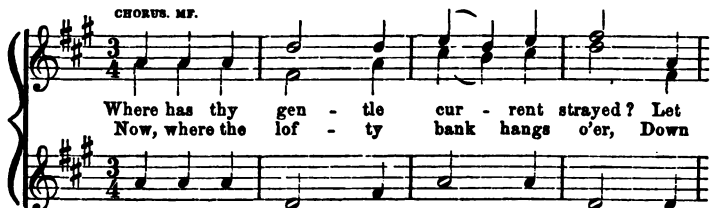


1. "Flow on thou shi-ning riv - er," Flow gent - ly to the
2. Through meadows now me - an - der, With grace - ful sweet de -



sea, Flow on in beauty ev - er, With all thy mel - o - dy.
lay; And now through green woods wander, Where scarcely peeps the day:

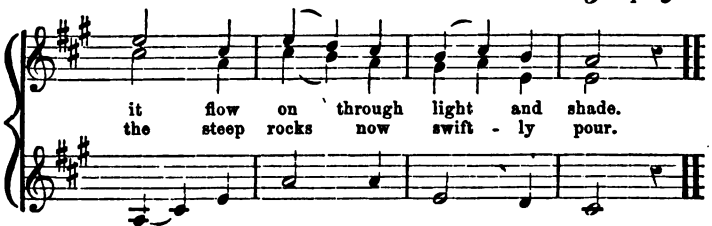
CHORUS. MF.



Where has thy gen - tle cur - rent strayed? Let
Now, where the lof - ty bank hangs o'er, Down



it the flow on through light and shade, Let
the steep rocks now swift - ly pour, Down



it the flow on through light and shade.
the steep rocks now swift - ly pour.

3. Its murmurs now increasing,
On thy glad current goes;
And now, with roar unceasing,
The rapid torrent flows;
And now, all tossed in feathery foam,
It seems impatient for its home.

4. Flow on, thou shining river,
Thou soon shalt reach the sea;
Thus we are passing ever,
And haste away like thee.
Wave after wave, in ceaseless flow,
O, may the stream thy gladness know.

Editorial Department.

OPENING OF A SCHOOL IN THE MORNING.

How much the order and discipline of a school depend upon a methodical whole-hearted, hopeful, *live Teacher!*

We attended the opening exercises of a school during the past month, where such a one is the guiding body and spirit, and made the following observations:

Fifteen minutes before nine o'clock the Teachers appeared according to the requirements of the Board, and reported personally to the Principal; (all Teachers failing so to report, except from personal sickness, or unavoidable cause, suffer deduction from their salary of one fourth of a day's pay for each failure.)

The pupils are generally anxious to be in time for the opening, as it is conducted with some slight forms, attractive and impressive.

Five minutes before 9 o'clock the bell is rung, and the groups of sportive romping boys, in the enclosure before the door, and the green or hillside without, quickly hasten to form in three parallel lines in close order, and await a given call or whistle of the Principal from the window of the school. All is in order, the pupils having taken position according to grades and room, march without disorder to their respective class rooms. The boys and girls of the 1st, 2d and 3d grades, headed by their respective Teachers, arrived at the side doors of the large Hall in 3d story, proceed, at a given signal, and by the music of the piano, with music book in hand, and arms folded, to enter the exhibition Hall.

The sight of two hundred youths of both sexes, faces clean, hair arranged, dress in order, eyes bright and glowing countenances, thus entering with measured pace and buoyant step this inner temple of learning, is no indifferent spectacle. At signal, while on their feet, they stop; by signal are brought to order and seated. Here a short calisthenic exercise is gone through with by all the the scholars, which concentrates their attention, that might otherwise be dissipated.

Fronting the whole school, the seven Teachers in a line, the Principal, two male and four female instructors rise, their pupils still seated, a glorious family, and proceed as follows:

The Teachers each with a bible in hand, the house so still that the ticking of the clock is heard, commence reading the 19th Psalm—

Teachers—"The heavens declare the glory of God;

Pupils, (without book, and in complete concert and order,)—And the firmament showeth his handywork."

And so on, alternately through the fourteen verses, the last one, "Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O Lord, my strength and my Redeemer," being repeated in unison, and occasionally a portion of a verse that has more than two suitable divisions, and not four. The Lord's Prayer was chanted by Teachers and pupils. The effect is magical; it is solemn and impressive.

The Principal then stepped forward, and in a clear and earnest, but affectionate tone, slowly repeated this sentence: "A wise son heareth his father's instruction."

One of the Teachers then playing an accompaniment on the piano, the school united in singing, from the *Normal Singer*, page 162, the following verses, to the tune of *Duades*:

"How shall the young secure their hearts,
 And guard their lives from sin?
 Thy word the choicest rules imparts,
 To keep the conscience clean.

'Tis like the sun, a heavenly light,
 That guides us all the day;
 And through the dangers of the night,
 A lamp to lead our way."

And thus proceeded:

I trust that the anecdotes and lively illustrations of moral precepts, which have from time to time rehearsed to you, have not seemed puerile, or been judged too simple; they were childish stories, but they have impressed me, as I believe they have you. Children's ways and childlike innocence should be our example, for of these little ones it has been declared, 'of such is the kingdom of heaven.'

I read you for instruction, this short story, entitled,

"I DIDN'T KNOW WHICH TO TAKE."

The brightest of black eyes has Jenny Merton, the merriest laugh, and the quickest footstep. Nobody is dull where she is. She comes into a house like a ray of sunshine; and the best of sunshine is a happy spirit. A gay, frolicsome spirit is Jenny's, that finds the world full of things to do, to love, and to laugh about. Every one is glad to see Jenny, the little children are glad, for she is such a capital hand to play. Babies are glad, for she never hurts them. No one ever heard her say she could have a good time if it wasn't for the *young one*. She never calls babies *young ones*, she don't think it is respectful; but she will play with her baby sister hours at a time, and calls it fun, simply because she loves her. But Addie Brown, who wants to go nutting, frets and pouts, and was once heard to say, that she thought babies were a nuisance. She forgets who took the little ones in His arms and blessed them.

Jenny is not happy because her father is rich, and she has many playthings, for such is not the case, and many children of rich parents are peevish and fretful. Neither is she happy because she is so often at the head of her class; no, that is not it. I will tell an anecdote of her that will give the reason.

One day I told her where there was a plate of peaches, and that she might go and get one. She came back, saying she didn't know which to take. I asked her why? "Because they are all so large," was her reply. There is the secret. she isn't always looking out for the best things for herself, therefore she gets the best things. She has a happy and a loving heart from the Lord, "who forgets not the smallest of his creatures."

This instructive story, read to be understood, was appreciated; the little red thread of moral instruction woven in the web of the story, was seen by nearly all, who listened attentively, as the Principal received a ready reply when he asked "why Jenny was happy?" "Because she was not selfish."

At signal, the school subdued each movement into a profound quiet, when told to list to the ticking of the clock. "One," they face the aisles; "two," they rise; "three," by class in single file, boys on one side, girls on the other, march to the music of the piano to their respective study rooms led by their Teachers, where the further instruction of the day is completed.

This is the result of an intelligent arrangement by method, of what interests and improves pupils and Teachers—play, conversation, dissipated thoughts, jangling, and all things else mischievous are avoided, made undesirable, by a

hope-inspiring, heart-warming episode before proceeding to more intellectual training. As we looked over that orderly assemblage, and reflected upon its influence on the future life and character of the pupil, and its reflex influence upon society, we said to ourselves, these are not "Godless Schools." We do not say to all Teachers, "do just so," but we say, "do ye likewise."

We wish parents and citizens, yea trustees themselves, would attend at such openings, and they would go away "wiser and better," and determined to sustain *live Teachers*, and our noble "Common Schools."

If others would see what we have seen, if opportunity offers, inquire, when in the Queen City, for the "Ellen and Mary" Str. School, go early, as we went, and introduce yourself to one Daniel Hough, Principal, and his faithful corps of assistant Teachers.

CINCINNATI HUGHES HIGH SCHOOL.

In the year 1824, Thomas Hughes, a resident of Cincinnati, died, leaving as his bequest, a considerable portion of land and city property, to be applied to the maintenance and support of a school or schools in the city of Cincinnati for the education of poor destitute children, whose parents or guardians are unable to pay for their schooling. The establishment and complete success of the Common School system, soon afterwards effected under the auspices of the State, made a specific direction of this fund to *poor children* unnecessary, and by an act of the Legislature passed in 1845, authority was given whereby an union might be effected of this and the Woodward Bequest Fund, with the Common School Fund, and from the joint funds, establish schools of a higher grade.

In 1847, under the entire charge of the Common School Board, a Central School, the nucleus of the present Hughes School, was agreed upon; in November the Common School and other pupils, candidates for admission, were examined, and on the 8th of November the school went into successful operation in the basement of the German Lutheran Church, on Walnut Street, under the charge of H. H. Barney, who had just left Erie Co., N. Y., and visited the Queen City, in time to shape the character and give practical direction to what proved to be one of the most valuable schools in the west.

In February, 1848, the school was transferred to the building on Centre street, lately occupied as office of Public Schools; although the accommodations of the building were better than those of the basement, yet a substantial edifice and commodious grounds were demanded.

Up to this time, a proposed contract of union between the Hughes Trustees and the Common School Board had been prevented by a law suit, which had now been determined by the Supreme Court, in favor of the application of the Hughes Fund to a Graded Free School.

In December, 1851, a contract was formed by which the Woodward Fund and the Hughes Fund were placed, entire, in the hands of thirteen Trustees, to be entitled the Union Board of Cincinnati High Schools, consisting of six members from School Board, two from Woodward Board direct, and three of the Woodward Board chosen by City Council, and two members of the Hughes Board.

The Woodward Board transferred to the Union Board a lot of ground 220 ft.

on Franklin street, by 200 ft. deep to Woodward street, with the building thereon—(old Woodward of hallowed memory—for it has been torn down, and a new edifice erected near by, a splendid steel plate engraving of which was furnished our subscribers in the March number,)—and the net annual income of the rents of valuable adjacent property, amounting to \$4,500 per annum, to be increased next year on re-valuation of the property.

The Hughes Board contributed a lot of ground (purchased to be used as a site for a Female Seminary,) on Ninth street, east of Vine street, 90 ft. front by 120 ft. deep, fifteen thousand dollars in money, and an annual income for rents of two thousand dollars. The School Board agreed to provide as much money as added to the properties and funds above noticed, will accommodate and educate all the white youth of the city, who may apply for admission into such High Schools, and who may be sufficiently advanced in the several studies prescribed by the Union Board.

The Hughes lot on Ninth street, was sold, and a lot on the south side of Fifth street, opposite Mound street, 95 ft. front, by 200 ft. deep, purchased in its place. Here is built the beautiful and commodious edifice called the Cincinnati Hughes High School, 108 ft. long, 82 ft. broad, and at gable 95 ft. high, which is so beautifully pictured to our readers in the elegant steel plate engraving, the frontispiece of the present number. This house was publicly dedicated to *Free, Public Education* on the 17th of January, 1853, and for a while was under the management of Mr. Barney, who was succeeded by the capable instructor and able trainer, Cyrus Knowlton, the present Principal of the school.

The Woodward High School was continued under the able management of Dr. Ray, Principal, during his life time, and is now under the superintendence of Dr. Shepardson.

The corps of excellent Teachers in these High Schools is composed as follows:

HUGHES HIGH SCHOOL.

	Salary per month.
Cyrus Knowlton, Principal.....	\$125.00
John McLean Edwards	86.00
Dewitt Clinton Brown	83.00
Amella S. Wright.....	66.66
Helen L. Blatchley.....	42.00
Alphonse Brunner (French)	23.83
Sigismund Veith (German).....	23.83
Charles Aiken (Vocal Music).....	16.66

WOODWARD HIGH SCHOOL.

	Salary per month.
Daniel Shepardson, Principal.....	\$125.00
George W. Harper	83.33
Joseph L. Thornton.....	83.33
Eliza B. Swan	66.66
Ellen Freeman	50.00
Alphonse Brunner (French)	23.83
Sigismund Veith (German).....	23.83
Charles Aiken (Vocal Music)	16.66

NORMAL CLASS IN BOTH HIGH SCHOOLS.

H. H. Barney	\$125.00
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LESSONS ON COMMON THINGS..

We gave, last month, a minute of two or three matters which came up for attention at a meeting of the Principals of the District Schools of Cincinnati, at which we were present. One of the items was the Object Lesson agreed upon for the two ensuing weeks. It was "*Things to be seen.*" This is the lowest form of the Object Lesson, and was assigned to classes of the fifth and sixth grades, reading in the first and second Readers of McGuffey's series. The next subject will be "*Things to be heard.*" This will not occupy so long a time as did the last topic.

For the sake of illustration, we give the exercise of one of the schools. The school is of the fifth grade, reading in McGuffey's Second Reader. We are compelled to omit about one-fourth of the matter, on account of the limited space of our Journal. Sufficient is given, however, to show the nature and extent of these lessons.

After the pupils have been trained to observe things, and to give their names, they will be practiced in predicating of them *class, quality, and action*. The exercises will then be what the Germans call "*Exercises in thought and expression.*" Their variety will be tenfold greater than it is now. They will elicit greater interest on the part of the children. They will furnish the most valuable training in the use of language, and afford a natural basis for the study of grammar.

It will be observed that of all the "*Things to be seen,*" the teacher selected those which appear upon our tables for the gratification of the appetite. Other teachers selected other fields. We wish we could give other specimens. One contains a thousand names, arranged under the following heads:

Beasts, birds, fishes, reptiles, insects, domestic animals, game, fruit, vegetables, nuts, mills, houses, drinks, vehicles, colors, flowers, trees, metallic substances, spices, fuel, perfumery, bushes, furniture, stores, factories, vines, meats, cakes, different kinds of bread, confections, fancy woods, produce, trades, clothing, jewelry, nations, men. This list is too extensive for us to attempt publishing. It is of the highest class as to its arrangement, its naturalness, and its usefulness.

We should add, before dismissing this subject, that it is the design of the Superintendent to carry out this instruction to its highest forms. He will recommend that it be incorporated as an essential part of the course of study. It is highly approved of, and cordially prosecuted by the Teachers and Principals of the schools.

The pupils having been requested, on coming to school, to repeat to their teacher the names of as many objects "*to be seen*" as they can think of, at the time devoted to the exercise, give their successive answers, spelling the word as it is given, which are written on the blackboard by the lady teacher. The following replies were given by the pupils themselves:

THINGS TO EAT.

Bread,	Rice,	Carrots,	Soda-crackers,
Oranges,	Citrons,	Vinegar,	Butter-crackers,
Candy,	Salt,	Turnips,	Parsley,
Apples,	Ham,	Tomatoes,	Spice-cake,
Peaches,	Raisins,	Maple sugar,	Figs,
Cabbage,	Crackers,	Cinnamon,	Pine-apples,
Pudding,	Butter,	Homony,	Corn bread,
Cake,	Molasses,	Cream,	Bacon,

Pie,	Honey,	Oysters,	Lard,
Meat,	Sugar,	Rhubarb,	Yeast,
Eggs,	Milk,	Parsnips,	Grapes,
Gum-drops,	Chickens,	Vegetables,	Beef soup,
Cherries,	Jelly,	Beans,	Lamb "
Nuts,	Custard,	Apple-butter,	Bean "
Beets,	Tea,	Watermelon,	Veal "
Mush,	Coffee,	Muskmelon,	Oyster "
Lemons,	Mustard,	Peas,	Turtle "
Pickles,	Pepper,	Apple-sauce,	Mutton "

One hundred and fifty articles of food, in addition to the above, were given by the children, but we omit them for want of space. What an illustration of the profuse bounty of our Creator! When the black-boards on every side of the school room were covered with the names of common articles of diet, all suggested by the children themselves, how such an exclamation would sink into their hearts.

CLASSIFICATION.

Bread—its ingredients: Flour, yeast, lard, water, milk, baking-powder, alum, salt.

THE KINDS OF MEAT, AND MANNER OF COOKING.

Pork—Fried, boiled, broiled.	Pig—Roast.
Beef—Roasted, boiled, fried, dried.	Venison—Fried, stewed, dried.
Lamb—Roasted, stewed, soup.	Bear—Fried, dried.
Mutton—Roasted, fried, soup.	Hare—Broiled, stewed.
Veal—Roasted, cutlets, soup.	Sausage—Broiled, fried.
Squirrel—Stewed, broiled, pot-pie.	Bologna sausage—Dried.
Rabbit—Stewed, broiled, pot-pie.	

We omit a list of about 25 different kinds of pies, the ingredients, and manner of preparing each.

SOUPS.

INGREDIENTS.		KINDS.
Water, cabbage.	Beef soup,	Pea soup.
Meat, celery.	Veal soup,	Bean soup.
Butter, tomatoes.	Oyster soup,	Vegetable soup.
Salt, turnips.	Mutton soup,	Milk broth.
Pepper, potatoes.	Chicken soup.	
Carrots, onions.	Lamb soup.	
Parsley, dumplings.	Turtle soup.	

CAKES.

Their ingredients.—Flour, milk, salt, eggs, spices, flavoring, fruit, butter; baking which, little Lucy says, is very important.

The different kinds.—Plum cake, sugar cake, ginger cake, bride's cake, cream cake, drop cake, almond cake, tea cake, sponge cake, fruit cake, lady fingers, loaf cake, Aunt Nancy's cake, jumbles, gold cake, silver cake, honey cake, dough-nuts, seed cake, black cake, lemon cake, crulls, pound cake, macaronies, ice-cream cake, snow-balls, ladies' cake.

THE DIFFERENT KINDS OF FRUIT.

Apples,	Apricots,	Prunes,	Figs,	Custard apples,
Quinces,	Plums,	Oranges,	Crab bananas,	Crab apples,
Pears,	Cherries,	Lemons,	Currants,	Bread-fruit,
Peaches,	Grapes,	Dates,	Pine apples,	Wild grapes.

THE NAMES OF SOME OF THE APPLES.

Bellflower,	Russet,	Wine-sap,	Sour,	R. Island Green,
Romanite,	Cider,	Ox-eyes,	Sweet,	Lady's Blush,
Vandevere,	Crab,	Harvest,	Winter,	Green Pippin.

SPICES.—All-spice, pepper, nutmegs, mace, cloves, cinnamon.

GREENS.—Spinage, dandelion, turnip, radish, asparagus, sour dock, beet.

CHEESES.—Pine apple cheese, cottage cheese, head cheese.

VEGETABLES, MANNER OF COOKING.—Cabbage, boiled, hot slaw, cold slaw, soup; spinage, boiled for soup; tomatoes, stewed, cold with vinegar, baked; asparagus, boiled for greens; radishes, cold with salt; carrots, boiled for soup; turnips, boiled, used for soup; Irish potatoes, boiled, fried, roasted, pie; lettuce, served with eggs, vinegar, sugar, gravy; peas, served with butter and salt, boiled;

sweet potatoes, boiled, baked, fried, roasted, pie; rhubarb, sauce, pie; bunch beans, stewed; butter beans, stewed; corn beans, boiled with meat or corn, pickled; egg plant, fried; celery, served uncooked with meat; mushrooms, fried; parsnips, stewed, boiled and fried; beets, boiled served with butter, pickled; onions, boiled in milk, fried, used for flavoring other dishes; parsley, used with fresh meat and in soup.

A large number of vegetables found in the list before us are omitted for want of room.

FRUITS IN CANS.

Peaches,	pears,	blackberries,	strawberries,	raspberries,
Plums,	cherries,	apples,	tomatoes,	corn.

PUDDINGS.

INGREDIENTS.	KINDS.	SAUCES FOR PUDDING.
Fruits,	Plum, bread.	Strawberry sauce.
Flour,	Apple, cherry.	Raspberry "
Milk,	Rice, minute.	Vinegar "
Salt,	Blackberry, potatoe.	Cream "
Sugar,	Raspberry, whortleberry.	Egg "
Spice,	Corn starch, arrow root.	Wine "
Flavoring,	Green corn, dried apple.	Cold "
Baking powder,	Green peach, Yorkshire.	Hot "
Soda.	Dried peach, sago.	

BERRIES, THEIR USE.

Straw berries, to eat.	Whortle berries, to make jams.
Black " make pies.	Cran " make marmalades.
Dew " make jellies.	Blue " make wine.
Rasp " make preserves.	Goose " to stew.

MELONS.

Muskmelons,	Spanish,	Watermelons,	Citron,
Mexican,	Nutmegs,	Pomegranates,	Cantelope.

PRESERVES—JELLIES—JAMS.

Peach preserve, jelly, jam.	Crab-apple preserve, jelly.
Apple preserve, jelly.	Cranberry preserve, jelly.
Pear preserve, jelly.	Gooseberry preserve.
Blackberry preserve, jelly, jam.	Prune preserve.
Strawberry preserve.	Tomato preserve.
Raspberry preserve, jelly, jam.	Watermelon-rind preserve.
Quince preserve, jelly.	Plum preserve.

NUTS.

Groundnuts,	Pecan nuts,	Coffee nuts,	English walnuts,
chestnuts,	butternuts,	cream nuts,	filbert nuts,
walnuts,	cocoanuts,	pig nuts,	chinkapin.
hickory nuts,	acorns,	hazlenuts,	

CANDIES.

Cream,	Butterscotch,	Ice-cream,	Rock,
pop-corn,	sugar plums,	wintergreen,	birch,
peppermint,	lemon drops,	sour drops,	cats-eyes,
molasses,	lemon candy,	hoarhound,	orange,
rose,	peppermint drops,	lavender,	cough,
clove,	French kisses,	gum drops,	kisses.
nut,	cinnamon,	vanilla,	

PICKLES.

Cucumber,	Eggs,	Peach,	Mexican,
tomato,	beets,	pepper,	artichoke,
mustard,	pears,	cherry,	sweet pepper,
cabbage,	bean,	onion,	muskmelon,
burr,	plum,	walnut,	watermelon rind.

THINGS BAKED.

Apples,	Pies,	Pears,	Biscuit,	Rusk,
potatoes,	cakes,	tomatoes,	custard,	beans,
bread,	meats,	puddings,	chickens,	pastry.

THINGS BOILED.					
Corn, beans, meats, ham, rice,	Greens, peas, beets, potpie, mush,	Turnips, homony, carrots, squashes, puddings,	Sweet potatoes, Irish potatoes, pumpkins, cabbage, apple dumplings.		
THINGS ROASTED.					
Beef, veal, lamb,	Apples, pears, mutton,	Chickens, tomatoes, turkeys,	Pigs, eggs, ducks,	Pork, potatoes, onions.	Goose, venison,
THINGS STEWED.					
Apples, pears, cranberries, blackberries,	Cherries, apricots, grapes, tomatoes,	Plums, prunes, currants, dewberries,	Veal, peaches, rabbits, potatoes,	Chickens, rhubarb, raspberries, fresh pork.	
THINGS FRIED.					
Potatoes, mutton, chicken,	Fish, pork, ham,	Eggs, sausage, onions,	Oysters, venison, egg plant,	Veal cutlets, homony.	
THINGS BROILED.					
Beef, squirrel,	Fish, rabbit,	Ham, quail,	Pork, snipe,	Sausage, partridge,	Chicken, pheasant.
MARMALADES.					
Peach,	pear,	quince,	plum,	apple.	
KINDS OF BUTTER.					
Butter,	apple,	quince,	peach,	pear,	tomato.

— Teachers out of employ, or those who have leisure to travel during vacation, should read the advertisement of Mr. Foster.

— Mr. J. R. Parker, one of the Assistant Secretaries of the State Teachers' Association at Columbus, lately of the Clermont Academy, has entered upon the duties of Principal of this Institution, at Tawawa, near Xenia, Greene county, vice M. P. Gaddis.

Inland.—Henry Barnes, for some time past Professor of Mathematics and Natural Science in Greensburgh Seminary, Summit county, has been appointed Principal of the same Institution.

— Mr. A. Samson retains his place as Superintendent in the Zanesville schools until September. He has become one of the firm of Samson, Beers & Co., book-sellers.

May, sweet May, again is come;
May that frees the land from gloom;
Children, children, up and see
All her stores of jollity.

— The remembrance of faithful teachers and educational pioneers to surviving friends in Ohio, is awakened in the imaginative breast,

"When Spring, with dewy fingers cold,
Returns to deck their hallowed mould."

Lewis, Guilford, Ray, your virtues are embalmed in our hearts!

THE LIBRARIES AND THE LEGISLATURE.

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PENMANSHIP.—Writing is one of the three Rs. Good writing is one of the graces of a scholar, a man, and—we had well nigh said of a Christian. A Christian has many excellent ways of making an exemplary mark in the world, but if, at this enlightened period of the progress of education, he make his sign manual in chirography, by a cross, though with some a sign of faith, he would be liable to a loss of his influence. The demand on the time of pupils in many schools, by the increase of studies, has measurably reduced the attention of Teachers to this great acquisition to pupils in any grade.

A recent movement has been made in the Cincinnati Public Schools to have instruction in this branch, communicated by one or more of the regular Teachers of each of the twenty schools of that city, after they have been each and all systematically trained to one system and uniform methods by one general instructor.

Miss Lucinda S. Barrett, a lady of eminent theoretical and practical knowledge and skill as instructress in penmanship, having for two years been dividing her time in teaching the pupils of these schools, and thereby learning the fitness of certain Teachers in each house, names one or more for appointment by the Trustees, as assistant Teacher of writing in the respective houses; all of whom on Saturday morning, in one of the centrally located school houses, spend an hour with Miss Barrett in practical efforts of their own, by writing as pupils, in copy book, accompanied with verbal directions and illustrations on blackboard, by Miss Barrett. Any Teacher other than those appointed may attend. On a recent occasion, we had an opportunity to observe a large room, seated for over sixty pupils, nearly filled.

Quite a feature of the class exercises is, that twelve or fifteen in attendance are Principals of the best Districts and Intermediate Schools of the city. Could the pupils of the schools over which they preside on pupil-school day, have seen the orderly, earnest group of men and women we saw on the 20th ult., in the Principal's room of the Fourth Intermediate School, making pot-hooks and hangers, in copy hand style, *a la mode Barrett*, we conclude, they would have said, we own up—our masters and mistresses are models—they practice what they preach; they certainly behave well in school as we can testify, badinage aside. The awakening of the School Board to the demand for a better training in scientific penmanship in the Elementary Schools, is encouraging. The plan adopted promises good fruit. The Teachers selected are otherwise the best trained and most likely to impart, in time, a knowledge of how to write, and to assure, by diligent effort, that this rare gift will be more generally attained by pupils. Success to this Normal School of Penmanship.

— Favor genius. It is the friendly recognition that gives confidence to young men to develop their unfolding powers. Two noble objects were attained in Oxford in the year 1834. Dr. Bishop, the beloved instructor, was the first head sculptured in marble by Hiram Powers, for which he received a money reward. Charles Anderson, a student, now of Cincinnati, saw that the divine gift was in young Hiram, and passed around a paper, headed by his own name, until \$100 was raised and placed in the first purse filled by the young artist's labors in marble. The bust of Bishop, under these circumstances, is a cherished memento of the educator, the artist, and the artist's early friends.

— Friends of education and subscribers to the *Journal of Education*, should take an early opportunity to become acquainted with the recently elected members of the Boards of Education in the different townships in the State, and engage them heartily in the interests of the State Teachers' Association. They should be secured as active friends of and subscribers to the *Ohio Journal of Education*, and no township Board in this State should be without the bound volumes—five valuable books—which can, for the present, be obtained complete, for one dollar each; they contain the history of our Common School effort and progress, with the decisions on the intricate questions arising out of the enforcement of the School Law, carefully prepared by the State Commissioner of Common Schools, Mr. Barney, who thoroughly understood its details, and who, with remarkable accuracy and plainness, made perspicuous many complex points, which every now and then came up to puzzle School Directors.

— Teachers should, at an early day, furnish the State Executive Committee with topics for discussion, and resolutions designed for consideration, at the meeting of the State Teachers' Association, at Steubenville, in the month of July.

SOUTH-WESTERN NORMAL SCHOOL.

The South-Western Normal School is in a highly prosperous condition, the number of pupils enrolled in the Teachers' Department thus far, for the second year, being over two hundred.

All Teachers who have spent a term or more with us, and have adopted the methods of teaching and the plans of government pursued in the "Normal," have met with unprecedented success, and almost without exception have been retained for the second or third quarter at increased wages.

The demand for trained Teachers continues unabated. Not a few Teachers by attending the Normal School a year or more, have been able to obtain situations in Union Schools, at nearly double the wages they were before receiving, besides having permanent instead of temporary employment.

Several pupils of the "Normal," will have saved enough more, by increased wages in one year, to pay their expenses at the "Normal" for the same length of time.

Teachers, do you regard your standing in society? do you aim at usefulness in your profession? You will then seek to obtain a proper consideration for your services. But you will first prepare yourselves to make your services valuable, and worthy of consideration.

The Teacher who can command a high salary, is ever in demand; and as paradoxical as it may seem, he is considered much more self-denying and self-sacrificing in his profession, than he who "labors for little or nothing and boards himself."

If, then, you desire to do the most good to your kind; if you would occupy an honorable position in society; if you would make your profession the first in public esteem, as it is first in real importance; and would accomplish these objects with the greatest certainty, and with the least expense of time and money, you will make use of those means which a fair experiment has shown to be best adapted to your purpose.

A Law Student would not seek a knowledge of his profession at a Medical College or a Divinity School, nor at an ordinary Literary institution; much less should a Teacher seek for training in his "most peculiar and artistic of all the professions," in an ordinary Academy or College. Graduates of Academies and Colleges, must learn by long and sad experience, by continual and repeated failures, what may be learned practically and certainly, and with scarcely a possibility of failure, in a Normal School.

All Teachers are respectfully requested to correspond with the Principal, or to visit the Normal School and make their own observations. "Our latch-string is always out."

Arrangements for self-boarding are such, that many students, both ladies and gentlemen, are bringing their entire expenses, for a term of eleven weeks, within twenty-five dollars. Rooms with all necessary apparatus, including bed, bedding, tables, chairs, stove and cooking utensils, are kept in readiness for pupils as they may arrive.

Catalogues will be sent to all who desire them.

The Summer Session will commence on the fourth of May, and will continue till the Normal Institute commences, (July 21st,) without vacation.

A. HOLBROOK, PRINCIPAL, Lebanon, Warren Co., O.

VIEWS AND REVIEWS.

LONGLEY BROS., Cincinnati.

Pronouncing Vocabulary of Geographical and Personal Names; 1857. This is a valuable work as a brief guide to the leading items of Geographical, Scriptural and Personal names. The notation is on the phonetic principle, the merits of which must be very great, as the preface announces that the remedy for the *clumsy* system of Webster, and the *obscure* of Worcester, clearly is "in the introduction into all our Primary Schools, of works based upon a strictly phonetic principle!" When that time arrives, there will truly be, "a total revolution in pronunciation."

A. S. BARNES & Co., New York.

Smith's Definer's Manual; 1857. This is a convenient Dictionary of the most useful words in the English language, spelled, pronounced and defined, and arranged in classes; words of similar appearance, but of widely different signification, being placed in juxtaposition, so as to make a more lasting impression upon the mind of the pupil. The words are not arranged in alphabetical order.

Willard's Morals for the Young; 1857. Following the example of Bunyan in his allegory, Mrs. Emma Willard, the devoted Instructor of youth at the Female Seminary of Troy, N. Y., has written a book with the above title, as advice to youth concerning their moral conduct, impressing her teaching by an emblematic picture of the two ways of life, the bright way of wisdom, and the dark way of folly.

Mahan's Science of Logic. This is a treatise which may be considered a cheap and popular presentation of the science developed so ably by Sir William Hamilton, in a work too costly for general use by Teachers. The execution of it is excellent, large type and substantial paper.

Pie,	Honey,	Oysters,	Lard,
Meat,	Sugar,	Rhubarb,	Yeast,
Eggs,	Milk,	Parsnips,	Grapes,
Gum-drops,	Chickens,	Vegetables,	Beef soup,
Cherries,	Jelly,	Beans,	Lamb "
Nuts,	Custard,	Apple-butter,	Bean "
Beets,	Tea,	Watermelon,	Veal "
Mush,	Coffee,	Muskmelon,	Oyster "
Lemons,	Mustard,	Peas,	Turtle "
Pickles,	Pepper,	Apple-sauce,	Mutton "

One hundred and fifty articles of food, in addition to the above, were given by the children, but we omit them for want of space. What an illustration of the profuse bounty of our Creator! When the black-boards on every side of the school room were covered with the names of common articles of diet, all suggested by the children themselves, how such an exclamation would sink into their hearts.

CLASSIFICATION.

Bread—its ingredients: Flour, yeast, lard, water, milk, baking-powder, alum, salt.

THE KINDS OF MEAT, AND MANNER OF COOKING.

Pork—Fried, boiled, broiled.	Pig—Roast.
Beef—Roasted, boiled, fried, dried.	Venison—Fried, stewed, dried.
Lamb—Roasted, stewed, soup.	Bear—Fried, dried.
Mutton—Roasted, fried, soup.	Hare—Broiled, stewed.
Veal—Roasted, cutlets, soup.	Sausage—Broiled, fried.
Squirrel—Stewed, broiled, pot-pie.	Bologna sausage—Dried.
Rabbit—Stewed, broiled, pot-pie.	

We omit a list of about 25 different kinds of pies, the ingredients, and manner of preparing each.

SOUPS.

INGREDIENTS.		KINDS.
Water, cabbage.	Beef soup,	Pea soup.
Meat, celery.	Veal soup,	Bean soup.
Butter, tomatoes.	Oyster soup,	Vegetable soup.
Salt, turnips.	Mutton soup,	Milk broth.
Pepper, potatoes.	Chicken soup.	
Carrots, onions.	Lamb soup.	
Parsley, dumplings.	Turtle soup.	

CAKES.

Their ingredients.—Flour, milk, salt, eggs, spices, flavoring, fruit, butter; baking which, little Lucy says, is very important.

The different kinds.—Plum cake, sugar cake, ginger cake, bride's cake, cream cake, drop cake, almond cake, tea cake, sponge cake, fruit cake, lady fingers, loaf cake, Aunt Nancy's cake, jumbles, gold cake, silver cake, honey cake, dough-nuts, seed cake, black cake, lemon cake, crulls, pound cake, macaronies, ice-cream cake, snow-balls, ladies' cake.

THE DIFFERENT KINDS OF FRUIT.

Apples,	Apricots,	Prunes,	Figs,	Custard apples,
Quinces,	Plums,	Oranges,	Bananas,	Crab apples,
Pears,	Cherries,	Lemons,	Currants,	Bread-fruit,
Peaches,	Grapes,	Dates,	Pine apples,	Wild grapes.

THE NAMES OF SOME OF THE APPLES.

Bellflower,	Russet,	Wine-sap,	Sour,	R. Island Green,
Romanite,	Cider,	Ox-eyes,	Sweet,	Lady's Blush,
Vandevere,	Crab,	Harvest,	Winter,	Green Pippin.

SPICES.—All-spice, pepper, nutmegs, mace, cloves, cinnamon.

GREENS.—Spinage, dandelion, turnip, radish, asparagus, sour dock, beet.

CHEESES.—Pine apple cheese, cottage cheese, head cheese.

VEGETABLES, MANNER OF COOKING.—Cabbage, boiled, hot slaw, cold slaw, soup; spinage, boiled for soup; tomatoes, stewed, cold with vinegar, baked; asparagus, boiled for greens; radishes, cold with salt; carrots, boiled for soup; turnips, boiled, used for soup; Irish potatoes, boiled, fried, roasted, pie; lettuce, served with eggs, vinegar, sugar, gravy; peas, served with butter and salt, boiled;

sweet potatoes, boiled, baked, fried, roasted, pie; rhubarb, sauce, pie; bunch beans, stewed; butter beans, stewed; corn beans, boiled with meat or corn, pickled; egg plant, fried; celery, served uncooked with meat; mushrooms, fried; parsnips, stewed, boiled and fried; beets, boiled served with butter, pickled; onions, boiled in milk, fried, used for flavoring other dishes; parsley, used with fresh meat and in soup.

A large number of vegetables found in the list before us are omitted for want of room.

FRUITS IN CANS.

Peaches,	pears,	blackberries,	strawberries,	raspberries,
Plums,	cherries,	apples,	tomatoes,	corn.

PUDDINGS.

INGREDIENTS.	KINDS.	SAUCES FOR PUDDING.
Fruits,	Plum, bread.	Strawberry sauce.
Flour,	Apple, cherry.	Raspberry "
Milk,	Rice, minute.	Vinegar "
Salt,	Blackberry, potatoe.	Cream "
Sugar,	Raspberry, whortleberry.	Egg "
Spice,	Corn starch, arrow root.	Wine "
Flavoring,	Green corn, dried apple.	Cold "
Baking powder,	Green peach, Yorkshire.	Hot "
Soda.	Dried peach, sago.	

BERRIES, THEIR USE.

Straw berries, to eat.	Whortle berries, to make jams.
Black " make pies.	Cran " make marmalades.
Dew " make jellies.	Blue " make wine.
Rasp " make preserves.	Goose " to stew.

MELONS.

Muskmelons,	Spanish,	Watermelons,	Citron,
Mexican,	Nutmegs,	Pomegranates,	Cantelope.

PRESERVES—JELLIES—JAMS.

Peach preserve, jelly, jam.	Crab-apple preserve, jelly.
Apple preserve, jelly.	Cranberry preserve, jelly.
Pear preserve, jelly.	Gooseberry preserve.
Blackberry preserve, jelly, jam.	Prune preserve.
Strawberry preserve.	Tomato preserve.
Raspberry preserve, jelly, jam.	Watermelon-rind preserve.
Quince preserve, jelly.	Plum preserve.

NUTS.

Groundnuts,	Pecan nuts,	Coffee nuts,	English walnuts,
chestnuts,	butternuts,	cream nuts,	filbert nuts,
walnuts,	cocoanuts,	pig nuts,	chinkapin.
hickory nuts,	acorns,	hazlenuts,	

CANDIES.

Cream,	Butterscotch,	Ice-cream,	Rock,
pop-corn,	sugar plums,	wintergreen,	birch,
peppermint,	lemon drops,	sour drops,	cats-eyes,
molasses,	lemon candy,	hoarhound,	orange,
rose,	peppermint drops,	lavender,	cough,
clove,	French kisses,	gum drops,	kisses.
nut,	cinnamon,	vanilla,	

PICKLES.

Cucumber,	Eggs,	Peach,	Mexican,
tomato,	beets,	pepper,	artchoke,
mustard,	pears,	cherry,	sweet pepper,
cabbage,	bean,	onion,	muskmelon,
burr,	plum,	walnut,	watermelon rind.

THINGS BAKED.

Apples,	Pies,	Pears,	Biscuit,	Rusk,
potatoes,	cakes,	tomatoes,	custard,	beans,
bread,	meats,	puddings,	chickens,	pastry.

THINGS BOILED.					
Corn, beans, meats, ham, rice,	Greens, peas, beets, potpie, mush,	Turnips, homony, carrots, squashes, puddings,	Sweet potatoes, Irish potatoes, pumpkins, cabbage, apple dumplings.		
THINGS ROASTED.					
Beef, veal, lamb,	Apples, pears, mutton,	Chickens, tomatoes, turkeys,	Pigs, eggs, ducks,	Pork, potatoes, onions.	Goose, venison,
THINGS STEWED.					
Apples, pears, cranberries, blackberries,	Cherries, apricots, grapes, tomatoes,	Plums, prunes, currants, dewberries,	Veal, peaches, rabbits, potatoes,	Chickens, rhubarb, raspberries, fresh pork.	
THINGS FRIED.					
Potatoes, mutton, chicken,	Fish, pork, ham,	Eggs, sausage, onions,	Oysters, venison, egg plant,	Veal cutlets, homony.	
THINGS BROILED.					
Beef, squirrel,	Fish, rabbit,	Ham, quail,	Pork, snipe,	Sausage, partridge,	Chicken, pheasant.
MARMALADES.					
Peach,	pear,	quince,	plum,	apple.	
KINDS OF BUTTER.					
Butter,	apple,	quince,	peach,	pear,	tomato.

— Teachers out of employ, or those who have leisure to travel during vacation, should read the advertisement of Mr. Foster.

— Mr. J. R. Parker, one of the Assistant Secretaries of the State Teachers' Association at Columbus, lately of the Clermont Academy, has entered upon the duties of Principal of this Institution, at Tawawa, near Xenia, Greene county, vice M. P. Gaddis.

Inland.—Henry Barnes, for some time past Professor of Mathematics and Natural Science in Greensburgh Seminary, Summit county, has been appointed Principal of the same Institution.

— Mr. A. Samson retains his place as Superintendent in the Zanesville schools until September. He has become one of the firm of Samson, Beers & Co., book-sellers.

May, sweet May, again is come;
May that frees the land from gloom;
Children, children, up and see
All her stores of jollity.

— The remembrance of faithful teachers and educational pioneers to surviving friends in Ohio, is awakened in the imaginative breast,

"When Spring, with dewy fingers cold,
Returns to deck their hallowed mould."

Lewis, Guilford, Ray, your virtues are embalmed in our hearts!

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"The operation of the 58th and 59th section of the act, entitled an act to provide for the reorganization, supervision and maintenance of common schools, passed March 14, 1853, is hereby suspended for one year." Which prevailed, ayes 27, nays 7. Nays—Messrs. Hawley, Heaton, Kelley, Lawrence, Marsh, Phelps, Wilford.

When sent down to the House, the Senate bill was passed without division and became a law, and thus has been again suspended for one year the Free School Library clause of the Ohio School Law.

PENMANSHIP.—Writing is one of the three Rs. Good writing is one of the graces of a scholar, a man, and—we had well nigh said of a Christian. A Christian has many excellent ways of making an exemplary *mark* in the world, but if, at this enlightened period of the progress of education, he make his sign manual in chirography, by a cross, though with some a sign of faith, he would be liable to a loss of his influence. The demand on the time of pupils in many schools, by the increase of studies, has measurably reduced the attention of Teachers to this great acquisition to pupils in any grade.

A recent movement has been made in the Cincinnati Public Schools to have instruction in this branch, communicated by one or more of the regular Teachers of each of the twenty schools of that city, after they have been each and all systematically trained to one system and uniform methods by one general instructor.

Miss Lucinda S. Barrett, a lady of eminent theoretical and practical knowledge and skill as instructress in penmanship, having for two years been dividing her time in teaching the pupils of these schools, and thereby learning the fitness of certain Teachers in each house, names one or more for appointment by the Trustees, as assistant Teacher of writing in the respective houses; all of whom on Saturday morning, in one of the centrally located school houses, spend an hour with Miss Barrett in practical efforts of their own, by writing as pupils, in copy book, accompanied with verbal directions and illustrations on blackboard, by Miss Barrett. Any Teacher other than those appointed may attend. On a recent occasion, we had an opportunity to observe a large room, seated for over sixty pupils, nearly filled.

Quite a feature of the class exercises is, that twelve or fifteen in attendance are Principals of the best Districts and Intermediate Schools of the city. Could the pupils of the schools over which they preside on pupil-school day, have seen the orderly, earnest group of men and women we saw on the 20th ult., in the Principal's room of the Fourth Intermediate School, making pot-hooks and hangers, in copy hand style, *a la mode Barrett*, we conclude, they would have said, we own up—our masters and mistresses are models—they practice what they preach; they certainly behave well in school as we can testify, badinage aside. The awakening of the School Board to the demand for a better training in scientific penmanship in the Elementary Schools, is encouraging. The plan adopted promises good fruit. The Teachers selected are otherwise the best trained and most likely to impart, in time, a knowledge of how to write, and to assure, by diligent effort, that this rare gift will be more generally attained by pupils. Success to this Normal School of Penmanship.

— Favor genius. It is the friendly recognition that gives confidence to young men to develop their unfolding powers. Two noble objects were attained in Oxford in the year 1834. Dr. Bishop, the beloved instructor, was the first head sculptured in marble by Hiram Powers, for which he received a money reward. Charles Anderson, a student, now of Cincinnati, saw that the divine gift was in young Hiram, and passed around a paper, headed by his own name, until \$100 was raised and placed in the first purse filled by the young artist's labors in marble. The bust of Bishop, under these circumstances, is a cherished memento of the educator, the artist, and the artist's early friends.

— Friends of education and subscribers to the *Journal of Education*, should take an early opportunity to become acquainted with the recently elected members of the Boards of Education in the different townships in the State, and engage them heartily in the interests of the State Teachers' Association. They should be secured as active friends of and subscribers to the *Ohio Journal of Education*, and no township Board in this State should be without the bound volumes—five valuable books—which can, for the present, be obtained complete, for one dollar each; they contain the history of our Common School effort and progress, with the decisions on the intricate questions arising out of the enforcement of the School Law, carefully prepared by the State Commissioner of Common Schools, Mr. Barney, who thoroughly understood its details, and who, with remarkable accuracy and plainness, made perspicuous many complex points, which every now and then came up to puzzle School Directors.

— Teachers should, at an early day, furnish the State Executive Committee with topics for discussion, and resolutions designed for consideration, at the meeting of the State Teachers' Association, at Steubenville, in the month of July.

SOUTH-WESTERN NORMAL SCHOOL.

The South-Western Normal School is in a highly prosperous condition, the number of pupils enrolled in the Teachers' Department thus far, for the second year, being over two hundred.

All Teachers who have spent a term or more with us, and have adopted the methods of teaching and the plans of government pursued in the "Normal," have met with unprecedented success, and almost without exception have been retained for the second or third quarter at increased wages.

The demand for trained Teachers continues unabated. Not a few Teachers by attending the Normal School a year or more, have been able to obtain situations in Union Schools, at nearly double the wages they were before receiving, besides having permanent instead of temporary employment.

Several pupils of the "Normal," will have saved enough more, by increased wages in one year, to pay their expenses at the "Normal" for the same length of time.

Teachers, do you regard your standing in society? do you aim at usefulness in your profession? You will then seek to obtain a proper consideration for your services. But you will first prepare yourselves to make your services valuable, and worthy of consideration.

The Teacher who can command a high salary, is ever in demand; and as paradoxical as it may seem, he is considered much more self-denying and self-sacrificing in his profession, than he who "labors for little or nothing and boards himself."

If, then, you desire to do the most good to your kind; if you would occupy an honorable position in society; if you would make your profession the first in public esteem, as it is first in real importance; and would accomplish these objects with the greatest certainty, and with the least expense of time and money, you will make use of those means which a fair experiment has shown to be best adapted to your purpose.

A Law Student would not seek a knowledge of his profession at a Medical College or a Divinity School, nor at an ordinary Literary institution; much less should a Teacher seek for training in his "most peculiar and artistic of all the professions," in an ordinary Academy or College. Graduates of Academies and Colleges, must learn by long and sad experience, by continual and repeated failures, what may be learned practically and certainly, and with scarcely a possibility of failure, in a Normal School.

All Teachers are respectfully requested to correspond with the Principal, or to visit the Normal School and make their own observations. "Our latch-string is always out."

Arrangements for self-boarding are such, that many students, both ladies and gentlemen, are bringing their entire expenses, for a term of eleven weeks, within twenty-five dollars. Rooms with all necessary apparatus, including bed, bedding, tables, chairs, stove and cooking utensils, are kept in readiness for pupils as they may arrive.

Catalogues will be sent to all who desire them. ●

The Summer Session will commence on the fourth of May, and will continue till the Normal Institute commences, (July 21st,) without vacation.

A. HOLBROOK, PRINCIPAL, *Lebanon, Warren Co., O.*

VIEWS AND REVIEWS.

LONGLEY BROS., Cincinnati.

Pronouncing Vocabulary of Geographical and Personal Names; 1857. This is a valuable work as a brief guide to the leading items of Geographical, Scriptural and Personal names. The notation is on the phonetic principle, the merits of which must be very great, as the preface announces that the remedy for the *clumsy* system of Webster, and the *obscure* of Worcester, clearly is "in the introduction into all our Primary Schools, of works based upon a strictly phonetic principle!" When that time arrives, there will truly be, "a total revolution in pronunciation."

A. S. BARNES & Co., New York.

Smith's Definer's Manual; 1857. This is a convenient Dictionary of the most useful words in the English language, spelled, pronounced and defined, and arranged in classes; words of similar appearance, but of widely different signification, being placed in juxtaposition, so as to make a more lasting impression upon the mind of the pupil. The words are not arranged in alphabetical order.

Willard's Morals for the Young; 1857. Following the example of Bunyan in his allegory, Mrs. Emma Willard, the devoted Instructor of youth at the Female Seminary of Troy, N. Y., has written a book with the above title, as advice to youth concerning their moral conduct, impressing her teaching by an emblematic picture of the two ways of life, the bright way of wisdom, and the dark way of folly.

Mahan's Science of Logic. This is a treatise which may be considered a cheap and popular presentation of the science developed so ably by Sir William Hamilton, in a work too costly for general use by Teachers. The execution of it is excellent, large type and substantial paper.

A. S. BARNES & Co., New York.

School Amusements and School Management. These publishers have recently added to the seven volumes of their valuable series, entitled "Teachers' Library," another volume, by N. W. Taylor Root, a practical Teacher, on how to make the school interesting, embracing rules for military and gymnastic exercises in schools, and hints upon the general management of the school room; a valuable work.

SHELDON, BLAKEMAN & Co., New York.

Webb's Word Method. Mr. A. W. Price, at Cleveland, agent for this firm, will furnish this First Reader to those in Ohio ordering the same; see advertisement. This is a book suited for primary scholars, and the word-method we believe well calculated to develop the minds of youth.

Stoddard & Henkle's Algebra. We learn from those whose opinion on this class of text books is entitled to respect, that the authors have avoided many of the ambiguities that other works on Algebra have fallen into, and furnished an attractive and well classified work for High Schools and Colleges. The work is well bound in leather.

See advertisement of this firm, "Normal Series, &c."

JOS. H. RILEY & Co., Columbus.

A French Grammar; by Maurice Adolphe Mot. This work, printed at home, and prepared by one who is a Teacher amongst us, is, we learn, an admirable work, well arranged to give intelligible instruction in pronunciation, being orderly arranged and clearly explained.

We have received a copy of Tower's Pictorial Primer—Boston, Shepard, Clark & Brown—the child's book for home and school. It is finely illustrated and the text in bold, well defined type, is devoted to an analysis of the plates.

Also, a copy of Warren's Physical Geography, from Messrs. Patterson & Clark, booksellers, Cincinnati.

Educational Items.

ATHENS COUNTY.—Owing to the active exertions of Prof. W. H. Young, and N. M. McLaughlin, we have 96 subscribers in this county. We propose to announce in the June issue the subscription by counties. Some who are prominent men at the Association, have neglected to take an active part in promoting the circulation of the Journal. We hope there will be a general revival, that we may make a good report at the Teachers' Association in July.

The Institute of this county commenced its session at Albany, on the 31st of March, and continued three days. More than sixty teachers were in attendance. Messrs. Dran, Howard, Mower, Young and Proctor, of Athens county, were efficient instructors. J. Ogden, of Hopedale, was present, and did noble work. Altogether, it was a soul-stirring time, and is reported to have been the best one held in the county.

A county Teachers' Library was projected, and many good words said in behalf of the Ohio Journal of Education, which seems to be quite a favorite among the "Athenians."

The fall Institute will be held in October. The "Albanians" are hospitable and truly social people, and their musical society added much to the enjoyment of visitors.

The Athens Union Schools gave an interesting Exhibition during the past month. George W. Woodbridge, of Washington county, has been appointed Trustee of the Ohio University at Athens, in place of Rev. Mr. Lee, resigned.

ASHTABULA.—This Union School has been in operation one year, and has been noted for the punctuality of the attendance of the pupils. The recent Examination gave token of the merit of the teachers and proficiency of the scholars.

Bucyrus.—The papers of this thriving county seat of Crawford county, speak highly of the Journal of Education, and intimate that it is a healthy sign that all the teachers of the Union Schools are subscribers. The provision for examination of teachers seems to be inadequate, as recently there were 150 applicants at one session.

Cincinnati.—The School Board have not yet acted upon the salary bill before them. They have adopted Murray's Exercises, to be used in connection with any text book on Grammar, in the intermediate schools.

Cincinnati.—The Ohio School Library at Cincinnati, open free to all its citizens, has become a valuable resort. Two thousand and ten names have been enrolled, and for the month of March, as we learn from the report, 3473 books were withdrawn for use, in the following proportions, viz: Works of Fiction, 1630; Travels and Voyages, 324; Biographies, 410; Poetical Works, 157; Histories, 301; Geology, Botany, Philosophy, etc., 252; Religious, Educational, etc., 599.

—Professor Theodore Soden, author of a German Grammar, and formerly teacher of the German language in the Cincinnati High Schools, has returned to his "fatherland," and is now conducting a select family school of young ladies, at Esslingen, on the Neckar, near Stuttgart, Kingdom of Wurtemberg. Pupils received from the United States.

Cleveland.—"Cleveland and her Public Schools," is the title of an able article in the Herald, which sets forth in detail the observation of an Eastern visitor to the schools of the Forest City. It thus concludes, after specially noticing Miss Gillette, Mr. and Mrs. Palmer:

"Cleveland must be exceedingly fortunate in the selection of her school officers, Superintendent of Instruction and teachers, else your system would not work to such perfection. Speaking of your Superintendent of Instruction, you must pardon an anecdote, though somewhat personal. Meeting a friend on your streets, his Yankee inquisitiveness prompted him to inquire, 'What are you doing here so often?' 'Oh,' said I, 'visiting schools, and studying Mr. Freeze.' 'Good,' said he; 'when you get your lesson learned let me know, and if you don't grow *too old* before that time, you can have a pass to superintend the schools of the Union.'"

The Cuyahoga county Teachers' Association met at Cleveland on the 8th and 9th ult., and valuable and instructive lectures delivered, and exemplifications of methods of teaching made.

Canfield.—In Mahoning county we notice that the county Board of Examiners attend at the Court House in Canfield, to examine teachers, spending fifteen days consecutively, appropriating one day to applicants from each township.

Dayton.—The High School of this city has recently had an Exhibition which attracted a large number of people. The newspapers of the place urge the Board to construct the new edifice of Dayton limestone. One of the prominent firms of Dayton is reported to have a country correspondent, who writes after the following style:

"gents i sende yu ate baggs of rags & Want yew too give Me Credit for 'em and sende me the Bill be lo

Three duzzan pas bords 2 doosen electic spelln bucks on dos sen seckent electic reders and one 1/2 a dozen 3 reders, won dos coppie bucks fore riten too reems rapin papre, diffrant sizes 1 reem riten paper number wun too boltz Winder blinds Fancy 50 bis cotton yarn Number seven to twenty lbs candle weak an won dussen Brimmers for little fellers."

Greenfield.—Mr. T. H. Herdman, Superintendent of the Greenfield schools, has adopted the plan of publishing a monthly report of the attendance, progress, etc., of the scholars, which doubtless has a good effect by keeping the attention of parents more constantly awakened to the subject. From his last report we learn that the Primary Department (two schools) numbers 126 pupils; the Secondary 56; Grammar School 74; High School 46.

The average daily attendance during the first month of the year was 234.

—The Teachers' Association of Fayette, Highland and Ross counties, Ohio, will hold the next regular meeting at Frankfort, on the 1st and 2d of May, 1857, commencing on Friday, at 2 o'clock P. M.

An address will be delivered on Friday evening by T. H. Herdman of Greenfield, and other interesting exercises and important business will come before the meeting.

Some action will be taken in respect to the propriety of holding another Normal Institute at Greenfield during July and August, and, if deemed expedient, necessary arrangements will be made for said Institute.

Malta.—The Western News Boy recently contained an interesting resume of the history of "The Morgan county Schools—Their Progress," which concluded with the following:

The teachers of Morgan held their first Institute in 1854, and have held them semi-annually and annually, from that time to the present, and teachers generally attend from all parts of the county, and seem to take a deep interest in the proceedings; the result of which is seen in the improvement of teachers. And their salary has increased from eight and fifteen dollars to thirty-five and forty dollars per month. We learn by reports that there are sixty subscribers to the Ohio Journal of Education in Morgan county, which is nearly double the amount from many of the older counties. This proves that the teachers are deeply interested in the cause of Education, that they wish to establish as a fact that they are worthy of the name of *Teacher*.

Mt. Union.—With twenty-seven new subscribers, (in addition to thirty previously sent,) furnished by O. N. Hartshorn of Mt. Union Seminary, this enterprising teacher says, "I hope to send you 80 subscribers during this year. I regard the 'Journal' as a powerful instrument in advancing the cause of general education throughout the State, and I deem it the duty of every friend of learning, to labor whenever and wherever possible for its wider circulation. There are over one hundred of our students who are subscribers. The total number in attendance, above the age of sixteen years, is near two hundred, one hundred and fifty-five of whom have taught district schools. Our Normal School department is very interesting. It is our desire to do whatever we can for elevating the youth of our country, and we expect, so long as the Ohio Journal of Education continues as heretofore, to be not only needed, but wisely adapted to effect so much good, to give it our hearty support.

Morrow.—An interesting Teachers' Convention was held at this village, in Warren county, on the 28th of March. We have not received a report thereof nor a list of subscribers expected from Mr. Ellinwood; but a very complimentary article in favor of the "Journal" appears in the "Teachers' Advocate," as follows:

"OHIO JOURNAL OF EDUCATION.—Our State Journal of Education has lately been put under the Editorial management of Mr. J. D. Caldwell, Esq. Although Mr. Caldwell is not a teacher, and we have always entertained considerable doubt as to the propriety of placing the organ of the State Teachers' Association under the control of any person who is not a *professional* teacher, we must admit that he appears to have breathed a new life into the columns of the Journal; we believe the subscription list of the Journal is not quite finished yet, (for certainly every TEACHER in the State will have his name there,) and we suppose that no better time than the present can be found for those who have not as yet sent on their names, to forward them to the Editor."

Newark.—The popular notice given of ignorant applicants to be certified as teachers, we hope will partially cure the evil.

The following is from a Newark paper:

"We still occasionally meet with strange specimens of orthography, and one of the candidates at our last examination tells us that "*whilst*" is a "verbe and greese with its nominive them." Another writes of the "ileand of Cicily;" but these are exceptions. The deficiencies of most manuscripts in *grammar* and *geography*, render it necessary to call the attention of teachers to a careful review of these branches, before attending examination. On the 14th of the present month, seventy-one manuscripts were presented, and in seventy of these the following lines were parsed incorrectly:

"While thee I seek, Protecting power,
Be my vain wishes stilled."

Not one gave correct the participles of "buy, do and see," and very few recognised the existence of the passive voice. We hope that this paragraph may meet the eye of some teachers, and that our examination on the 28th inst. will show an improvement in these branches."

THE
Ohio Journal of Education.

COLUMBUS, JUNE, 1857.

ASSOCIATION OF SCHOOL SUPERINTENDENTS OF THE
STATE OF OHIO.

MORNING SESSION.

This Association (organized last December) met in Cincinnati agreeably to adjournment, Tuesday, April 28, 1857, in the Hall of the Board of Education—Andrew J. Rickoff, of Cincinnati, President, in the Chair, and John Lynch, of Circleville, Secretary pro tem.

The meeting was opened with prayer by the Rev. Wm. F. Hansell, of Cincinnati. In welcoming the Association, the President remarked that the labor before them was not the institution of a system of common schools, for that had been done by sagacious men who have struggled hard that means should be established for the education of every child in the State. It remains for the Superintendents and their co-laborers in the school room, the teachers, with judicious counselors, whom they may find among the friends of education, to so shape and elaborate the details of that system, that it may do the greatest possible good to the greatest number. We shall attain the speediest and most valuable results by coming back to a genuine simplicity. We must impart to the young a *knowledge* of "*Common Things*," the actual affairs of every day life; they must be *trained* in the arts and duties which they will be called upon to perform in the intercourse of civilized society. The educational institutions of Holland and Prussia have been celebrated for a long time for the thoroughness of their discipline in language. Systematic attention is given it before the child is taught the *alphabet*, and through every stage of his progress, till he leaves the gymnasium or the university. Whilst we are independent in our own ways, and necessarily peculiar in our own plans, we should not fail to incorporate whatever we can find abroad which would be

likely to be useful to us. Though assembling from all parts of the State, differing widely in our methods of instruction, and perhaps our doctrines of education, who would doubt for a moment that we may be brought to agree on material points, in that which may be adapted to all?

Ohio, from her central position and vast material resources, has it in her power to be a State of commanding influence in educational progress. The Superintendents of her schools must, in no small degree, mould the future, in adopting plans for to-day. Our responsibilities are commensurate with our advantages. They demand from us unabated zeal, and intelligent labor that knows no fatigue.

Letters from Mr. E. E. White, Portsmouth, and Mr. M. F. Cowdery, Sandusky, who were unable to attend, were read and filed. Rev. A. Duncan read an interesting paper, in pursuance of previous appointment, on Teachers' Meetings. He treated of the object sought, and was caustic in his remarks on what he alleged was the mental tendency of a majority of those persons who are acting as teachers, attributing their indifference to downright indolence—a willingness on the part of the teacher to make his pursuit easy, by doing as little as possible. To elevate, quicken and invigorate teachers—to make them progressive—they need united, associated effort. Observation and books may help, but it is by comparing and interchanging, that mental and moral improvement is secured. Freely he receives, and freely he should give. He instanced the important study of Mental Arithmetic, which enters so largely into the training of youth for all classes of business pursuits, as being conducted in many diverse ways, even in the same schools, one of which was evidently the best method. By systematic conferences of those of the same grade, relative excellences are tested by examination and comparison, and unity or approach to uniformity of teaching attained.

A crowning benefit of teachers' meetings is the acquirement of a moral power of inestimable efficiency. By exchange of observations and philosophy of their teachings, the moral deficiencies of pupils can be traced. These generally centre in the master sin of selfishness. The numerous details of when, how, and how long they should be conducted, must of course be the subject of specific consideration in each school, but making it compulsory to attend on the part of teachers, by rules more or less strenuous, the essayist contended, was a matter of settled importance.

In the Newark schools these exercises were conducted on Friday af-

ternoon, the schools having been dismissed at recess, after exercises in Declamation, Vocal Music, and reading of Compositions. All the teachers, with the Superintendent, united in spending one and a half hours in exercises specially fitted for mutual improvement in practical duties, which time has been deemed to be the most profitable for the pupils expended by the teachers.

The report recommended—

That teachers' meetings should be ordained by law, and be an indispensable part of a common school system ;

That teachers be required to take part in these exercises, as regularly as the duties of their school rooms ;

That they should prepare therefor, as is required of pupils ;

That their attendance be registered and reported, which should have its effect in promotions and continuance in school ;

That one moiety of the time engaged therein be to secure mental vigor, and the other their moral welfare.

This is but a brief sketch of the paper, taken from hearing it read. The report was referred to a select committee, consisting of Messrs. Lynch, Sams and Duncan, to report resolutions in conformity with the spirit of the report.

Messrs. Catlin, Johnson and Emerson, were appointed a business committee to report in the afternoon.

AFTERNOON SESSION—2½ O'CLOCK.

Prayer by Rev. A. Duncan.

Dr. Catlin, from the committee, presented the following

Order of Business.

1. Report of Mr. Rickoff on School Reports.
2. " " Select committee on Report of Mr. Duncan.
3. Selection of subjects of Report at next meeting, viz :
 1. School Teachers' Licenses.
 2. The Synthetic and Analytic Methods of Instruction.
 3. Training of Teachers already engaged in Teaching.
 4. Proper method of conducting critical Examinations for promotion of Pupils to a higher grade of School.
 5. General Rules and Regulations for the adoption of School Boards.
4. Resolutions.
5. Amendments to Constitution.
6. Miscellaneous Business.

8 A. M. in winter. First the high school teachers met, with order of exercises in studies which they taught during the week, discussing the general principles of the lessons assigned, and the faculties of mind involved. The next grade of teachers exercised on what was peculiar to it, with special lessons referring to the mental, moral and physical development of their pupils, then a general talk on discipline and the routine of the week. So with those of the next grade. These are sessions of five hours, the most laborious days of the week to the Superintendent. To be successful, labor has to be constant and unremitting. This he was rendering, from the lowest grade to that of the high school. Tangible results had been accomplished.

Mr. Kingsley remarked that he liked the suggestions, but the difficulty was, detail cannot be arranged to suit all towns. A plan suitable for Cincinnati might be ill adapted to many other places. All do and should differ. Some prefer to meet on one day, some on others. By going into detail the force of the general subject will be weakened. We will become too systematic—will place teachers under too strict pupilage, reduce them to servitude, kill their manliness. Present the spirit of the proposition; hold, but not show the power to control them.

Dr. Catlin urged that in the resolutions there was nothing too minute, fettering or binding. The true teacher comes up gladly to these important and essential exercises. This is a test. We don't want those teachers who come only on compulsion; but even these are benefited by coming, and they should be required to come.

Mr. Dewolf was not in favor of further instructing Boards of Education, and moved to lay on the table resolutions 3 and 4, which motion prevailed.

The following subjects were referred for report at next meeting, to the committees subjoined:

1. On School Teachers' Licenses—Dr. W. C. Catlin, Mansfield.
2. The Synthetic and Analytic Methods of Instruction—A. J. Rickoff, Cincinnati; D. F. Dewolf, Tiffin; D. F. Johnson, Marion; A. B. Cornell, Putnam.
3. Proper Method of conducting Critical Examinations for promotion of Pupils to a higher grade of School—D. F. Dewolf, Tiffin.
4. Form of Diploma for Graduates of Union Public Schools—A. Duncan, Newark; D. F. Dewolf, Tiffin; E. D. Kingsley, Columbus.
5. (Continued over.)

On the relation of Superintendents to Boards of Education and Teachers—M. F. Cowdery, Sandusky.

6. (Continued over.)

On Courses of Study and Classification of Schools—J. S. Nelson.

On motion of Dr. Catlin, the following amendment was made to the Constitution: "That persons, not Superintendents of schools, may become honorary members of this Association by receiving a unanimous vote by ballot of the members present, at any regular meeting."

Lorin Andrews, of Gambier, President of Kenyon College, was elected the first honorary member.

Israel W. Andrews, President of Marietta College, and President of the Ohio State Teachers' Association, was elected the second honorary member of the Association.

Thanks were extended to the Cincinnati School Board for the use of their session hall.

Mr. A. Samson having resigned, his bill of expenditures, \$4.13, was ordered to be paid, and Mr. A. C. Deuel, of Urbana, was elected Secretary.

Messrs. Lynch, Emerson and Sams, were appointed a committee of Publication.

The President addressed the Association, encouraging the members to an ardent, hopeful prosecution of a work so auspiciously begun, which promised so much to the upbuilding of a well-modeled and substantial common school system. The Association adjourned to meet in Columbus on Friday, the 4th day of September, 1857. Thus closed the labors of the first semi-annual session of an Association which promises to become a beneficent power in the educational movements of the day.

"That knowledge, which from human reason flows,
Unless religion guide its course,
And faith her steady mounds oppose,
Is ignorance at best, and often worse."

— Lord Bacon says, "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."

"Work for some good, be it ever so slowly;
Cherish some flower, be it ever so lowly;
Labor! all labor is noble and holy;
Let thy great deeds be thy prayer to thy God."

— Cultivate the power of expression in your pupils. Teach them not only to learn to do, but to love to do.

—— "They oftentimes take more pains
Who look for pins, than those who find out stars."

giving his whole time to the duties of his office. Let him hold direct communication with the School Commissioner as the representative of education in each township. Let him furnish the County Auditor and the Commissioner with full school returns in his township; and let him be held responsible in ample bonds for the faithful discharge of his several duties.

Under this system the office would be honorable. Good men would seek it. Libraries would be well taken care of. Schools would be reported correctly, and the State Commissioner would have, as fairly as the State Auditor has in every county, an executive representative in every school district.

All the educational officers of the State have observed and remarked upon the need of local Superintendents of schools. Our towns and cities enjoy the advantage of superintendence under the union system. If wherever that system is not in operation the Township Clerk were employed as I have suggested, the "rural districts" would in a few years rival many towns.

The time is coming, unless educational advancement be arrested in Ohio, when all our townships will have High Schools, as suggested by Samuel Lewis in 1836. The plan proposed will further that period, already too long postponed.

I might elaborate, at considerable length, the suggestions I have made, and advance a variety of arguments in their behalf, but as my object is to elicit thought and discussion, not to support a plan, present an address, or draft an act, I need only hope that the Teachers' Association will inquiringly deliberate upon what ought to be and what can be done, for the School Library system in Ohio.

W. T. C.

TEACH CHILDREN POLITENESS.—Children should early be taught to be polite to each other, and to those about them; and here the practice of parents is much more efficacious than their teachings.

"Be courteous," is the brief and impressive command of one who wrote as he was moved by the Holy Spirit. The best school in which to learn true politeness, is the family. Parents and children, brothers and sisters, masters and servants, should be polite to each other. It requires little effort to say "I thank you," for any service rendered, however small it may be, and under however much obligation the person may be to render it.

EXAMINATION OF TEACHERS.

MR. EDITOR:—An article on this subject in the last *Journal*, in most respects, pleased me very much. Many of the suggestions are most opportune, and commend themselves to the thoughtful consideration of School Examiners throughout the State. If adopted, they will tend to the accomplishment of a most desirable object, the uniformity of examinations of Teachers. At the present time, the prudence and carefulness of a Board of Examiners in one county, is counteracted or entirely destroyed by carelessness in another county. Some kind of uniformity of standard is imperatively demanded.

But on one point, my connection as well as experience as an Examiner, leads me to object most strenuously to the views of the article in question. I allude to the use of prepared, written or printed questions. It seems to me there are objections to their use which are insuperable. To thus examine persons, is like examining witnesses by interrogatories. Indeed not up to that in one respect, for the attorney knows what his witness is expected to testify, while the Examiner is, or should be, in sublime ignorance of the knowledge of the applicant for a certificate. Examination by interrogatories has superiority in one case, and that is where your witness knows more than you wish him to tell. Such cannot be the case in the examination of Teachers where the object is to find out precisely what the Teacher does know, as well as the capacity to receive and impart knowledge.

It seems to me that the following objections are conclusive as to the use of prepared questions :

1st. There is no means of testing the actual knowledge displayed in the answers, without subsequent questions on those answers. In a set of prepared questions no such test can be properly applied.

2d. The prepared questions must be isolated questions, each one independent of the other, or when all are presented on a sheet they will, the one aid in the solution of the other.

3d. By this mode, without the test of questions based upon and demanding explanation of, answers given, it is not possible to ascertain the comparative merits of the applicants. One person may answer glibly with the pen, and be apparently correct, and another answer badly, and at the same time, the latter be much the best scholar.

4th. This mode destroys all the general benefit which might, and should, result from the public examination of Teachers.

Other points of objection might be enumerated, but these are suffi-

cient for my present purpose, which is simply to attract attention to the matter. Oral and impromptu questions commend themselves to me by the following, among other considerations.

1st. They are asked and answered in the hearing of the whole class, and are much more varied than prepared questions can be. The public and general benefit of examinations is thus secured.

2d. They furnish full opportunity to test all previous answers at every step, and thus to ascertain whether the knowledge displayed be actual and real, and not a mere book or school echo.

3d. They are much more likely to lead to a knowledge of the comparative merits of the different applicants for certificates.

Other advantages might be named, but these are sufficient. The real thing to be ascertained by the Examiners is, whether the applicant is a living, *thinking* being, possessed of sufficient knowledge, and with ability to lead minds to think and lay up like, or superior store. Without mental activity, and power to awaken like activity in the minds of the young, no person is fit to teach school. The subject is an important one, and needs more attention.

H.

PRIMROSE CORRESPONDENCE.

MY DEAR MRS. GRUNDY:—I fear you are one of those unfortunate ladies, who, as Holland has it,

“Sit on the north side of the Tree of Life,
Peeling wormy apples with a rusty knife.”

For you will have it, that “schoolma’ams” are terrible ogres, who seize upon innocent little children, and thrust them into great, gloomy dungeons, where they are mercilessly sentenced to a six hours sitting bolt upright, with arms folded into the meekest of attitudes, and no variation of exercises, except an occasional coming forward to receive a dose of A B C, allopathically mixed with little pulls of the hair—then a-b ab, followed by a sudden reddening of the auricular organs, as the anatomists say.

Now we won’t discuss the matter at all, for I don’t know how to “debate”—but allow me to present you a picture which you may study at your leisure.

You see that bevy of little girls sitting in the shade of that oak-tree ?

Just give them a glance. Doesn't the fairy in the blue dress and white basque, her soul beaming out in a pair of great glad eyes, remind you of the days of your own innocence? And the sight of that fair-haired, rosy-faced child, with upraised finger, gives all your thoughts an upward tendency. Those solemn grey eyes, whose owner is encased in a pink frock, befronted with a starched apron, present in their intense demureness the very model of straight-facedness and propriety. The "wee lady," with dark curls and such kissable lips, encircling in her arms the "dearest little pet," makes you forget the depravity of the human heart—don't it? Now give two glances at the centre of the group. She is a blonde, only eighteen, with rich, clustering hair, and a face glowing with enthusiasm, lighted by eyes so lustrous, that a prayer goes up from your heart, that their brightness may never be dimmed by tears. Just then a silvery laugh floats on the morning air, and you are really in love with this embodiment of gladness, until something whispers in your ear, that this is a Buckeye schoolma'am telling stories to her scholars; when lo! you are taken all aback, and wish that you hadn't seen the picture.

I know that you are perfectly mystified at the look of confidence and love on each upturned face; it ill accords with your previous ideas of lugubriousness inspired by gazing on a vinegar-visaged vixen of a spinster!

Stop yet a moment, for the Panorama moves again; the company are coming swiftly toward the great school house, with its airy halls and ample rooms. One bright face after another peers in at the door; light feet pass the threshold; each comer takes her seat, not on narrow benches, arranged so that the victim's toes shall dangle above the floor in painful suspense, oh, no! that is all Greek to them; but in low chairs—easy, as any in Mamma's parlor, with arms just fitted to the tiny elbows, and a little shelf underneath for books. Two large vases on the table receive gifts in shape of gay bouquets, sprigs of sweet-brier, and tufts of geranium, while the bottles in the casement are replenished with the same sweet offerings. The windows are thrown open, and the soft wind coming in, laden with fragrance, sends the blood dancing through the veins of the joyous creatures, giving a new sparkle to the eye, and a brighter glow to the cheek.

Loud and clear ascends the morning song; quietly are the young hands folded, while looking upward, their lips repeat, "Our Father." Now the books are seized: what a busy, bustling air pervades the whole assembly, as lessons are conned! Surely no Senate Chamber ever pre-

sented more profound face expression, than these rows of little children. Anon they look up to meet the well known smile, to hear encouraging words from the loved Teacher, and to feel the pressure of her soft hand upon their bonnie hair—a reward for such a determinate “trying to be good,” as is perpetually kept up. When recitation time comes, there ensue vigorous pouring forth from surcharged intellects, proving all the Marys and Marthas, Ellas and Carries, perfectly victorious. After this there is a general adjournment to the play ground, and the way those sprites join hands in a “Ring around Rosa,” or play “Puss in the corner,” or take their turn in skipping the rope, causes yourself and Mr. Grundy, even, to lift up both hands! Their sports give an increased appetite for imbibing the stuff books are made of, and a vigorous, lively recitation is the consequence.

By and by the smallest darling droops her head wearily, for she is near dream-land. She is tucked away in a snug corner, where the angels may talk to her, just as if she were in her own little cot, without being frightened away by the scolding of an angry woman. Six or eight other eyes are getting dim, and gaps are apparent in three or four lengthened faces. An amusing story from the nicest red book, and a stirring song, wake up all the old ideas and call out some new ones. The queerest pictures are then produced on the tiny slates, picturesque views of houses in every possible condition, dogs with the funniest ears, sleepy looking cats, and most unrecognizable horses, all come in close proximity. The literary taste of some provokes the pencils to print long lines of words from their Readers, which really are a great deal more legible than lawyers' MSS. Then a sweet parting song is sung, and the great school house with its airy halls and ample rooms, echoes the tread of the happy throng as they move homeward.

Now don't say that this is a flight of fancy, nor protest this is the only model schoolma'am on this “terrestrial ball,” for I conscientiously affirm that there is any quantity of just such here in Ohio, and if your health requires a trip, (I am positive you have the dyspepsia,) just make a voyage of discovery among us Buckeyes. To be sure you may possibly find some on the shady side of twenty—but there is so much more of honey than vinegar in their composition, that you would never suspect such a thing, if some venerable friend didn't tell you of it!

KATE PRIMROSE.

CLEVELAND, APRIL 27, 1857.

L I F E .

"Life is action," this is truth sublime,
 Ringing ever on the shores of Time;
 Sounding in the mighty ocean's swell.
 Breathing, where the tiny brooklets well.
 Life is beauty — seen in Nature's form —
 Her moonlight calm, her ocean storm,
 Beauty, radiant in the eyes of youth,
 Glorious, on the stainless brow of Truth.

Life is gladness, felt in pleasure's thrill,
 Nourished by the firm, determined will;
 Shooting forth, in rainbow light,
 Making all the dreaded future bright.
 Life is suffering, furnace fires
 Must purify our base desires, —
 Trial shows the sterling worth,
 Takes away the stains of Earth.

Life is triumph to the earnest soul,
 Pressing onward to its goal;
 Unheeding all the storms around,
 It firmly makes its destined bound;
 It feels that Life is in its power,
 Itself can mould it every hour;
 The records of the past yet live,
 The Present all its aid can give.

Oh then, be not the slave of Life,
 But rule a victor in its strife;
 Let sorrow come, but breast its tide,
 With Faith and Valor at thy side
 Stand by the helm, when Duty cries,
 Her course is ever to the skies.
 Though lowly be her path on Earth,
 It ends in climes of heavenly birth.

Cincinnati, May, 1857.

LYLE LYNN.

— We notice with commendation, that public spirited Teachers, in various portions of the State, are systematically engaged in furnishing short and spicy articles, educational essays and information to the public, in the county papers of their respective localities, as suggested by us at the State Teachers' Association. We have noticed such, by Dr. Catlin, Mansfield; E. E. White, Portsmouth; John Hopley, Bucyrus; W. W. Whitcomb, Wilmington; Isaac Sams, Hillsboro'; A. Samson, Zanesville; Mr. Porch, Clerk of Union School Board, Findlay, and many others. Valuable articles on school matters, appear frequently in the Xenia Torchlight, Western News Boy, Medina Gazette, McConnelville Enquirer, and other papers of the State not now before us. The daily and weekly newspapers, when of the right tone, are faithful missionaries amongst the old and young.

Mathematical Department.

PROF. W. H. YOUNG, ATHENS, EDITOR.

QUESTIONS FOR SOLUTION.

No. 7. I pay \$35 for two notes—one of \$15, due in 4 months, at 6 per cent; the other of \$30, due in 6 months, at 8 per cent. Required, the discount on each.

No. 8. What is the time of vibration of a rod of uniform thickness, 78 inches long, suspended by one end as a pendulum—39 inches being the recognized length of a pendulum beating seconds?

A. B. CORNELL.

No. 9. On each side of any triangle construct an equilateral triangle, and connect the centers of these equilateral triangles. Prove that the connecting lines form an equilateral triangle.

E. T. T.

REMARKS.—Mr. James Goldrick has sent us a solution of No. 32, substantially the same as Mr. Stevens's, and which was offered for insertion in July '56, but rejected on account of the "prohibition." Several correspondents sent solutions after the "copy" had been sent the Printer. Remember, to be in time, solutions must be furnished one month before they are expected to appear. All communications for this department, should be addressed to the Editor, "Ohio University, Athens, O."

SOLUTIONS OF PROBLEMS PUBLISHED IN APRIL.

No. 1. Find the difference between 1 fur. 2 in., and 39 rods, 5 yds., 1 ft. 9 in., by Compound Subtraction.

SOLUTION.—In solving questions in Compound Subtraction, where the ratio of any two denominations is a mixed number, we may prepare the question thus:—We readily perceive, by inspection, that 5 yds. 1 ft. 9 in., is more than $5\frac{1}{4}$ yds.; that is, more than 1 rod. We therefore take one rod out of the 5 yds. 1 ft. 9 in., and add it to the 39 rods, making 40 rods 3 in., or

40 rods 3 in., or	-	-	-	-	1 fur. 3 in.
From which subtract	-	-	-	-	1 fur. 2 in.
And there remains	-	-	-	-	1 in. Ans.

JOEL HENDRICKS.

Some of our correspondents think *the* difficulty in Compound Subtraction is not presented in the above example. To dispose of the subject, we append the following

EXAMPLE.—Find the difference between 1 rood 18 in., and 39 rods 30 yds. 2 ft. 24 in., by Compound Subtraction.

The usual method would here require us to take 31 yds. from $30\frac{1}{2}$ yds.; to avoid which, we may prepare as follows: *From that number in the subtrahend which has a fractional scale, take the difference between unity and the fraction of the scale, and distribute this difference to the lower denominations of the subtrahend.* Thus: The fraction in the scale (see Ex.) is $\frac{1}{2}$ yd.; difference between this and one yard, is $\frac{1}{2}$ yd.=6 ft. 108 in. From the 30 yds. of the subtrahend, take $\frac{1}{2}$ yd., and to the 2 ft. 24 in., add 6 ft. 108 in., and the subtrahend becomes 39 rods, $29\frac{1}{2}$ yds. 8 ft. 132 in., with which proceed as usual.

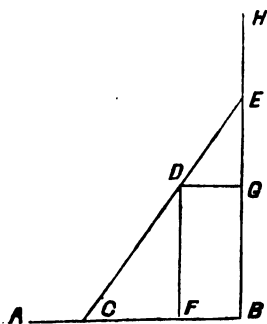
No. 2. A and B purchase a melon, paying 5 and 3 cents, respectively. C joins them in eating it, and pays 8 cents for his share. On the supposition that each eats a third of the melon, how shall the 8 cents be divided between A and B?

SOLUTION.—By the conditions of the question, A owns $\frac{5}{8}$ and B $\frac{3}{8}$ of the melon. Since each eats $\frac{1}{3}$, A owns $\frac{5}{8}$ less $\frac{1}{3}$, or $\frac{7}{24}$, and B $\frac{3}{8}$ less $\frac{1}{3}$, or $\frac{1}{4}$ of the part eaten by C. As fractions, having the same denominator, are to each other as their numerators, A will have 7 cents and B 1 cent, of the 8 cents paid by C.

A. A. K.

No. 3. What is the length of the longest, straight, inflexible rod that can be put up a chimney, whose height from floor to mantel is 4 feet, and whose depth from front to back is 2 feet?

SOLUTION BY JOEL HENDRICKS.



Let AB, BH, and D, represent the respective positions of the floor, back-wall, and mantel—and represent the rod by CE, which will obviously be the shortest line that can be drawn through D, terminating in AB and BH. For CF, put x ; for FD = 4 ft., put a ; and for DG = 2 ft., put b ; then, by similar triangles, $x : a :: b : \frac{ab}{x}$ = EG. Also, from right-angled triangles, CE

$$(\text{CD} + \text{DE}) = \sqrt{a^2 + x^2} + \frac{b}{x} \sqrt{a^2 + x^2} = \frac{b+x}{x} \sqrt{a^2 + x^2} \quad (1).$$

Making the 1st dif. coeff. of this latter expression = 0, in order to find its minimum, and there results $\frac{x+b}{\sqrt{x^2+a^2}} = \frac{b\sqrt{a^2+x^2}}{x^2}$; whence $x = \sqrt[3]{a^2 b}$. Substituting for a , b and x their values in (1), and we shall find $\text{CE} = 8,324$ feet. Ans.

ACKNOWLEDGMENT.—All the questions were solved by Joel Hendricks; No. 3, by Eli T. Tappan; Nos. 1 and 2, by A. A. K., J. B. Dunn, A. B. West, W. H. Dressler, and W. L. S. Bailey; No. 1, by J. A. H. C. R. S. will find that if $\frac{7}{8}$ be put for d , m'' n' will be less than m n . We publish only a synopsis of the solution of No. 3, as it will probably prove satisfactory, and the entire solution was necessarily lengthy.

LOVE IS POWER AMONG CHILDREN.

As Maying time has come, and flowers are on the lea, it may not be ill-timed to relate for the benefit of boys and girls, the following story, as to the angry assertion of supposed rights.

Ruth and Amy were sisters. In early spring, as the violets began to bloom, they were playing in a meadow near their father's house. They both happened at the same time to see a violet before them. Both ran to it. Ruth, the elder sister, came to it first and plucked it. Amy was angry and cried out, 'I saw it first, and its belongs to me!' 'No, it is not yours, it is mine!' said Ruth; 'for I saw it as soon as you did, and I got to it first, and plucked it, so I have got it and you shall not have it!' Amy was quite furious, snatched at the flower and struck her sister. Then Ruth became angry and struck Amy. So they fought about it and screamed, and beat each other. Their mother heard them, and came to see what was the matter. She found her little daughters tearing and beating each other.

'What does this mean?' asked the mother.

'Ruth got my flower;' said Amy.

'No, I did not, mother,' said Ruth; 'it was mine. I saw it first, and plucked it.

'But where is the flower?' asked their mother.

Lo! it had been torn to pieces with the fight! Thus each claimed the flower by right of discovery; and in fighting to decide who saw it first, and who should have it, both lost it.

How could this fight have been prevented, and the sweet violet, and the sweeter spirit of sisterly love and affection, been preserved? Ruth said she saw it first, and claimed it. Amy said she saw it first, and claimed it. Now, though Ruth had the violet in her hand, if, when Amy said, 'It is mine—I saw it first—I will have

it, Ruth had said to her, 'Sister, if you think the pretty flower is yours, you may have it; I should rather let you have it than keep it myself; *I would rather have your love than all the flowers that grow;*' would there have been a fight—any coldness or unkindness between the sisters? None. Well may the Ruths, Amys and Georges of our schools exclaim, 'I would rather have the affection of one kind and loving heart, than all the gold and silver of the earth.'

THE WORD OF ENCOURAGEMENT.—A naval officer of distinguished merit, speaking of Sir Alexander Ball, an eminent naval commander, said: "Sir Alexander Ball has (I dare say) forgotten the circumstances; but when he was Lieutenant Ball, he was the officer whom I accompanied on my first boat expedition, being then a midshipman only in my fourteenth year. As we were rowing up to the vessel which we were to attack, amid a discharge of musketry, I was overpowered by fear, my knees trembled under me, and I seemed on the point of fainting away. Lieutenant Ball, who saw the condition I was in, placed himself close beside me, and still keeping his countenance directed towards the enemy, took hold of my hand, and pressing it in the most friendly manner, said in a low voice, 'Courage, my dear boy! don't be afraid of yourself. You will recover in a minute or so. I was just the same when I first went out in this way.' "Sir," added the narrator, "it was as if an angel had put a new soul into me, with the feeling that I was not yet dishonored. The whole burden of agony was removed; and from that moment I was as fearless and forward as the oldest of the boat's crew, and on our return the lieutenant spoke highly of me to our captain."

It becomes the sacred duty, not less than the high privilege, of the schoolmaster, to foster and protect the boy of genius, struggling amid the pressure of indigence and persecution. When his heart is about to sink under the conflict, let him be told of the triumphs of those kindred spirits who have gone before him. Thomas Simpson, who studied mathematics at the loom; Hugh Miller, who mused on geology when he was hewing stones; Michael Faraday, who made chemical experiments when he was a journeyman book-binder; Ferguson, who watched the stars as he tended his flocks; Gifford, who studied Latin when he was making shoes; Peter Nicholson, who wrote his work on carpentry when he was at the bench; Robert Burns, who carole dhis sweetest songs as he followed the plow; Benjamin Franklin, who drew lightning from the clouds when he kept a printer's shop.

—It is not enough, when you desire to improve minds and render them fruitful, that the things which you propose to them be good in themselves; they ought chiefly to be level to and fit to make an impression upon men of the narrowest capacity. The Great Teacher, when he came to instruct man, delighted in making him find out the wholesome truths in a recital, and in the appearance of a matter of fact. Divine wisdom taught man according to his natural dispositions.

—Public opinion is powerful, in proportion as it is independent; honored, in proportion as it is deserving of honor.

—Only the man who works for the people and with the people, has a heart for the people.

THE STAR SPANGLED BANNER.

1st TREBLE.



1. O, say can you see, by the dawn's ear-ly light, What so proudly we
Whose stripes and bright stars, thro' the per - i - lous night, O'er the ramparts we

2ND TREBLE.



2. On the shore dimly seen thro' the mists of the deep, Where the foe's haughty
What is that which the breeze o'er the tow - er - ing steep, As it fit - ful - ly

ALTO OR TENOR.



3. And where is that band who so vaunt-ing-ly swore That the hav - oc of
A home and a coun - try shall leave us no more! Their blood has washed

BASE.



hailed at the twilight's last gleaming, } And the rockets red glare, The bombs bursting in
watched were so gallantly streaming. }



host in dread silence re - po-ses, } Now it catches the gleam, Of the morning's first
blows, half conceals, half dis-clo-ses? }



war and the bat-tle's con-fu-sion, } No refuge could save the hireling and
out their foul footsteps' pol-lu-tion: }



THE STAR SPANGLED BANNER.—CONCLUDED.

air, Gave proof thro' the night, That our flag was still there: O, say does that star spangled
 beam, In full glo-ry reflected, now shines in the stream: 'Tis the star spangled banner, Oh
 slave, From the terror of flight or the gloom of the grave, And the star spangled banner in

ban - ner yet wave, O'er the land of the free, And the home of the brave.
 long may it wave, O'er the land of the free, And the home of the brave.
 tri-umph doth wave, O'er the land of the free, And the home of the brave.

4. O thus be it ever, when freemen shall stand
 Between their loved home and the war's desolation;
 Blest with victory and peace, may the heaven-rescued land
 Praise the power that hath made and preserved us a nation.
 Then conquer we must, when our cause it is just,
 And this be our motto, "In God is our trust:"
 And the star spangled banner in triumph shall wave,
 O'er the land of the free and the home of the brave.

Editorial Department.

OHIO TEACHERS—THEIR STATE ASSOCIATION MEETING.

At the same time that this number reaches the teachers of the State, a great gathering of those interested in the through lines of Railroad from the Atlantic to the Mississippi, will be celebrated at Cincinnati, on our own soil, a central point of the Nation's highway, the completion of an uninterrupted railway constructed at a great cost, over mountain, plain and river, from the monumental city of Baltimore to the mound city of St. Louis. Of itself the occasion is one of momentous import, as demonstrating the progress of the West, and heralding the triumphs of science and art. Presidents and Superintendents. Engineers and Conductors, Stockholders and People will unite to congratulate each other that the mountains have been scaled or tunneled, and rivers bridged; and that, by the iron rail and the "Graded System," the East and the West, the North and the South, are in truth a united people. This event marks a period of great significance in Western Progress. Educational men rejoice with Railroad men in their victories. But in another month, Presidents and Superintendents, Engineers and Conductors, Principals and Assistants, of the great "broad track" Educational "Common School" Enterprise of the day, will assemble on the Banks of the Ohio, at Steubenville, near the site of old Fort Steuben, a military post or garrison, the common name for which at the time was "Mingo," established at the upper end of a broad, extensive tract of bottom lands, once occupied by a band of Mingo Indians, and known as the "Mingo Bottom," where once resided "Logan" the Mingo Chief. What a strange contrast will be presented then, in this July, to the scene of July seventy years ago!

Two years before the first settlement of Ohio, to-wit: in July, 1786, encamped at various points on the banks of the Ohio river, between Little Beaver and the Mingo Bottom, were the Government Surveyors, running the lines of the "seven ranges" of townships—the first ranges of public lands ever surveyed by the General Government, west of the Ohio River. This pioneer band consisted of Winthrop Sargent of N. H., Gen'l Tupper of Mass., Col. Sproat of R. I., Capt. Morris of N. Y., Capt. Hoops of Pa., James Simpson of Md., Col. Sherman, of Conn., with Capt. Thos. Hutchens, U. S. Geographer.

To protect them from the hostile Indians—Wyandots, Mingos and Shawnees—Col. Hamtrauck, Capt. Heart, and Lieut. Percy, were their attendants, with pack horses and provisions, to escort them to and from the survey: their garrison and commissariat depot was Fort Steuben.

The contrast, then, is wonderful from the day of feeble beginnings to the proud period of our present advancement. The teachers of Ohio will assemble on historic ground. No inconsiderable part has the school teacher performed in bringing about the triumphant victories which are occasioning popular rejoicings—what they have done is in the past; what more and better they may do, is in the future. Who, next to their parents, have a greater moulding influence on the minds of youth—the future men of our State—than their daily instructors in school? What armaments and supplies, mental and moral, should be in the arsenals of these Majors, and Captains, and Drill Sergeants of the army of Cadets of Ohio!

The educators are the Engineers and Architects of our "Internal Improve—

ments." The raw materials, the brick and mortar, the heavenly stock of fresh hearts and strong limbs are given them, from which to produce a noble order of architecture, whether in temples, palaces, stately halls, or modest cottages,—the whole cosmorama is to have character from the skill and taste of each designer. For this profession and trust, what completeness of preparation, what earnestness of purpose are required! what firmness and hope—what consideration of expedients—what seeking for pleasant paths and healthful waters, by which and to which, to lead their flocks—what economies of horticulture to be studied and practiced, to fence, to mellow the soil, to plant, to water, to dig, to manure, to weed, to trim and to prune.

As the farmer at the Fall Fair, observes and consults, so should the teacher be earnest for culture, for advance, for progress. During the season past, the curiosities and yearnings for knowledge deposited in the teacher's keeping, have been actively and profitably employed—the rough diamond has been polished—the change has been well or illy done—it is a garden in weeds, or a model farm.

How hopeful and happy then, should be the meeting of the educators of Ohio, of a noble band of women, the true "Cornelias" who can point proudly but modestly to their polished jewels—their pupils; of manly men, not crusty, snappish pedagogues, but lively, hopeful, happy school teachers—not mere timid essayists, but men who tread firmly, have a grip, a bounding pulse, and a spring in their step. Of such is composed our Teacher's Association; Ohio cherishes them; the State is proud of these men, who know and dare to do their duty. Posterity will do them honor, for the deep foundation they have laid, for the educational progress effected.

Looking over the assembly of such men and women, of vigorous and active minds and lofty purpose, the thoughtful and hopeful observer, cannot fail to be awakened to other considerations than those relating merely to the action of committees, technical reports, preambles and resolves, ill considered or well considered, but will discover and appreciate their capacities for the great world of labor; for preambles, which will, in the operation of their resolves, be the whys and wherefores that will attend the report of the temporal and immortal futures of the youth of Ohio. Each one present may be enrolled as delegates from towns and counties, but there is in each a higher individuality, an inner self, each one representing under God, a mission to a certain "forty-five," more or less, of heavenly gifted youth. A report of that mission may not be rendered in the "order of business," of an Executive committee, or appear in the proceedings of the Association, but a report must be made by each teacher to the Great Entruster of his talents. The spirit sense looks away from the present, back to the seed time when the teacher, having tilled the ground, deposited the hopeful, healthy seed, and forward to the harvest home, and to the great payday when inquiry will be made of how the talents have been improved. While the opening address is being delivered by the earnest and cultured President, and the veins tingle under the influence of the magic eloquence of noble thoughts in noble language drest, the eye may gaze truantly down from the platform to the pews. Ranged along the seats before the Orator, among the silent spectators and attentive listeners, may be traced many sympathising souls unknown to fame, who have been voiceless perhaps, in Association discussions, but who, like noble missionaries, have, in their little parishes, been true to their mission; have hunted up the truant scholar or non-attending youth; have imparted to the timid courage; have, in an humble, upright way, inculcated something more than the lesson of letters, words and logic, have riveted into the understanding thought, have counseled to the mind true wisdom, temperance, fortitude, jus-

tice, modesty, patience, and a love for all the beauties and enjoyments of virtue—a reverence for parents and devotion to the Supreme Author of all good.

Verily, these will have their reward.

The social relations of these interviews are precious and priceless. Let a reasonable portion of the time of the meeting be allowed, when assembled, for all to know each other as one family—kindred in interest, kindred in pursuit, kindred in destiny; let us enjoy, while we can, each other's society.

Without designing to do more than throw out a hint, we thus early suggest a subject for the consideration of others—

Cannot the Vice Presidents of the Association have duties assigned them which would make this branch of the organization, now merely ornamental, an active agency for great good. Our Association, comprehending teachers or the active friends of education throughout the State, is kept up as a means of elevating the profession of teaching, and of promoting the interests of schools in Ohio. As now arranged, the constitution provides for the choice by ballot, annually, of twenty-one Vice Presidents, the duty of any one of whom is more nominal than real, it being to preside at association meetings, in case of vacancy or absence of the President. It has occurred to us that these Vice Presidents, chosen from the several Congressional District divisions of the State, could be made efficient reporters of valuable statistics annually, of educational progress; whose reports to the State Executive committee, would enable them to present to the Association annually, a true picture of the achievements and failures of the whole field of educational enterprise within the bounds of the Association. While there has been State provision to aid Teachers' Institutes, and while we have found volunteer efforts competent at times to secure their being opened, there is need of something more reliable. A regular duty should be imposed on some officer to take general care to provide for and secure systematic meetings of the teachers in each district. This would be an effective agency, for the agent would be where the work was needed, and could see that Lecturers and Instructors were provided. If we truly aim to "Elevate the rank of the teacher by improving his qualifications and preparing him to command the respect which is due to all who are worthily engaged in so noble a calling," we must unite all who are employed in the business of instruction, in such a manner that the experience and improvements of each may become the property of all. Does not there exist a demand for the superintending care, in each district, of some one to present and press upon the people and Boards of Education, the advantages and economy of the Union School System? Would not these twenty-one men, say appointed for three years, seven being elective annually, form a body, after training each other, by concerting and consulting together one or two days semi-annually, all go out into their respective fields of labor competent and earnest for positive work?

The labors of the State Commissioner of Common Schools must necessarily be desultory and irregular, during the ninety days the law requires him to spend in "superintending and encouraging Teachers' Institutes," delivering addresses to the people, etc. For the inadequacy of additional legal provision, it seems there could be a remedy in the systematized division of voluntary effort among officers of the Association, resident in each Congressional District. By iteration and reiteration, by counsel and consultation, in door and out door, the following well summed up plans and means for securing the efficient working of our State System of Common Schools, may be taught and adopted in each section of the State:

1. Good school houses, eligible sites and ample play grounds.
 2. Properly qualified teachers.
 3. Great care and thoroughness in the examination of teachers.
 4. The active and zealous coöperation of parents and school officers.
 5. Large and permanent school districts.
 6. Teaching a few subjects as one, and teaching them thoroughly.
 7. Teachers' Institutes, Associations and Normal Schools.
 8. School libraries and apparatus.
 9. The introduction of the graded system to the greatest practicable extent.
 10. High School and High School Department.
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CLUBS FOR THE JOURNAL! TEACHERS GO TO WORK!

The Executive Committee desiring to have this work widely diffused, have acquiesced in the application of several teachers, and announce that the "Ohio Journal of Education" will be furnished hereafter to clubs of ten, at the rate of ninety cents each, or one extra copy to the getter up of clubs; in addition to this per cent. the Editor will on his own part, take pleasure in presenting at the next Association, a copy of "Cowdery's Moral Lessons," a work every teacher should have in the School room, to all who present lists of twenty new subscribers at the July meeting.

Prompt action must be taken now; the circulation of the Journal can be made a self remunerative one. It is in the power of the Principal Teachers and active members of the Association, if they will, and they ought, to so agitate the subject among the teachers and Boards of Education of each county, that during the present month, sufficient subscriptions may be made to the Journal, to pay its entire expenses. Let every subscriber do something, and do it now.

Special notice is given for *renewal* to all those whose subscription terminates with this month.

The Journal will contain all the published Opinions and Decisions of the Commissioner of Common Schools upon questions arising under the School Law. In accordance with his decision, County Auditors are authorized to subscribe for it, and Township Boards of Education may order it for the Township Clerk and the clerk of each sub district, and pay for it from the contingent fund raised in accordance with the 22d section of the School Law. Quite a goodly number of Township Boards ordered the Journal last year, and a still larger number are taking the current volume.

These parties should be called on, and urged to subscribe forthwith. It can only be indifference to the great cause, if the hitherto active men of the Association omit this portion of their duty. *Will* only is wanting. Our Mathematical Editor alone has sent forward the names of one hundred and twenty-three subscribers, from Athens county. Circulate a Prospectus for the Journal immediately; send their names by mail for the back numbers to January, which contain a Portrait of Dr. Kane, steel plate engravings of the two High School Edifices of Cincinnati, and several pages of excellent music.

Will Editors of the State please call the attention of their readers to the "Journal" and to the notice of the next meeting of the Association?

— A Female Teacher, who can stand a critical examination in the English branches, including History, Algebra, Geometry and the Elements of Philosophy, wants a situation where her attainments can be called into active use, and receive compensation accordingly. Address "Type of the Times," Cincinnati, Ohio.

TO SCHOOL OFFICERS.—A Teacher of good attainments and several years experience, both as an instructor and superintendent—a position he at present holds—desires to change his location.

Satisfactory references and testimonials are at his command.

Address J. A. B., Poland, O.

— We understand that Miss Julia Breckenridge has resigned her position as teacher in the High School of the Bucyrus U. S. We are further informed that she has won for herself the merited esteem and sincere regard of all connected with these schools.

— For an active male Teacher, address Newton Anthony, Atwater, Portage county, Ohio.

THE COMET.

"Portents and prodigies are grown so frequent,
That they have lost their name."

The stock of wonderful commodities has certainly depreciated! Once, on an occasion of an expected earthquake, *Secker*, the jesuitical Bishop of Oxford, heard that the women were all going out of town to avoid the next shocks; for fear of losing his Easter offerings, he earnestly advised his parishioners to await God's good pleasure in fear and trembling.

Several who proposed if they took the next earthquake, to do it in the country, laid in a supply of the Mountebank's pills, spoken of by Addison in the *Tatler*; which were advertised "very good against an earthquake." We advise those who feel "quaky," or are in a *comet-ose* state, to apply at once for anti-comet pills.

Some name the thirteenth and some the sixteenth of this month, as the time when the wandering orb with bristling beard, fiery head and flaming tail, will come into collision with this newly green-carpeted earth of ours. Taking the earliest time first, *to be on the safe side*, it has been predicted that the Comet, having allowed all the world to go to school all the week, and review their lessons on Friday, and figure up their last sums, and make a final reckoning on the blackboard of life, will on Saturday, the last playday, come sweeping angrily around with its "long, patent, conical, woolen or hair blackboard rubber," and wipe out problems, pupils and people at one fell swoop.

In answer to a letter of inquiry, addressed by the editor of the *Journal* to Prof. Mitchel, the following communication has been received:

CINCINNATI, MAY 23, 1857.

MY DEAR SIR: As I am not aware that Astronomers expect any Comet in June, or even in the year 1857, of course I have nothing to write on the subject.

This entire excitement, so far as I can learn, has grown out of the fact, that Hind of London, (Superintendent of the British Nautical Almanac,) has made some rough computations with reference to the possible return of a Comet, re-

corded as having appeared in 1556—which has been by some supposed to be identical with a Comet which appeared in 1264. In case this conjecture is true we might expect its return in 1856, with a margin, right and left, of five or six years.

The rumor has gained ground by the fact of the discovery of two small telescopic Comets, which have been recently visible, and which the multitude have converted into "the expected Comet." The thing is all sheer nonsense, and hence I was indispensed to treat it with any gravity.

It was well to treat the general subject, and show that all computations with reference to the movements of Comets of long period are but rough approximations, and could never reach to the accuracy required in predicting a collision.

Yours truly,

O. M. MITCHEL.

JNO. D. CALDWELL, Esq.

VIEWS AND REVIEWS.

SHELDON, BLAKEMAN & Co., New York.

Chronological History of the United States; by Elizabeth P. Peabody. This text book, after Bem's Method, is illustrated with colored plates, designed to aid the memory by means of that natural memorizer, *the sense of sight, addressed by these colored symbols*. We are glad to see efforts made to interest Teachers and pupils in the history of our own country; it is for practical Teachers to decide whether the plan proposed by this earnest hearted lady Teacher, should be generally adopted.

F. C. BROWNELL, Hartford, Conn.

The Teacher's Guide to Illustration. The Holbrook School Apparatus Co., not only provide the best School Apparatus in the country, but have, under the above title, published a manual useful to all Teachers, guiding them to teach Map Drawing, Topical Geography, etc., illustrated by numerous cuts. A valuable portion is the Familiar Science as to the seasons, the Sidereal and Solar year, and the weather, which all youth ought to learn.

GEORGE S. BLANCHARD, Cincinnati.

The Testimony of the Rocks; or, Geology in its bearings on the two Theologies, Natural and Revealed; by Hugh Miller. This is the last, and as some think, the best, of the productions of the author who wrote so well of "The Old Red Sandstone," and of the "Footprints of the Creator."

C. S. BRAGG & Co., Cleveland, Ohio,

Have all of Payson, Dunton and Scribner's Series of Writing Books. They are commended to Teachers and School Committees, who should renew their devotion to the cultivation and practice of an art which is a fortune, and the only fortune to many pupils early leaving our Common Schools.

H. COWPERTHWAIT & Co., Phila. 1856.

Blake's Universal Biographical Dictionary. Thirteenth edition. Dr. Johnson has said, "No species of writing seems more worthy of cultivation than biography, since none can be more delightful or more useful;" and Mrs. Barbauld truly remarked, that "often does a single man illustrate his country, and leave a long track of light after him to future ages."

We are indebted to Mr. Joseph Pancoast, Agent, No. 284 Main St., Cincinnati for an opportunity to examine the revised and enlarged edition of this valuable work, comprising a summary account of the lives of the most distinguished persons of all ages, nations and professions; including more than two thousand articles of American Biography, by the Rev. John L. Blake, D. D., who was a pupil of that great New England training master, Dr. Benj. Abbott, who has made famous Phillips' Academy, at Exeter, N. H. This veteran, "one of the best and most fortunate Teachers whose name has been recorded in the annals of American education," gave classic culture to Bushrod Washington, Joseph S. Buckminster, Lewis Cass, Dan. Webster, John A. Dix, Edward Everett, John G. Palfrey, Jared Sparks and others.

This latest edition has been extended to 1366 pages; and includes, besides one thousand in the original work, one thousand new articles, relating to individuals who have lived or died in the United States.

As an evidence of the growth of the West, and the spirit of the men who gave tone to the early character of our own state, which was a wilderness at the beginning of this century, it may be mentioned that this work contains sketches of about fifty persons, who in Ohio, brief as it has been a State, have risen to eminence.

This valuable Treasury, should be in the hands of studious Teachers, and should be placed by Boards of Education, when in their power to do so, on the tables of the Principals in each school building, as a work of reference for pupils and Teachers.

Those who wish to be waited on in Cincinnati, can be served by Mr. Joseph Pancoast, No. 284 Main St., who will, on receiving a note, requesting it, attend at private house or school room. He also will attend to any order by correspondence.

WINTHROP B. SMITH & Co., Cincinnati, Ohio, 1857.

Quite an event in the text book era of the present day, is the recent issue, by this pioneer firm, of a new and revised edition of McGuffey's Readers.

Perhaps no enterprise connected with the school system of Ohio has received more attention from authors or publishers than that, which first presented to pupils and Teachers this excellent series of reading books, which has entered as it were into the very vitality, the bone and sinew strength of our schools. Time, however, showed the necessity of some partial improvement in the text, with additions to the illustrations. To effect this in the most perfect manner has been a conscientious consideration; and the remodeled work is now before the Teachers of our country, whose judgment must be the arbiter whether what has been done has been well done.

The points of improvement claimed by the publishers of the new readers, are:

1st. The great amount of primary matter embodied in them, rendering it necessary to add one additional volume.

2d. The beauty of the illustrations.

3d. An easier gradation.

4th. The excellence of all the new matter incorporated.

5th. The increased number of exercises in articulation.

In the new books will be noticed a separation of lengthy words into syllables.

— Messrs. Childs & Peterson, Philadelphia, announce that they will soon publish a memoir of the late Dr. Kane, by Dr. Wm. Elder.

Dr. Kane is known to all; Dr. Elder will be more generally known when his eloquent pages shall have been distributed over the land. We have been entranced by his oratory; we expect to be enraptured with his writing.

The Canada Educational Directory and Calendar, for 1857-8; containing an account of the Schools, Colleges and Universities; the Professions, Scientific and Literary Institutions; decisions of the courts on school questions, etc., etc.; edited by Thomas Hodgins, first Clerk of Department of Education, Clerk of Statistics.

This hand book of 130 pages, in the language of its preface, is intended to furnish information of educational progress and its present establishment in Canada, where an untaught boy or girl, or an ignorant business or professional man, will soon be an anomaly, and a disgrace in our land. In the Upper Province, is provided free education for all Canadian children, wherever Canadian parents choose. Lower Canada has nearly the same.

We commend this work as "a receptacle of the excellent liquor of knowledge."

South Western School Journal, Louisville, Kentucky. This is the second year of this Journal, which has just been forwarded to us. Rev. J. H. Heywood, and Noble Butler, editors. We hope our neighbors across the water may be well supported.

OHIO STATE TEACHERS' ASSOCIATION.

The ninth Semi-annual meeting of this Association will be held in Steubenville, Thursday and Friday, July 1st and 2d, 1857.

Rev. I. W. Andrews, President elect, will deliver his Inaugural Address, on the first day of the Session, at 11 o'clock, A. M. An address will be given by Hon. Salmon P. Chase, Governor of the State, at 2 o'clock P. M., of the same day.

The Ex. Committee regret to announce, that in consequence of an engagement to lecture elsewhere, the Hon. Stanley Matthews is compelled to decline the invitation of the Association to deliver the Evening Address. They hope to be able to supply his place by a speaker acceptable to the Association.

The following reports will be presented for the consideration of the meeting, by the several committees:

"On the subject of requiring pupils to report their own conduct."—J. A. Garfield of Portage, Chairman of Com. "Do Common Schools prevent crime?"—A. J. Rickoff, Sup't Public Schools, Cincinnati. "On the condition of the schools for the colored youth of the State."—Rev. M. French. "Course of Study for graded schools."—Hon. H. H. Barney. "On the grading of schools."—E. E. White of Portsmouth. "On the working of Normal Schools in this and other countries."—John Ogden of Hopedale.

The Report of Prof. Merrick, of Delaware, on the subject of the "Code of Honor" among College Students, presented at the last meeting and deferred to this for discussion, will be taken up.

Any member having matter which he would wish to bring before the Association, is requested to make it known to the Ex. Committee, before the time of meeting, so that a time may be allotted for its consideration. It is believed this would much facilitate the transaction of business, and save valuable time.

We think we may promise, that no efforts will be spared to make the coming Session both a pleasant and a profitable one. Teachers from all parts of the State, are therefore earnestly exhorted to be in attendance.

JOHN HANCOCK, *Chairman Ex. Com. O. S. T. A.*

SCRAPS.

—“unconsidered trifles,
Merry and tragical, tedious and brief.” — *Shakspeare.*

JUNE.—More than ever have we had occasion to look to June as the *real May*. The pretty things said of May must have been sung by Southern Poets. Of the backward May, it may be said —

“Nor wender man that Nature’s bashful face,
And opening charms her rude embraces fear;
Is she not sprung of April’s wayward race?”

—June, sixth month, begins on Monday.

Full Moon, 7th	day,	0 h.	14.6	A. M.
Last Quarter, 15th	“	2 “	2.1	P. M.
New Moon, 21st	“	4 “	55.4	A. M.
First Quarter, 28th	“	11 “	11.8	A. M.

Summer commences June 21st, 7.18 P. M., and the Sun continues in the Summer signs, *Cancer, Leo and Virgo*, 93d. 14h. 7m.

The movable festivals of the Church for this month, are
Trinity Sunday, June 7th; Corpus Christi Day, Fete Dieu, June 11th. June 23d the Jewish Anniversary of Thanksgiving begins. June 24th, Festival of St. John the Baptist.

“In Spring’s affectionate inspiring smile—
Green are the fields with promise.”

May Parties adjourned over to more favorable weather, may now be held with profit and pleasure. The “Journal” wishes all Teachers and pupils to be happy.

—O’er the wintry boughs is seen
Spring’s first light powdering of green.
Come away! come away!
Flow’rs are fresh and fields are gay!
Spring, her early charms discovers,
Come forth to greet the breathing Spring,
Haste thee, then, for fiery June
Will tarnish all this freshness soon.

—“New Methods,” and “Thoughts on Absenteeism, and the powers which teachers possess, enabling them to prevent it,” came too late this month, but will appear in July No

—The School Commissioner, Rev. Anson Smyth, is visiting various portions of the State, addressing the friends of Education, and creating a good impression wherever he goes. We ask of our Educational friends to avail themselves of the occasion of his visits, to stir up the teachers by way of remembrance for the “Journal.” His receipt for funds we’ll honor.

—All remember the inimitable and *Mass-*ly anti-Tobacco Report of the last session of the Association. A few of our leading principal teachers yet cling to the use of the weed. We are duly notified of a conversion of an “old stager,” in the following language: “Now open wide your ears for news — let me have your undivided attention while I communicate the great and important fact — steady now — so — so — *I have not chewed any tobacco during the past two weeks!* Now, ring the tea bell, blow the tin whistle, and fire off the elder pop-gun. Let the crickets shout aloud, and the tobacco-worms dance for joy. There — that, I think, will do.”

—M. K. C. is notified that seven syllable patent note books are not up to the sprit of the age.

OUR MUSIC. — In this number we give the “Star Spangled Banner,” two parts for four parts, as sung with thrilling effect in many of the cities of the United States. by M’lle Parodi — the inspiring words of patriotic enthusiasm, it is known, were composed by Francis Scott Key, of Baltimore, on the occasion of the bombardment of Ft. McHenry, by the British Fleet, during the war in 1814. Our July number will contain the music of “Hail Columbia.” With these

two National Airs, our "Young America" can be prepared to sing the freeman's songs on the approaching Anniversary of the Declaration of American Independence.

L. W. Mason, Cincinnati, will supply for the occasion adverted to, these two pieces of music on one sheet, at \$2,50 per hundred.

GRAMMATICAL CONSTRUCTION. — A farmer's son, just returned from a boarding school, was asked "if he knew *grammar*?" "Oh yes, father," said the pupil, "I know *her* very well — *Gram-mer* sits in the chair fast asleep."

— Will some one in each county present in a succinct report, the proceedings of Teachers' Institutes already held, and preserve hereafter accurate data from which to make tabular Exhibits of the places at which held — the length of session — names of Instructors — of evening Lecturers, and the number of members in attendance?

— Those who have made themselves responsible for unpaid subscriptions, will please commence forthwith, to collect the money due from the subscribers whose term expires with this number, and secure their renewal. Send us word that we may know to whom the July number is to be sent. The money can be sent or brought to us at Steubenville.

— Let your work be done — 1st, uprightly; 2d, deliberately; 3d, resolutely — with an active, ardent constancy — a persistent, untamable efficacy of soul — with the energy of Howard; he had *one thing* to do.

He who would do some great thing in this short life, must apply himself to the work with such a concentration of his forces, as, to idle spectators who live only to amuse themselves, looks like insanity.

Educational Items.

ASHLAND.—At the recent Exhibition of this Union School, Mr. S. M. Barber, Superintendent, was not present, being on the sick list. In the Primary Department an affecting incident occurred, which brought tears to many an eye. The presentation of embellished diplomas was in order, and several bright faces had satisfactorily accepted this high certificate of character — the entire absence of "black marks" — when the teachers came upon one whose owner no human voice could call. The teachers explained his absence by reading from within the embellished border of the diploma the following testimonial, and the scroll was then presented to his mother:

"Died, February 23, 1857, Willie, eldest child of R. and C. McKane, aged 6 years, 6 months and 23 days. Possessing an amiable disposition, by the gentleness of his manners he had gained the love of all who knew him, and endeared himself to his teachers and schoolmates. He had also good natural talents, was attentive and industrious in learning, and for a child of his years had made great progress. He has been a member of the Primary Department three terms, and at the close of each received a diploma. But he has been called early, by the Good Shepherd who gently folds the little lambs in his bosom, and has received from the Great Teacher (who calls little children to come unto him and forbids them not,) his everlasting reward. Now our little band is broken, no longer are we permitted to meet his joyous, happy smiles, no more shall his voice join in the pleasant morning song, but there is another harp heard among the blissful throng which surrounds the throne of the Most High.

Miss L. FARR,
" M. BRATTIN,
" A. A. URIN,
Teachers."

A creditable Literary Society called the "Alpha Nu," composed exclusively of High School pupils, who have monthly Exhibitions, has been successfully organized in Ashland.

ATHENS COUNTY — In our notice, in May, of what "*will and work*" had accomplished, we stated that the entire subscription from Athens county for this "Journal" for 1857 was 96, whereas, on closer count, we find that Prof. Wm. H. Young has, of his own motion, remitted

this year 123 names. *Honor to whom honor is due.* The Speaker of the House (General Assembly of Ohio) is a writer as well as a speaker, and being editor of the Athens Messenger, says many excellent things in a late number of his paper of the Ohio Journal of Education, and speaks commendatory of the editor. We entertain no grudge against this fair-spoken man, but trust that he may be gently removed from his seat as presiding officer of the lower House, and quietly placed, as Lieutenant Governor, as President of the Senate in the upper House.

Sandusky.—Earl Bill, Esq., President of School Board, (who has since removed to Tiffin,) presents an interesting exhibit in the eight annual report. In view of the evil of truancy and vagrancy, so common elsewhere, a citizen of Sandusky has offered to contribute \$25 per month to employ a suitable person to look after truants and absentees from the schools, and vagrant children, generally, to be found in the streets: provided a corresponding sum be appropriated by the Board, or otherwise contributed, for the same purpose, during the current year.

Mr. M. F. Cowdery, Principal of Schools, having been on a trip to New Orleans recently, for his health, has, we learn, returned to his duties, much improved.

FRANKLIN.—Dr. Patterson has rented the house and grounds belonging to Mrs. Neville, on Friend street, Columbus, opposite the Blind Asylum, for the present use of a school for instructing idiots and imbecile youth, for which purpose \$3000 was appropriated by the Legislature at its recent session. Pupils will be received after July.

Mr. S. D. Phipps, Musical Instructor in the Public Schools of this city, is doing a good work in the culture of the musical tastes of the youth and citizens of the capital. He has a musical hall handsomely fitted for class instruction, with melodeon, etc. He has a design to open, during the recess of school, a Normal Music Institute, to fit teachers to conduct the musical exercises of their own classes.

— That was a *crowning* act of Rudisill, the Columbus hatter, towards the "head" editor. It capped the climax.

HAMILTON.—The Cincinnati School Board will, after August next, pay the Principals of their schools \$100, instead of \$85 per month. An increase of the salaries of assistant teachers is in contemplation.

JEFFERSON.—We anticipate that Steubenville, and the teachers of this county, will entertain the State Teachers' Association soon to assemble therein, in a style worthy of its ancient hospitality.

The following notice was crowded out last month:

The "School Visitor," devoted to the interests of our Public Schools, Steubenville, O., April 1, 1857, Vol. 1, No. 1, edited by Alexander Clark, has been laid on our table. It is a neat quarto monthly paper, for circulation among the schools of that neighborhood. Thank, in the name of the State Teachers' Association, friend Clark, for the complimentary notice of the Ohio Journal of Education. As the Association will assemble in Steubenville in July, we would be glad if some active person in each township would circulate the prospectus of the Journal, and have enrolled on our subscription list the names of a majority of the teachers in that and adjacent counties. What say you, friends and patrons of the "School Visitor"?

MONTGOMERY.—Dayton has contacted to build a new High School building for \$17,500; a recently passed law having authorized the Dayton Academy to arrange for the sale of its real estate to the Board of Education.

— At a late meeting of the Wood County Teachers' Association, D. A. Avery President, committees were appointed to report on the following subjects:

Messrs. E. W. Lenderson, W. H. Gorrill, and W. F. Hannon, a committee on Programme of Exercises, to report at the next meeting for the one following.

Mr. E. Elliott to write an essay on the art of Teaching.

Messrs. W. S. Thurstin and J. B. Newton to write on a subject of their own choice.

Mr. G. N. Parsons, on the best Method of Governing a School.

Miss E. L. Bassett, on Primary Teaching.

Mr. J. O. Shannon, on the Object of Education.

Miss M. E. Carr, and Mr. W. H. Gorrill, on Teaching the Alphabet.

Mr. D. Day, on the Science of Numbers.

The Association meets again at Bowling Green, on Saturday, the 20th of June.

THE
Ohio Journal of Education.

COLUMBUS, JULY, 1857.

Communications.

**THOUGHTS ON ABSENTEEISM, AND THE POWERS
WHICH TEACHERS POSSESS TO ENABLE THEM TO
PREVENT IT.**

Experience has so frequently verified the assertion, "as is the Teacher so will be the school," that it may be regarded as an established scholastic axiom.

The Teacher is to the school as the galvanic battery to the apparatus in connection with it: be the mechanism ever so good or only just in working order, when the battery is weak it is hopeless to expect an active exhibition of the principles sought to be illustrated; while a powerful battery, even though in connection with imperfect apparatus, will often evolve highly valuable and interesting phenomena. So where a Teacher lacks energy; if placed in a good school, but a limited amount of good is produced; while if placed in a bad one, each only adds to the total failure of the other.

So much has been said against absenteeism that it is not contemplated in the present article to enlarge the catalogue of evils of which it is the prolific parent. Our late State Commissioner (1 An. Rep. p. 42,) thus ably and comprehensively sums them up, and more could not well be said. "Absenteeism is then one of the worst evils under which our schools labor. From a good school it takes away its best influence, and a poor one it renders worse than worthless. Like a worm at the root of a tender flower, it eats away all life from the system and leaves it but a dried and useless stalk."

It may not be without profit to examine whether Superintendents and

Teachers laboring with them, do not possess such resources as, judiciously applied, would tend so far to eradicate the evil as to make it no longer a serious obstacle to the success of public education.

It would extend the present article too much, to examine in this connection whether the regulation adopted in many schools, "that pupils who are absent a definite time during a stated period shall be excluded from the privileges of the public schools," is a beneficial one. This might be discussed with great advantage at our approaching meeting at Steubenville. Few Boards of Education appear to possess nerve enough to resolve that pupils *shall come regularly* or they *shall not come at all*, and leave to the parents the choice; and even if they do possess that nerve, it is certainly not yet a settled question that this exclusion is the best course to be taken. It is proposed at present to consider how far energetic Superintendents and Teachers can succeed in eradicating absenteeism by a judicious application of the powers usually delegated to them by Boards of Education.

In the first place there are two kinds of absenteeism—that which arises from truancy, and that which arises with the parent's consent. The former is hardly included in the present article. Few Boards of Education, and, we presume few parents, will object to a Teacher's breaking up truancy in a summary manner.

It may fairly be presumed, also, that, in the present enlightened state of public opinion in regard to education, there are no Boards of Education, having the guardianship and control over village schools, who will refuse to enact that every pupil having been absent from school shall, upon returning, present to the Teacher a written excuse for such absence, signed by the parent. This will speedily lead to the detection of truancy.

It will then become the Teacher's duty to hedge in absenteeism with so many barriers that pupils shall not only find it unpleasant to be absent, but shall find it difficult to reinstate themselves after they shall have been away. This will make absenteeism unpopular with a large class of scholars, and that is a step towards making it unpopular in a community.

In the first place, let Teachers endeavor to educate *the public mind* to hostility to irregular attendance.

This may be done by occasional contributions to the local papers upon the subject. By a judicious selection and publication of prominent cases in which pupils have seriously compromised their scholastic standing by continued absence. Startling facts will not be wanting in any

system of schools where the attendance is irregular; unfortunately they are too numerous and too palpable to even a superficial examiner. Exhibit judiciously, regularly attending pupils of eight, nine or ten years, rapidly overtaking and leaving behind irregularly attending scholars several years older. Publish such facts and statistics as would tend to encourage in their constancy those who send regularly; while those who are indifferent about the regular attendance of their children will feel such home truths so forced upon them as to make them uneasy under the infliction. Make absenteeism and the difficulties arising from the practice of it, the subject of conversation, citing instances where individuals have suffered from it. Keep a private memorandum of the worst cases, so that the memory may be refreshed, and when the parents of such cases are met, they may be addressed upon the subject.

While this education of public opinion is going on, let Superintendents and Teachers enact and quietly carry out such a course of executive policy in their schools as will naturally and inevitably tend to make irregularity hateful and regularity desirable to the scholars. It is not necessary that these rules should be arbitrary or overbearing. They should carefully avoid any tendency to deprive any pupil of that public instruction which is the right of all, and which should be supplied untrammelled by the oppressive regulations and peculiar idiosyncrasies of any person.

Such resolutions as the following would interfere with the just rights of no one:

I. When any pupil is absent for any cause except sickness, (either personal or of some member of the family,) let the seat of such pupil be forfeited, and let any other pupil of the same sex and class, who may desire to do so, occupy the same. Where two desire the seat, prefer the most regular attendant.

II. Let there be a separate place for all absentees under every circumstance without exception. All, upon entering, must go there until excuses have been called for and examined.

III. Let the Teacher exercise a judicious discrimination as to whether the absence was justifiable and the excuse rendered is satisfactory.

IV. Establish special seats for absentees, which they shall occupy after their return to school so long as the Teacher shall deem it advisable, taking into consideration the cause of absence, excuse rendered, general standing of pupil, and other extenuating circumstances.

V. All occupying these seats should be deprived of any special

local privileges which the scholars may have been in the habit of enjoying. At recess and at dismissal they should also be the last to leave.

VI. Any pupil missing a recitation should upon rejoining the class, stand at the foot.

VII. Where a scholar is frequently absent, if such scholar fail to maintain a definite, average, established standing in his (or her) respective classes, let such be transferred to a lower class, both as a punishment, as a warning, and as an act of justice to those who attend regularly.

VIII. Where a scholar is so sent down, take care that the act is made sufficiently prominent; and that the cause is well understood by all the scholars, for they will be certain to talk about it at home, and it will often effect more benefit among those who are not habitually absentees, than it does upon the unfortunate absentee who has been made to suffer.

IX. Publish the names of the most regular and their respective positions in their several classes; also the names of the most irregular and their positions. Sometimes it may also be desirable to append a brief notice of the grades of classes through which some of them may have risen within a given period.

Some communities take more interest in education and the welfare of their schools than others; this arises from various causes which it is not at present necessary to investigate, but the fact that it seems an evil inherent to some societies, gives rise to the thought that absenteeism in a system of schools is like consumption in the human system; suffering the body to retain the hue of health, and promising ultimate convalescence to the end, it gradually and inevitably eats up the life of a glorious structure and keeps it ever powerless for good. Nor does the resemblance terminate here. As the consumptive invalid can never hope for a permanent cure, so absenteeism can never be entirely eradicated from our schools. But as the consumptive can, by a careful and constant adherence to the laws of life, baffle and arrest the enemy which would speedily destroy him; as like the celebrated Dr. Andrew Coombe, he can keep the disease in check by a rigid and systematic regard for nature and a respect for her imperious laws, and finally sink to sleep a comparatively old man after a life of usefulness, so by the constant vigilant prosecution of a well digested code of rules, Superintendents and Teachers can so far reduce absenteeism in their schools, that it would no longer be regarded as the one great impediment to the successful working of our Union School System of Public Education.

To effect this, however, requires patient persevering effort. To relax is to relapse, and to relapse seriously to fail. The foregoing suggestions could be carried into effect, and, if judiciously executed, could be defended successfully by any Teacher and would force even a careless indifferent Board of Education to acquiesce in them; at the same time they attack the rights and privileges of no scholar in such a manner as to afford grumbling or ignorant parents a pretext for asserting that they deprive any pupil of power to prosecute his education to the utmost.

If a few faithful laborers shall be lead to devise more efficient means for securing regularity of attendance than they have hitherto done, then it may be hoped that these few thoughts are not entirely unworthy of the pages they are designed to fill.

BUCYRUS.

NEW METHODS.

Much has been said within a few years by our educators, of the evils of *memoriter recitations*. To remedy these evils, some of which are real, and more imaginary, various devices have been resorted to; among which the lecturing method, a kind of "royal road to knowledge," stands very prominent: a method in which the Teacher not only does the studying, but the reciting also. With a weakness incident to our nature, the advocates of the method, in avoiding Scylla have fallen upon Charybdis. I am aware that its supporters do not state their views in very distinct terms, but by a phraseology exceedingly loose and indefinite, they deceive both the public and themselves, as to their real position.

As methods of instruction, like institutions, live forever in the society they mould, it becomes an inquiry of immense importance, as to which are the best.

In pursuing this investigation, every one must be struck by observing the radical changes a few years have introduced into all departments of education. We learn nothing as our fathers learned it. Young America like, we "whistle down the wind" their patient plodding industry, as too slow for the enlightenment of the latter half of the nineteenth century. That the ways of our fathers were perfect, none will be found hardy enough to assert, yet are we constrained to admit that there were scholars, and good ones too, before the Agamemnons of modern educational reform.

A close observation has impelled us to the conclusion; that in abandoning old methods, we have not been sufficiently careful in selecting others. We have been too prone to seize upon any floating theory, if it be but new, and without reason or reflection, adopt it, praise it, and in every way commend it to others.

That our methods should be philosophical, adopted to the development of the faculties of the mind in the order in which nature develops them, all will agree; yet how few of our Teachers endeavor to attain this philosophical method. Socrates, and Pestalozzi—whose plan is almost identical in its main features with that of Socrates—are the only exceptions that now occur to me. Instead of founding our methods on the firm rock of an enlightened philosophy, we resort to a rule miserable and blind, and destined in a majority of cases, to yield nothing but disappointment,—the “try rule.” We tried the *memoriter* method, and found it in many points defective; then, of course, something else must be tried; and that something else as being farthest removed from that in use, happened to be the lecturing method.

Under this method, I fear, are growing up a laxness of mental discipline, and a superficiality of knowledge, to be deplored by every friend of thorough culture, and sound acquirements. To show that this superficiality naturally results from the method of instruction, will not, I think, be difficult.

Ere the method could be introduced in its full blown beauty, its advocates found it necessary to depreciate the value of text books. Instead of being considered helps, they were declared such hindrances in the way of mental growth, that they ought to be entirely banished from the hands of Teachers; and pupils were to have them or not, as happened to be most consonant with their feelings; or, if not allowed to go that far, they were to be permitted to make their own selections. It was contended, that, if the Teacher was himself full of his subject, by some process not very clearly explained, the pupil would also be filled.

The writer may be here allowed to make what some will consider the very humbling confession, that notwithstanding all the new lights, he has a strong and abiding affection for good text books; and he hopes the manufacture of that kind will go on in an accelerated ratio. He would further add to his offense, by declaring it to be his fixed belief that he has learned more from one such book, than from all the lectures he has ever heard put together—and he has been delighted and bored by as many, probably, as any one of his years.

Without the aid of the eye, our culture would certainly be most mis-

erably cramped and defective. Now by the lecture the ear alone is informed, and the eye can afford no assistance. But place the text-book beneath the student's eye, and he has before him his kingdom of thought to be conquered; it may be a field limited in its extent, it is true, and not over fertile, but still it must be subjugated before other and more extensive acquisitions are attempted, as it will not do to leave an army of ignorance posted in the rear. If he fails in his first charge, as he probably will, and in many others, he can return to the attack again and again. He knows exactly where the enemy lies intrenched, and he spends no unnecessary time in searching him out, but proceeds at once to make a descent upon his stronghold.

But to drop the figure—every man knows that no one can become a scholar by listening to lectures alone, however animated, learned and eloquent; nor by reading, however wide that reading may be; nor by both combined. Something more is required. It is necessary to pursue a science in a methodical manner, and in order to do this the foundation of its knowledge should be laid by a careful and assiduous study of a well-arranged text-book. However well it may be, nay, essentially necessary, for the Teacher to know many books on the subject in which he is giving instruction, and something beyond books, yet the pupil himself, in his early training, should not be encouraged to dissipate his powers, by what, with him, can be but a very superficial dipping into numerous authors. After his mind has become disciplined and matured by age and culture, the store-houses of knowledge may be freely thrown open to him, without any danger of what farmers would call a "founder." In early training is the adage, "know few books and know them well," specially applicable.

In the lecture method of instruction, the pupil appears to me to occupy the position of a sponge, absorbing whatever the Teacher, from a retentive memory and an extensive reading, may choose to deluge him with; and resembling the sponge in another particular, in that it does not take a great amount of pressure to squeeze him dry.

Have you ever seen a recitation conducted in "the newest style?" If not, I will try to describe it to you. A long class of young ladies, (I choose a class of young ladies as an example, because the style is believed to be peculiarly adapted to their capacities, and hence is immensely popular with keepers of fashionable Boarding Schools, who look upon the capacities of girls and boys as widely dissimilar institutions,) file into the recitation room and take their seats, in the best of order. The Teacher, who has read everything on his subject, is fully

loaded, and will go off on the least provocation. But few questions are asked, and those few are but in such a manner as to insure an answer. The greater part of the hour allotted to the recitation, is consumed by the Teacher in telling his class what *he* knows of the subject — and very agreeably he does it too. The pupils of course knew, when the lesson was assigned, that they would not be called on to recite it, that the Teacher would take the onerous task off their minds; and justice compells me to add, that he is none the less popular for it. Observe the countenances of the different members of the class. How pleased and interested they look! Surely, you think, this man is doing a good work. Be not deceived; he is unwittingly stultifying those naturally fine intellects. There is no mental culture there. Examine the class. You will find they can tell you nothing, not even of the lecture they have just heard. The intellect may have been very pleasantly titillated, but no deep furrows have been plowed in the minds' fallow, and no seeds of knowledge have been dropped therein. I grant that useful crumbs of information may accidentally be picked up in this way, but any mental discipline acquired worth the having, never.

My ideas of a good recitation are somewhat different from this. I call that a good recitation which is given with clearness and fluency, and not in too many words; for the pupil should be early taught to avoid that error too grievously common, of spreading a little thought over a great surface. And further, I like to see a Teacher a good listener, rather than a showy talker — one who says but little himself, but has the faculty of making his pupils talk, and talk well.

In their dislike for *memoriter* recitation, even those who have not become entirely enamored with the lecturing method, but yet incline to the belief that good mental discipline requires some little study on the part of the pupil himself, fall into a very grave error. Instead of following the text book, the pupil is allowed to give definitions in his own words. Every thinking mind must perceive, that if the latter course is pursued, the inevitable result will be a laxness and indefiniteness, fatal to any after just conceptions of the subject. No mere boy, and but few men, can give exact and logical definitions. A definition should be cumbered with no useless words, but be given in the least possible number, that will convey the exact idea. Can this be done from a boy's own limited resources of thought alone? We are accustomed to say, "if my pupil gives me the idea, I don't care for the words" — as if the idea and the words could be separated! Have you ever noticed how extremely limited the vocabulary of children is — even of those in

the highest classes of our public schools? And can it be supposed, that with their small stock in trade of words, such children can get up a definition in mathematics, grammar or any other science, that a Teacher ought to receive? Such an idea is simply absurd. Judging from the frequent failures, definitions must be very difficult for even our best authors, those who have spent years of careful study on their respective branches.

The pupil then should commit the definitions to memory. I care not whether they be found in the text book, or formed by the Teacher. But after the best form has been determined upon, that is what should be taken, suffering nothing to be added nor subtracted.

But it is urged, that if "book definitions are required, we are in danger of obtaining mere words without ideas, thus lumbering the brain with useless furniture. Why this should be the case, if the Teacher is a competent one, more by this method than any of the looser ones, I am at loss to know.

It was the remark of a distinguished Teacher, who followed the *memoriter* method most rigidly, that there were two things to be got in a lesson, the letter and the spirit; and that it was always his aim to have pupils get both, and although he could not always be sure of the latter, he could of the former; and he thought that much better than a failure in both. How often a failure does take place in both under our improved fast methods, is a question for each Teacher's own experience.

But it may be inquired whether the lecture method is always objectionable. My reply would be, "certainly not always." I have no doubt there is a point in a mental culture, where it may be most properly applied; but just as surely that point is not reached in our primary or grammar schools. Before this method is used, the student should have received that kind and amount of mental drill, that will enable him to arrange his facts systematically, and to reason upon them logically.

I regard the German system of education, however fashionable it may be with some of the advocates of unlimited freedom on this subject, to denounce it as a cunningly devised scheme of tyrants, to fetter the minds of their subjects as they have the bodies, as the only one worthy the name of system. Other nations, our own among them, have methods but not systems. In the German system, the different parts all fit beautifully into each other, each school doing its own work, and that alone; there is no lapping back, but from the beginning there is a steady onward progress. The primary school does its work up to a

certain point; there the gymnasium takes up the pupil and gives him that thoroughly mental drill necessary to fit him for the University, which stands at the apex of the system. This, with its libraries, and its lecturers whose fame is bounded only by the circumference of civilization, has no parallel in other countries. There is dropped into a soil thoroughly prepared, the seeds of a knowledge mighty for the quickening of thought.

With us then, as in Germany, would I confine the lecturing method to the final stage of a youth's education. Engrafting this on a solid basis, we should induce in our young men such a freedom and power of thought, and such an originality and perseverance of investigation, as would give them a proud place among the most profound scholars of the world.

The above thoughts were suggested by reading in the May number of the *Journal* a short extract on the subject of Rote Recitations. I think I see such evidences of haste to be learned, in all our methods of instruction, that I deem it both a duty and a privilege to utter a word of warning, and to give my voice in favor of sound instruction. If we cannot keep the flash method of doing things, out of any other department of life, let us as sober and earnest men try at least to exclude it from our educational training.

J. H.

TEACHING ELEMENTARY SOUNDS.

BY CHARLES S. ROYCE.

I was much pleased to see an article, in the May number of the *Journal*, upon this subject. Of the importance of this branch of instruction, it seems to me, there can be but one opinion. But I cannot say with Primus, that "there are few schools in which it is not daily, and we might say hourly, practiced," if by that he means to say that the giving of this kind of instruction is practiced. That we are practicing upon the elementary sounds of our language during almost every waking hour, from our cradles to our graves, is true, and that, during all that time, we fail to enunciate as we should, is also true; but, in traveling over our state for the last four years, I have found that, in a majority of the schools which I have visited, they fail to give any instruction in this important branch of education; and, where some little instruction

is given, I have found that "the method pursued" gives little "valuable exercise."

For six or seven years, I have pursued a method differing from the "one method," of which Primus speaks.

This method I will explain, after saying, that I am by no means vain enough to suppose that it is perfect, and, that at times I resort to the method spoken of by Primus.

When I commence with children or with adults, I do so without a chart, and with no other aid than a black-board and a piece of crayon. I define an elementary sound for them thus: "An elementary sound is a sound used in *speech*, which cannot be decomposed, or separated into component parts."

I now write monosyllables for analysis, in order that they may ascertain *how many* elementary sounds there are in each; thus *see, saw, owe, ache, awe*, etc. In ascertaining the number of elementary sounds they must remember that those sounds only are elementary, *which cannot be separated into component parts*; and they will ascertain that sometimes an entire word may be composed of one elementary sound.

After this preparation, I take another step. I inform them that all sounds used in speech are either *voiced* or *whispered*; that a *voiced* sound is one that is produced with a vibration of the vocal chord; and, that a *whispered* sound is one that is produced without such vibration. Again we commence the analysis of easy words; and the pupils determine, not only how many elementary sounds there are in a word, but whether they are *voiced* or *whispered*.

When they can easily distinguish a *voiced* sound from a *whispered* one, we again advance. They are now told, that, whether *voiced* or *whispered*, sounds are either obstructed or unobstructed by the articulatory organs; which are now named to them. Again we commence the analysis of words; and they are called upon to determine the nature of each sound thus far.

At our next step, they are informed, that, if sounds are obstructed they are obstructed at the lips, teeth, gums, hard palate, or soft palate. Again we analyze words, and they determine all these points.

Now, I inform them that these sounds may be obstructed by such a contact of the organs of articulation, as will, for a moment, stop the passage of the sound, or by such a contact as will permit its continuance. The former I call a *perfect* contact of the organs; and the latter, a *partial* contact of them. All these things are now to be determined by the analysis of words.

But, if we determine that a given sound is unobstructed, then, if it

is voiced, we determine whether it is a *simple* sound, or a sound in which one simple sound glides into another. The latter, for want of a better term, I call a *compound* sound.

If *simple*, they are asked to determine whether they are *long* or *short*; and if *compound*, whether they are open or close. We recognize no subdivisions of the *unobstructed, whispered* sounds.

Of course, this work must be the work of many weeks with children; and, with the class of pupils that we find in our Normal Schools, I have found it profitable to spend an hour a day for four or five weeks in going over the ground that I have endeavored to mark out here. And, during most of this time, I have no use for any other chart, than the one we make on the black-board; and this I wish to have effaced at the close of every lesson, and reconstructed, by a pupil, at the commencement of the next.

While questioning pupils in this way, there will be times, when they will not agree, as to the nature of a given sound. In such cases, I would, by all means, avoid deciding for them; but, after giving them an opportunity to express their opinions, first orally, and afterwards by the uplifted hand; I would analyze other words, selecting such as will give them new light, and, then give them another opportunity to express their opinions. At other times, I would have them repeat the sound, both by itself and in connection with other sounds. If they cannot *now* decide upon its nature, with tolerable unanimity, we may leave it until to-morrow.

Thus, it will be seen, that while they are exercising their vocal organs in the enunciation of the elementary sounds, they are also exercising their intellect in determining the manner in which those sounds are produced, and the resultant nature of the sounds. In doing this, I do not unfrequently require them to repeat a sound fifty, and sometimes a hundred times; but, since they are endeavoring to determine the manner in which the sound is produced, this is not wearisome to them.

Again, I would say that I by no means discard the concert exercise upon charts. It is good in its place. In addition to this, we should call for the enunciation of difficult combinations of sounds. And all these exercises should be combined with orthographic parsing. This labor should be performed with a feeling that we, as Teachers, are responsible for the slovenly manner in which our language is pronounced.

I give my address, (Hudson, Erie county, O.,) in order that Primus, or others desiring to do so, may communicate with me.

E D U C A T I O N .

“What is it to rightly educate a human being?” This is a hard question, and few have been able to give an answer, satisfactory, even to themselves. It should, however, be our constant study and aim to *find a correct* answer, for it is of the utmost importance that every Teacher should have some definite idea of what constitutes an education.

All agree that education is *not* simply giving instruction. It does not consist in conveying knowledge from mind to mind, nor in *putting a child through* a certain number of books, in a given space of time, and cramming the tender mind to its utmost capacity with facts, statistics, rules and definitions; yet many still pursue this very course. The acquisition of knowledge is always the means, but not the end of all true education.

Every citizen of a free Republic should have such an education as will enable him to think, reason, judge, and act for himself; to exercise his own understanding on all questions pertaining to his own, or his country's welfare. This is the education heeded by the youth of *our* country, and it must be imparted to them, or rather acquired by them in our Common Schools.

Education is development. In consequence of certain fixed laws in nature, every individual, whatever its species or order, begins and increases until it attains to its state of fullest development. “The microscopic monad develops into a fetus, the fetus into a child, the child into a man; from beginning to end, all progressive development, according to a determinate order of things.” It is the province of education to aid in this marvelous process. Its object is to arouse the mind to immediate thought; to awaken its powers to observe, remember, reflect, and combine; to inspire it with lofty aspirations, and an insatiable thirst for knowledge; and to lead forth all the faculties into harmonious action.

The conclusion, then, is, that the only true education, which the Teacher is capable of giving his pupil, is to fit him to educate himself.

“Every individual of the human race,” says Mr. Combe, “is born in utter ignorance, and starts from zero in the scale of knowledge, so that he has the laws to learn for himself.” He must do it himself; no one can do it for him. But the educated and mature mind may mark out for the youthful and uneducated mind, such a course of study, thought and discipline, as will promote its growth, and may lead it

along this channel to the point where it may safely be left, to go on and educate itself. If a Teacher understands how to accomplish this, and attends to the cultivation of the powers of the body as well as those of the mind, and also, to the moral powers of the mind as well as the intellectual, he cannot fail of success. He will impart an education which will make a man happy, prosperous, active and useful. It will give him strength, energy, self-reliance and perseverance. It will teach him to investigate, compare, analyze subjects, and pass judgment upon them.

Now, have we made progress in this matter, during the last fifty years? If we were to go back to the beginning of the nineteenth century, and trace the changes made in our Common Schools, and the results of the instruction therein given, down to the present time, would it appear the great question has been solved; and that we do now understand fully what it is "to educate a human being aright"? The branches of study now pursued in our Common Schools, Academies, and Colleges, are five times as numerous as they were fifty years ago. Can the boys of to-day read, write, and keep accounts, better than those of the same age in the year 1800? Are they better fitted for the mechanical arts, farming, mercantile affairs, or for officers of ships? Have we greater lawyers or better theologians?

We doubt not that the studies in all the schools fifty years ago were too few, but there is a possibility that we are running into the other extreme. As elementary pursuits they had better be few, and well understood, than many, superficially examined. There is danger of taking more into the mind, as there is of taking more into the stomach, than can be well digested, in which case it weakens rather than improves.

The wisest of men learn but little of what they know from books. If we can create a thirst for knowledge, and industrious, thoughtful habits, we have done enough; in attempting to finish education we finish mind.

It is an absurd notion, though often acted upon, that education terminates when the pupil leaves the school; that he may cease to direct his attention to the acquisition of knowledge, or the formation of new habits, and remain content with what he has already acquired. This is surely a mistaken idea. Education, considered in its broadest sense, comprises every thing which tends to impart strength and vigor to the animal system—to illuminate and expand the intellectual faculties, and to soften and regulate the feelings and affections of the heart. That these ends may be attained, it is necessary the course of instruction

should continue, not merely five, ten or twenty years, but during the whole period of life. Education, so far from being finished at the age of fifteen or sixteen years, may be said to have been just commenced.

If, upon examination, it shall appear that we have erred in this matter, let us at once apply the remedy. Let us no longer pursue a course of instruction which simply crowds the brain with confused ideas upon many subjects, which may remain upon the mind for a time in a chaotic state, but be of little practical advantage. Instead of pouring in abstract ideas, that the young mind does not understand, strive to draw out the natural powers that God has given him; instead of pulling great loads upon the natural powers until they bend, weaken and break, temperately supply them with such food as shall strengthen them for the duties of life; instead of exerting certain powers to such an extent that parents and visitors are astonished at the aptness of the pupil in remembering names and dates, and being able to add two or three columns of figures at once, properly exercise and discipline the mind, that it may be brought within control. Above all, let us attend to the cultivation of the moral powers. Let us bring the moral precepts of Christianity to bear upon every malignant passion or affection that manifests itself, and any delinquency that appears in the conduct of our pupils.

CONSERTUM.

METHODS OF EXAMINING TEACHERS.

MR. EDITOR—*Sir*: The objection so courteously advanced by H. in the June number of the Journal, in regard to the examination of teachers by printed or written questions may or may not have weight. Where a single teacher is to be examined, an oral examination would undoubtedly be the best. But where a dozen applicants are before the Board of Examiners it would be impossible to do justice to the public by examining them all in one day by oral questions. How then are the abilities of one hundred or one hundred and twenty to be determined on in one or even two days?

H. says, "examination by interrogatories has superiority in one case where the person examined knows more than you wish him to tell. Such cannot be the case in the examination of Teachers, where the object is to find out precisely what the Teacher does know, as well as the capacity to receive and impart knowledge." Now if many Teachers

were required to tell all they know, I certainly believe that it would take them a week or more to do it. For the credit of our ablest I trust it would. Tell all they know! Write an arithmetic, compile an English Grammar, draw up a treatise on Natural Philosophy, and review the whole routine of Common School Education! This would be finding out *precisely what the Teacher does know*, and what H. writes must mean this or nothing. If it means this, it is impossible; if nothing, nothing more need be said.

The article of May was written in consequence of the writer's witnessing over one hundred and thirty applicants under examination at one time—with but one examiner who only took their names and made no note or comment throughout the entire proceeding. Of course a school officer with such an ignorant conceit of his superior discernment would be far more intent upon exhibiting his own profundity by posing the applicants than anything else. Without the use of printed questions how would it be possible for the examiners to do justice to the public? With so many applicants, a week would not suffice. With papers the whole might have been examined as satisfactorily as if there had been but three or four.

The article was merely the embodiment of the report of a committee of which the writer was a member, of the O. S. T. A., read at Columbus at the last meeting of that Association. I am unwilling to occupy the pages of the Journal with controversy, even though it be as courteously and kindly engaged in as H. has entered upon it in the June number—and even though it be controversy of the most desirable kind, for the sake of improvement, yet if H. desire to vindicate his positions, I cordially invite him to a discussion through the columns of some local paper, and will endeavor to maintain the positions taken by the committee as set forth in the article of May, to the best of my ability.

Respectfully,

H.

BUCYRUS, June 15th, 1857.

— Who in the same given time can produce more than many others, has vigor; who can produce more and better, has talents; who can produce what none else can, has genius.

— The proper end of all education is, *the forming of good men and good citizens.*

— The pebbles in our path weary us, and make us sore-footed, more than the rocks that only require a bold effort to surmount.

Mathematical Department.

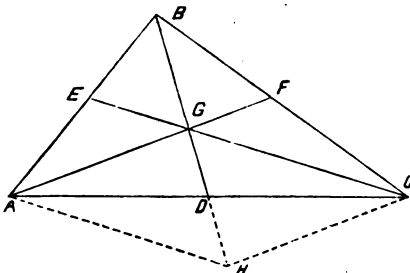
PROF. W. H. YOUNG, ATHENS, EDITOR.

SOLUTIONS TO QUESTIONS PUBLISHED IN MAY.

No. 4. If a building 30 feet long is being moved on rollers, how far will it advance in moving over one roller?

SOLUTION, by J. B. Dunn.—As the house advances, the roller will measure as much space on the ground as it does on the sill of the house, or 30 feet; hence, when the house leaves the roller, its hinder end will be 30 ft. in advance of where its front end struck it, making a total advance of twice the length of the house, or 60 ft.

No. 5. Prove that the three lines drawn from the angles of a triangle, and bisecting the opposite sides, pass through a common point.



SOLUTION.—In the triangle ABC draw the bisecting lines EC, BD, and through their intersection draw AF: it is to be proven that $BF = FC$.

Draw AH parallel EC, meeting BD produced, and join H and C. Now the

triangles ADH and DGC are obviously equal, and AH equal and parallel to GC; whence AF is parallel to HC. Then from the equality of AE, EB, and the parallelism of EG and AH, $BG = GH$; and from this last equality, and the parallelism of AF and HC, BF is equal to FC.

Q. E. D.

No. 6. See May number of the Journal.

SOLUTION, by J. S. Burnham.—The wheels must leave the B, for bodies impelled forward descend only in curves, while the track commences descending *at an angle* at B.

The track descends 1 ft. in 132 ft. After passing B, therefore, the wheels will fall the $\frac{1}{132}$ of the distance passed over. Let t seconds be the time of falling: then the space fallen through will be $16\frac{1}{2}t^2$, and the distance passed over in this time $132 \times 16\frac{1}{2}t^2$. But the distance passed over in t sec., at 33 ft. per sec., will be $33t$; hence $132 \times$

$16\frac{1}{2}t^2 = 33t$, or $t = \frac{2}{19\frac{1}{3}}$, and $33t = \frac{22}{19\frac{1}{3}}$ ft. = distance passed while falling, or before touching the rails.

ACKNOWLEDGMENTS.—All the questions were solved by Joseph Turnbull, J. B. Dunn, J. S. Burnham, James Goldrick, A. Schuyler; Nos. 4 and 5 by James Rutherford, Ichabod Crane, and Bond; No. 4 by C. R. S.; No. 5 by Omega; No. 6 by E. N. Solutions of the questions published in April were furnished by Messrs. Schuyler, Stevens, and others, though too late for acknowledgment last month.

QUESTIONS FOR SOLUTION.

No. 10. What is the amount of \$100 in 10 years, at 6 per cent., supposing the interest to be compounded every instant?

JOEL HENDRICKS.

No. 11. Find under what circumstances vulgar fractions are convertible into finite or infinite decimals.

JOSEPH TURNBULL.

No. 12. The sides of a rectangle are to each other as 2 to $\sqrt{3}$; and the diameter of a circle drawn to touch the middle point of one of the longer sides, and passing through the corners of the opposite and adjacent sides, is 48 rods. Required the area of the rectangle.

WEBSTER THOMAS.

CONTRACTIONS IN QUADRATICS.

Every quadratic equation may be reduced to the form $x^2 \mp px = \mp q$. If p is an even number no difficulty is experienced; but if it is odd, the trouble of fractions may be avoided as follows: We will have to square a number like $(a + \frac{1}{2})$; the square of which is $a^2 + a + \frac{1}{4} = a(a + 1) + \frac{1}{4}$: so that all we have to do is to multiply the whole number by the next natural number, and add $\frac{1}{4}$. Thus, the square of $7\frac{1}{2}$ is $7 \times 8 + \frac{1}{4}$, or $56\frac{1}{4}$; of $19\frac{1}{2}$, is 20 times 19, (or 380) $+ \frac{1}{4}$.

In extracting the square root of the second member of the equation, if it ends in $\frac{1}{4}$, after taking away a^2 , that is, extracting the square root as far as we can in whole numbers, we will have a remainder, $(a + \frac{1}{4})$; that is, the remainder will equal the root, (excluding the $\frac{1}{4}$.) Thus extracting the square root of $8\sqrt{70}\frac{1}{4}$ | 29, we find a root 29, and the

4	same number 29 remaining:
49)470	so the root of the number is
441	29 $\frac{1}{2}$.
29	

$$\begin{array}{r} \text{Take the equation } x^2 + 999x = 5020. \quad \frac{2}{3} \frac{2}{3} = 499\frac{1}{3}, \text{ and } 499 \times \\ 500 = 249500 \quad x^2 + 999x + 249500\frac{1}{4} = 254520\frac{1}{4} \quad x + 499\frac{1}{2} \\ \underline{5020\frac{1}{4}} \quad = 1504\frac{1}{2} \quad x = 5, \text{ or } -1004. \end{array}$$

$$\begin{array}{r} 25 \sqrt{45} \sqrt{20\frac{1}{4}} (504 \\ 1004) 4520 \\ \underline{4016} \\ 504 \end{array}$$

Extracting the root of this number, 254520, we get 504, and 504 remains. Hence the square root of $254520\frac{1}{4}$ is $504\frac{1}{2}$.

If we have not a remainder equal to the root already found, the root is incommensurable; the $\frac{1}{4}$ may be reduced to a decimal, and the extraction continued. BOND.

— When Jupiter offered the prize of immortality to him who was most useful to mankind, the Court of Olympus was crowded with competitors. The warrior boasted of his patriotism, but Jupiter thundered;—the rich man boasted of his munificence, and Jupiter showed him a widow's mite;—the pontiff held up the keys of Heaven, and Jupiter pushed the doors wide open;—the painter boasted of his power to give life to inanimate canvass, and Jupiter breathed aloud in derision;—the sculptor boasted of his power to sway a nation with his voice, and Jupiter marshaled the obedient hosts of heaven with a nod;—the poet spoke of his power to move even the Gods by praise, Jupiter blushed;—the musician claimed to practice the only human science that had been transported to heaven, Jupiter hesitated;—when, seeing a venerable man looking with intense interest upon the group of competitors, but presenting no claim,—“What art thou,” said the benignant monarch. “Only a spectator,” said the gray-headed sage; “all these were once my pupils.” “Crown him, crown him!” said Jupiter; “Crown the faithful *Teacher* with immortality, and make room for him at my right hand.”

— Daniel Webster's Bunker Hill oration contains this passage:

“It has been said with veracity, that the felicity of the American colonists consisted in their escape from the past. This is true, so far as it respects political establishments, but no farther. They brought with them a full portion of all the riches of the past, in science, in art, in morals, religion and literature. *The Bible came with them.* And it is not to be doubted that to the free and universal reading of the Bible is to be ascribed, in that age, that men were indebted for right views of *civil liberty*. The Bible is a book which teaches man his own individual responsibility, *his own dignity, and his equality with his fellow men.*”

— The eclipsing of another's sun will not make thine own shine with brighter beams.

“You can not—you can not,” is discouragement's tale;
But the demon will vanish if you “never say fail.”

HAIL! COLUMBIA!—CONCLUDED.

The image shows a musical score for three parts: Treble, Alto, and Bass. The key signature is one flat (B-flat) and the time signature is 4/4. The lyrics are printed below each staff.

As a band of bro-thers joined, Peace and safe-ty we shall find.

As a band of bro-thers joined, Peace and safe-ty we shall find.

As a band of bro-thers joined, Peace and safe-ty we shall find.

2. Immortal Patriots! rise once more!
 Defend your rights, defend your shore;
 Let no rude foe, with impious hand,
 Let no rude foe, with impious hand,
 Invade the shrine, where sacred lies,
 Of toil and blood the well-earned prize;
 While offering peace, sincere and just,
 In heaven we place a manly trust,
 That truth and justice may prevail,
 And every scheme of bondage fail!
 Firm, united, let us be,
 Rallying round our liberty,
 As a band of brothers joined,
 Peace and safety we shall find.
4. Behold the chief, who now commands,
 Once more to serve his country, stands,
 The rock on which the storm will beat!
 The rock on which the storm will beat!
 But armed in virtue, firm and true,
 His hopes are fixed on heaven and you;
 When hope was sinking in dismay,
 When gloom obscured Columbia's day,
 His steady mind from changes free,
 Resolved on death or *Liberty*.
 Firm, united, let us be,
 Rallying round our liberty,
 As a band of brothers joined,
 Peace and safety we shall find.

COMMUNICATION FROM THE SCHOOL COMMISSIONER.

MASSILLON, O., June 13, 1857.

EDITOR JOURNAL OF EDUCATION:

Dear Sir:—For the last two months, I have been engaged in performing official duties, which are enjoined in Sec. 50, of our School Law. I have found it hard work, but it has been attended with very much that was pleasant and encouraging. I have had an opportunity of seeing various portions of our great and noble State. The iron, coal and salt regions of Jackson, Lawrence, and Meigs; the dairy counties of the Reserve; the wheat growing lands of Richland, Wayne and Stark, and other parts of our great Commonwealth, possess points of interest to him who visits them. I have received new and enlarged ideas in regard to the abundant and varied elements of material wealth which our State embraces.

But my chief attention has been directed to the *educational* interests of the State. I have visited twenty-five counties, have given thirty-five public lectures, averaging an hour in length, and about sixty public addresses, to schools, Teachers, and other bodies. I have visited hundreds of schools, and held with thousands of people, communications and consultations on educational subjects. That I have accomplished any good, I shall not affirm; that I have been very busy, none can dispute.

My ordinary course of effort on visiting a place is as follows, though modified by circumstances to some extent: I spend an hour with the county Auditor, who is the chief school officer of the county. Inquire of him concerning the operations of our school system; what objections are urged against it; what changes, in his opinion, would add to its efficiency and popularity. He generally asks my opinion concerning the proper interpretation of various provisions of our School Law, states cases which have arisen under his observation, particularly in regard to taxation and the distribution of funds. Together we consult and plan in regard to securing prompt and full statistical returns from the Boards of Education. This interview and acquaintance prepares us for future correspondence and action.

Wherever I find a majority of the Board of School Examiners, I spend with them an hour, more or less, in inquiries and consultations in regard to the important trusts with which they are charged. I make known to them my purpose of calling for full returns of their transactions during the year, that they may be published with other statistics, in the annual report.

School Directors call on me for consultation and advice.

Whenever time permits, I visit the several schools, whether public or private. Some of them I address for a few minutes.

In some cases, though not generally, the Teachers of the several schools are called together by their Superintendent or Principal at a late hour in the afternoon, and I address them in regard to their duties. These I have found to be to me occasions of much interest.

In the evening, I give a public lecture to all who may choose to be present.

I have been greatly encouraged from what I have observed of the workings of our school system. Wherever it is efficiently and wisely administered, it is bearing fruit to its own praise, and to the unspeakable profit of the people. With but few exceptions, I have found the schools which I have visited in better condition, and achieving higher success than I had expected. And I am

erly transferred to the preparatory schools. *Pen-talk* is a necessity of the age. Indeed the handmaid of civilization is "the pen of a ready writer."

The importance of the *manuscript* part of composition is now evident. Whether a person's thoughts are profound, brilliant or simple, the ability to pen them correctly is in each case equally important. A manuscript of any kind abounding in those errors peculiar to written language, is an "abiding witness" against the elementary education of its author. The most arrogant pretensions to scholarship are frequently dissipated by a few traces of the pen! On the contrary, a note of but three lines, written with *correctness*, is strong evidence that "the schoolmaster has not been abroad." The great use of the pen in practical life is in letter, note and business writing, in which style, logic and other qualities of higher composition are of minor importance. A large majority too, of the scholars who leave our schools for the active duties of life, will have no other use for it. Clearly, then, our schools should aim to impart to each scholar, as early as possible, the ability to act as amanuensis for his *own* thoughts. Such training is also an excellent basis for composition proper, into which matter and arrangement largely enter. It is true, also, that every written exercise, however simple, involves mental effort. The training best adapted to impart the ability to produce a good manuscript, lays the foundation for higher forms of writing. In such training, however, a correct manuscript stands prominently before the mind as the end most desired. The young tyro of the pen is not expected to indite *Homilies* upon "Faith," "Hope" and "Charity," every line of which calls for a large share of the *latter grace* in the reader!

Are our schools meeting reasonable expectations in this matter? How many of the scholars, who annually go out of them, can creditably pen a simple note or letter. How many can correctly write their own *address*? The time and effort given to this subject, even in our best schools, are meagre. Daily exercises in oral spelling and imitative penmanship prove inadequate. There must be an early and constant application of this knowledge and skill, *as they are acquired*. The utility of correct spelling and good penmanship should be a matter of every day experience. The fact, that one important object of attending school, is, to learn to *talk on paper*, should be to the scholar an ever present reality.

The question is, also, seriously asked: Whether our best Graded Schools present as satisfactory progress in composition, as they do in other branches of study? While the principle of a division of labor has been carried out in other studies—each department having its specific work—this has been left to chance or caprice. To many, if not all of our High Schools, it has not been deemed a requisite for admission. Below the Grammar School, it has not "a local habitation or a name." In many of the schools, where the exercise has a place, it receives very meagre attention. Anything like systematic instruction is rarely attempted. A "composition" is the standing lesson, or more properly task! We need not add that composition writing is very generally unpopular with scholars. Its utility is to them a matter of faith—blind at that! They look upon the exercise, as one of the numerous ills school children "are heir to;" often entering very fully into the spirit of the line:

" 'Tis distance lends enchantment to the view."

Are these difficulties and results inherent in the subject? Has it not natural steps, or gradations, corresponding to the several departments of our Graded Schools? Cannot a definite result be expected in each grade? In the next number of the Journal, we propose to present the outlines of a course of compo-

sition, which in our judgment is adapted to classified schools. We believe that the principle of a division of labor may be applied as perfectly in composition as in any other branch of study, and that the progress made at any given time may be as certainly tested.

E. E. WHITE.

PORTSMOUTH, June, 1857.

Editorial Department.

TEACHERS OF OHIO IN COUNCIL.—*The Executive Committee have deferred the meeting of the Ohio State Teachers' Association one week. It will be held at Steubenville, Jefferson county Ohio, on Wednesday and Thursday, the 8th and 9th of July.*

The "Journal" congratulates the trainers of the minds of the youth of Ohio that their arduous labors of the session just closing, will soon be succeeded by social delights—rich mental and moral delights—among old friends and kindred. May your vacation so renew your wasted energies and refreshen and relax your mental powers, that when the schools again open, you may return re-christened to the care of God's "little children," who are "of the kingdom of heaven." Teacher, love thy profession! You aid in preparing men and women to be great and good here, and to enjoy endless happiness hereafter. It will always be a labor of love to interest ourselves in each and every case, in the welfare of the faithful Teacher.

Teacher, keep ever in mind the sublimity of your mission. Rest not content, until singly and by associated effort, the highest level of success may be attained in your day, in securing the blessings of a Common School education to every boy and girl in Ohio. Come together face to face, then, ye bold soldiers of the school militant, missionaries in the field of education, and as "iron sharpens iron," so may the countenance of each other be brightened by the communion of kindred souls.

Let Ohio Teachers be earnest in the work; let us come together and have a profitable season during the approaching vacation. For this monthly, on your part, the editor makes this last and most urgent appeal to the *leading Teachers* of the State to proceed at once to obtain subscriptions, and the cash for the Journal; for, unless they take the matter in hand, other Teachers will be indifferent. The Journal can not exist without a more active support. Teachers, it is your own work. Come up with the money already due, and new subscribers enough to carry the enterprise through without fail.

Boards of Education and Examiners, prize your Teachers; and let us all enter anew upon the duties committed to our charge, in a more determined and hopeful spirit.

ONWARD! HIGHER—FOREVER HIGHER!—He that resolves upon any great end, by that very resolution has scaled the great barriers to it; and he who seizes the grand idea of self-cultivation, and solemnly resolves upon it, will find that idea, that resolution, burning like fire within him, and ever putting him upon his own improvement. He will find it removing difficulties, searching out, or making means, giving courage for despondency, and strength for weakness.

worlds. For ourself, we hope to be more "familiar" with the great work of nature and with this interpreter.

Peterson's Familiar Science. Mr. Peterson has been successful in this publication of a "Scientific Explanation of Common Things." There had been 67,000 copies issued in 1856. A copy before us is in larger type than the editions we have seen as text books in schools. Why should not Teachers instruct familiarly their pupils in common, every-day useful science?

Hows' Practical Elocutionist. The author of the "Shakspearian Readers" has prepared this work for the elocutionary practice of advanced students. The present edition has been carefully revised. The selections of prose and poetry are eminently judicious.

Sheppard's Constitutional Text Book. The scope of this work is such as is commended to the more general attention of our schools. The tendency of present courses of study is, in many schools, to teach more of other institutions than those of the United States. American youth should be trained by study of just such a text book.

HICKLING, SWAN & BREWER, Boston.

Outlines of English History, by Amelia B. Edwards. A small but useful text book for schools.

We have recently received the following :

— Pamphlet of Premiums and Regulations for the Ohio State Fair, to be held in Cincinnati, on the 15th-18th days of September 1857.

— Fowler & Wells, N. Y. "Demands of the age on Colleges." Speech of Horace Mann before the Christian Convention, Cincinnati, Oct. 5, 1854.

— Circular and Catalogue of the Ohio Wesleyan University, Delaware, Ohio, 1856-7.

— Catalogue of the Theological Seminary, and of Kenyon College, Gambier, Ohio, 1856-7.

— First Annual Report of Board of Education, Dubuque, Iowa, 1857.

— Report of Sup't Common Schools of Conn., David N. Camp, Sup't, 1857.

— Annual Report of the School Committee of the city of Salem, 1857.

OHIO STATE TEACHERS' ASSOCIATION.

POSTPONEMENT.—In consequence of representations from some of the most active members of the Association residing in different parts of the State, that the schools in their respective sections would not be dismissed at the time mentioned in the call published in the June number, it has been deemed best to postpone the time of the semi-annual meeting to the 8th and 9th days of July, 1857.

A full attendance of members at the meeting is again most respectfully and urgently solicited, as business matters of the most urgent moment to the welfare of the Association must necessarily be acted upon.

JOHN HANCOCK,

Ch'n Ex. Com., O. S. T. A.

SCRAPS.

THE TEAR.

Sweet tribute of the parting hour,
Twin sister of the word—farewell ;
Thy honied nectar has a power
Beyond what human tongue can tell.

— Walter Scott says — “To make boys learn to read, and then place no good books within their reach, is to give man an appetite and leave nothing in the pantry save unwholesome and poisonous food ; which, depend upon it, they will eat rather than starve.”

— Cato said — “He had rather people should inquire why he had not a statue erected to his memory, than why he had.”

The honest, earnest man must stand and work ;
The woman also ; otherwise she drops
At once below the dignity of man,
Accepting serfdom. Free men freely work ;
Whoever fears God, fears to sit at ease.

— Massachusetts has recently changed her constitution and made it one of the qualifications to exercise the elective franchise, that the voter can read and write.

— The following touching incident will remind parents and Teachers of the power that may be exercised over youth by affectionate words of caution. Speak the right word at the right time :

It is the story of a mother, on the green hills of Vermont, holding by the right hand a son, sixteen years old, mad with love of the sea. And, as she stood by the garden gate on a sunny morning, she said : “Edward, they tell me—for I have never seen the ocean—that the great temptation of the seaman's life is drink. Promise me, before you quit your mother's hand, that you will never drink.” And, said he, (for he told me the story,) I gave her the promise, and I went the broad globe over—Calcutta, the Mediterranean, San Francisco, the Cape of Good Hope, the North Pole and the South—I saw them all in forty years, and I never saw a glass filled with sparkling liquor that my mother's form by the garden gate, on the green hill-side of Vermont, did not rise before me ; and to-day, at sixty, my lips are innocent of the taste of liquor.

— A National Teacher's Association is proposed to be organized at a Convention of the friends of popular Education in the United States, to be held at Philadelphia 26th of August next. The Ohio State Teacher's Association should be ably represented.

— The twelfth annual meeting of the New York State Teacher's Association will be held at Binghamton, on the 4th, 5th and 6th days of August, 1857, instead of July.

¶ — The Young People's Literary Association, Ravenna, O., have sent us the first printed No. June 2d, '57, of a little paper called the Investigator ; whose motto is, “Not how much, but how well.”

— Physiologists have urged the superiority, as exercises of the young, of social and inspiring games, which, by their joyous and boisterous mirth, called forth the requisite nervous stimulus to put the muscles into vigorous varied action, which become easy under the influence of mental excitement. We have rejoiced to see Teachers refresh and invigorate themselves by such exercises, and the “Journal” has sympathized with, and participated with such in certain games of ball, of Saturday afternoons, on the green sward, a mile out of the Queen City, during the month of May, and agrees with Andrew Combe on the subject. The exultation of our spirit may have been enhanced by being always on the winning side. We witness with pleasure the triangular ball playing in the evening hours by the noiseless pupils of the Deaf and Dumb Asylum of this city.

— We have received, from Supt. W. C. Catlin, Mansfield, O., a specimen blank for a School Register, which has been copyrighted and published by Brinkerhoff & Day, of that place, which embodies the experience of many years in planning and trial, and has found favor. It is so

ruled and printed that the names of scholars, attendance, number of minutes tardy, deportment, good lessons, medium lessons, imperfect lessons, and entire failures are given, each day of the week, etc. System and order is indispensable, and this is a form looking to the attainment of accurate statistics.

— The annual commencement exercise of the Esther Institute—Young Ladies Seminary of Columbus, Lewis Heyl, Principal—took place last month. The school is flourishing.

Educational Items.

ATHENS.—Prof. Young has added 16 more subscribers to the list of 123 already noticed as procured by him—noble effort. If similar efforts were made in each county, the Journal would be doing a great good in the land.

CHAMPAIGN.—The Urbana Citizen relates that in one of the adjacent townships is a school which is attended by 21 children of the same name, being members of four different families.

— By a recent vote, Urbana has, by a small majority—175 to 119—refused to tax that city \$12,000 for a new school house.

CLARK.—Mr. John Fulton, formerly Principal of the Central High School of Springfield, has, we learn, taken up his residence in New Orleans, in which city he takes orders in the Protestant Episcopal Church.

HAMILTON.—There has been examined, recently, the graduating class of the two High Schools of Cincinnati—twenty-five young gentlemen, and twenty-five young ladies—the largest one ever presented there for graduation. The examination occupied three entire days and was conducted by printed questions, the pupils submitted their answers in writing.

Did our limits permit, we would publish the questions submitted.

GREENE.—Prof. J. C. Zachos will give lectures on Elocution, Rhetoric or English Literature, to such Teacher's Institutes as may desire such Lectures, between this time and September 1st. For terms address him at Yellow Springs, Ohio.

JEFFERSON.—Jas. F. Snowden has given up his position as Principal of the 1st Ward Public School in Wheeling Va., and removed to Steubenville.

The town of Steubenville is astir to give proper welcome to the Teachers of the State.

LAKE.—The Lake county Judge of Probate, has, we learn, appointed Miss Frances R. French one of the Board of School Examiners.

MARION.—D. J. Johnson has resigned his position as Superintendent of the Marion Union Schools.

MONTGOMERY.—The old High School building of Dayton has been sold, and temporary quarters obtained until the completion of the new edifice.

PORTAGE.—Ravenna has been more fortunate than Urbana. The Cleveland Herald says: "The people of Ravenna have decided to raise a tax of \$10,000 for the purpose of building a High School House."

PREBLE.—A Normal Institute opens in Eaton under the charge of Chas. S. Royce, on the 20th July, to continue four weeks.

— The Montgomery county Normal Institute will also meet on the 20th July, at Dayton, and continue four weeks.

— The Normal Institute of Warren county, meets at Lebanon, on July 21st, in charge of A. Holbrook, Prin. S. W. Normal School.

From the Marietta Intelligencer.

MARIETTA COLLEGE.—We learn that Edward D. Mansfield, Esq., has accepted an invitation to address the Literary Societies at the coming commencement, Rev. H. M. Storrs of Cincinnati, the Society of Inquiry, and Daniel G. Mason, Esq., of New York City, the Alumni.

The time of commencement has been changed to the Thursday before the 4th of July, which this year will be the second. The addresses before the Societies come the day previous.

THE
Ohio Journal of Education.

COLUMBUS, AUGUST, 1857.

SEMI-ANNUAL MEETING OF THE OHIO STATE TEACHERS' ASSOCIATION.

STUBENVILLE, July 8th, 1857.

Association assembled in Kilgore's Hall, and at 10 o'clock, A. M., was called to order by John Hancock, Chairman of the Executive Committee.

The President being absent, Vice President I. S. Morris, of Eaton, took the Chair, and called upon Rev. J. Burns, of the P. M. Church, who opened the service with prayer.

On motion of J. Hancock, Messrs. Stevenson of Dresden, Forbes of Cincinnati, and Ellis of Dayton, were appointed Assistant Secretaries. The Treasurer being absent, Rev. A. Duncan, of Newark, was elected Treasurer *pro tem*. The first half hour was occupied in the enrollment of delegates, of whom there were about three hundred, including about one hundred and fifty from Jefferson county.

On motion of Mr. Garfield, of Portage, the Constitution was read. Nearly one hundred new members joined the Association, by complying with the provision of the Constitution provided for that purpose.

At 11 o'clock, by request of the Ex. Committee, Prof. Brainard, of Cleveland, addressed the Association. His remarks were impromptu. Subject: Physical Education, in connection with a Chemical Analysis of Food. The Secretary would do injustice to the speaker by any attempt at even a synopsis of his address. He was listened to with intense interest for over an hour. We hope that the Association may hear from him again on this important subject.

Hon. A. Smyth, School Commissioner, read the following eloquent letter from Gov. Chase, who was expected to address the Association at this meeting:

COLUMBUS, July 6, 1857.

Dear Sir:—In the midst of the cares and anxieties of my official position, unusually augmented of late, it has been impossible for me to prepare an address fit to be pronounced before the Association over which you have the honor to preside. I was, however, so desirous of manifesting my personal sympathy with its members in their noble aim to raise the standard, to improve the methods, and to dignify the work of Education in Ohio, that I would not relinquish my purpose of being present at their deliberations, and of saying something, however inadequately, on the subject of their work, until the day of meeting was changed. I then advised the respected Editor of the *Journal of Education*, that I should probably be unable to attend at the time to which it was postponed; and I now find this apprehension realized. My public duties will require my constant presence here during the present week.

I regret my absence from the meeting of the Association only on my own account; for I am thoroughly conscious how meagerly anything I could say would reward the attention of its members. But if I could communicate little, I could receive much; and I wish to learn all I can in respect to the best means of promoting the cause of education in our State. In that cause, having been myself a Teacher, and knowing something of a Teacher's responsibilities, trials and aspirations, I naturally, and almost necessarily, feel a lively interest.

No safer and no more remunerative investment of revenue is made by the State than in the instruction of her youth. Stinginess here, is not economy. It is waste, and the worst description of waste—the waste of mind—of that power which originates, energizes, and makes efficient whatever activities promote private or public prosperity.

The School House is a better institution than the Court House or the State House. In the State House, laws are enacted; in the Court House, laws are applied; in the School House, legislators, judges, and jurymen are made. Especially is the School House indispensable where popular government is made a practical reality, by free suffrage and general eligibility to office. It is impossible to over-estimate the importance of universal education, where every boy is to be a voter, and any boy may be a President.

To make the School House efficient, teachers must be, not only qualified, but honored. The responsibility of their trust, the magnitude of their work, and the dignity of their calling, must be acknowledged; and not coldly acknowledged only, but thoroughly appreciated. The community hardly yet *begins* to realize its debt of gratitude, honor and reward to the teachers of its schools.

These things are obvious; but what practical methods are best adapted to secure the great end of giving to all the youth of the State the best education they are willing to receive and capable of receiving, is not so clear. What provisions for the education of Teachers should be supplied; how far, if at all, the Colleges of the State, and especially those more immediately under legislative control, may be made parts of the general plan of education, or serviceable to the special purpose of educating Teachers; and what may be fitly and economically done to extend the benefits of the educational system beyond School House walls, by lectures and libraries, are subjects which will doubtless engage your discussions, and in respect to which I should be particularly glad to have the benefit of them.

But I am extending this letter too far. Let me close it with my cordial congratulations to the Association upon the great good already effected by its labors, and with the expression of my earnest hope that the educational future of Ohio may correspond with its highest aims and noblest aspirations.

Very respectfully yours,

S. P. CHASE. ✓

Immediately after the reading of the letter, J. D. Caldwell offered Resolution No. 1, as follows :

That while we deeply regret the absence, personally, of Gov. Chase, we thank him for his communication, containing noble sentiments in reference to the importance of Education to the welfare of the State, and for his able statement of the dignity of the Teacher's calling ; and that it be spread on the Journal and printed with the proceedings of the Association.

Adopted unanimously and with applause.

Mr. Hopley, of Bucyrus, offered Resolution No. 2 :

That the city papers be respectfully requested to publish the letter of Gov. Chase in the evening edition.

Adopted.

Mr. Hopley offered a resolution instructing the Executive Committee to make out an Order of Exercises for the P. M. session. Laid upon the table.

Adjourned to 2 o'clock, P. M.

AFTERNOON SESSION.

I. W. Andrews, President of the Association, called to order, and made a few appropriate remarks, on assuming the duties of the office to which he had been elected.

Prof. Brainard offered Resolution No. 3 :

That this Association recommend to the Common School Teachers of the State the adoption of Object-drawing and Natural History, combined—especially for the younger classes.

Adopted unanimously, after remarks from Prof. Brainard, and illustrations of his plan upon the black-board.

On motion of Mr. Hopley, the report and resolutions of Prof. Merrick, on the Code of Honor prevailing among College Students, made at the annual meeting and laid over for consideration at this, were taken up. (For report and resolutions, see journal of last meeting.)

Mr. Royce moved their indefinite postponement, but, by request of Mr. Caldwell, withdrew the motion.

Mr. Gilchrist moved the adoption of the report and resolutions.

Mr. Hancock was opposed to the discussion of the subject, in the absence of Prof. Merrick ; considered the subject as one of vital importance, and as demanding the most careful and deliberate discussion ; his own mind was not fully made up—was not fully satisfied with the resolutions, but, with some modifications, thought he could vote for them ; did not indicate what those modifications would be.

President I. W. Andrews, calling the Secretary to the Chair, spoke

The miscellaneous character of education at present is injurious. Lay down your course, and put the children through it. The first reason for education is, the Intellect needs it—it was given us for that purpose. Second reason; we need it in the daily affairs of life. General education better than special, for all purposes. He spoke of the danger arising from the creation of the new office of Superintendent. The office demands rare talent, or a rare combination of talents: it is doubtful whether we have a sufficient number of men competent to fill those offices, and the system may suffer through their inefficiency.

Again, acquisition shows—*Discipline does the good*. We want less of these attempts to *show off* to good advantage, and more thorough study and discipline. There is a great mistake in the minds of some Teachers, as well as others, in beginning with *practical* studies. These are not first in order in a course of education.

General education is found to be the best kind of practical education. The speaker referred to the fact that the number of educated men is increasing, in all the walks of life, as truly a just ground of encouragement to the friends of learning. He suggested, as an important inquiry for the Bureau of Statistics, how many educated men are now engaged in the different branches of business in our State. Finally, we must *agree*. The Teacher must be willing to do the work, and let others have the credit of it.

The speaker was listened to an hour with intense interest, in a crowded hall, while the heat was oppressive; and his want of preparation was entirely forgotten by his auditory, until he again reminded them of it, as he closed.

Vice President Caldwell invited all present, not already members of the Association, to become such—saying, upon the authority of the Secretary, that there were quite a number of good looking persons present whom we should like to enroll in our list of members.

By leave of the President, Mr. Royce announced the semi-annual meeting of the Phonetic Association to take place at Yellow Springs, the seat of Antioch College, on the 11th and 12th of September next.

Adjourned to 9 o'clock A. M. to-morrow.

THURSDAY, July 9th — A. M.

President Andrews called the Association to order at 9 o'clock. Prayer by Rev. Mr. Burns.

Mr. Hancock announced the following order for the day:

1. Discussion of Library question.
2. Report on the condition of the Journal.
3. Report on the self-reporting System.
4. Report on the practical working of Normal Schools in this and other countries.

Mr. Hancock introduced Mr. Coggeshall, of Columbus, who opened the discussion of the Library question in an eloquent speech; reviewing,

in his rapid style, the entire history of the Library movement in Ohio. He concluded by offering the following preamble and resolutions :

WHEREAS, educational men in Ohio have, for twenty years, contended that the people of this State are in favor of Common School Libraries; and, whereas, a clause in the General School Law, providing for their establishment, has been suspended during two years; and, whereas, we have faith that a people who sustain Blind, Insane, Deaf and Dumb and Idiot Asylums, and Reform Schools for juveniles, will support a correct and liberal Library system: Therefore,

No. 4. *Resolved*, That the Executive Committee shall appoint three members of this Association, who are empowered to issue an address to the people of Ohio, upon the needs and advantages of Common School Libraries, and upon the best plans for the accomplishment of the greatest good to the greatest number by means of such libraries.

No. 5. *Resolved*, That this committee be instructed to institute a general system of correspondence and discussion, upon the address and its recommendations, and that all Teachers in the State are requested to coöperate cordially.

No. 6. *Resolved*, That the President, Vice Presidents, Secretary and Executive Committee, are hereby instructed to take especial charge of the discussion of this question, in their respective towns, cities and counties.

Mr. Rolfe moved their adoption. Mr. Coggeshall further advocated their adoption. Mr. Hancock seconded Mr. Rolfe's motion, and spoke earnestly in support of the resolutions. He was unsparing in his denunciation of the light, trashy literature of the day, and particularly severe upon the "Novelette," "New York Ledger," and "The Flag." He stated, upon the authority of the Librarian, that nine-tenths of the books drawn by ladies from the library of the Mechanics' Institute, Cincinnati, were novels.

The resolutions were further discussed by Messrs. Hartshorn, Rolfe, Hopley, and J. P. Hole and Jenkins.

Mr. Hancock moved the previous question, which was sustained, and the resolutions were unanimously adopted.

Subject of the Journal of Education was taken up.

Mr. Hancock reported the gross debt, to this date, to be \$1308.00. Against this, there is a credit of \$756.75; leaving a balance of indebtedness to the amount of \$551.25 (being amount taken from funds of this year to pay last year's indebtedness), for which there is no provision. Something must be done; he did not indicate any plan.

Mr. Morris inquired for the 1½ per cent. fund. He was answered that it was exhausted. Mr. Caldwell spoke in general terms of the condition of the Journal—said that if subscribers were procured for the full number (4000) ordered to be printed, it would be self-paying. At present there are only about two thousand subscribers.

Mr. Hartshorn offered the following, Resolution No. 7 :

able but highly meritorious to evade the regulations and requirements of their instructors, and practice upon them all the pranks their ingenuity can devise. The records of College life furnish abundant illustration of this. On a small scale, and in another way, this same spirit manifests itself in our common schools. The little boy watches his opportunity for sly tricks, and counts it a merit to perpetrate some piece of rascality when the Teacher's eye is not upon him.

Whence arises this state of feeling, and what is its remedy? It may arise in part from the enactment of a formal code of rules—for no doubt rules frequently suggest misdemeanors which otherwise would not have been thought of. It is as true now as in ancient days, that "By the law comes the knowledge of sin." But the chief source of this evil is the want of confidence and cordial coöperation between the Teacher and the taught. On this ground we urge the necessity of confiding to pupils a large share of the work of maintaining the discipline and good order of a school. Therefore,

Resolved, That we recommend to Teachers the expediency of laying before their pupils the necessity of certain rules and regulations, and of endeavoring to enlist their coöperation in carrying them out; and furthermore,

Resolved, That they require pupils to present daily or weekly reports of their own conduct in reference to those rules.

Among the advantages of this plan we would urge the following:

1st. By manifesting confidence in students, it begets the same in return, and thus forms a basis on which a school can be more easily and pleasantly controlled.

2d. It relieves the Teacher in the main, from that disagreeable system of espionage which is frequently unsuccessful, and by many is regarded dishonorable.

3d. It is better in its personal effects upon the character of both students and Teacher, by calling into exercise a nobler principle of human nature, and a more delicate sense of honor.

We have many advocates of this principle as applied to other departments of human pursuits. Nearly forty years ago the late Judge Tappan of this place proposed to the Legislature of Ohio, to insert a clause into our State Constitution, prohibiting forever the enactment of any law for the collection of debt. Though it might not have been wise legislation, yet it would been at least a noble tribute to human nature, had such a clause been introduced, thus making every debt a debt of honor. This, however, may be carrying the principle too far; but we are strengthened in the view we have taken, by the fact, that many of the wisest and best men are hoping for such a consummation in regard to our laws. We see in this a manifest tendency toward a higher trust in the honor of our fellow men. Whatever may be wise policy in regard to legal and mercantile transactions, we believe this principle may with safety and success be introduced into our public schools, and thus early impressed upon the minds of our youth. We are aware that several objections worthy of consideration may be urged against this plan. Prominent among these is this: That we present to pupils a temptation to falsify. But it may well be questioned whether this plan would present so great a temptation to *spea*k a lie, as the opposite one does to *act* a lie, by slyly evading or violating rules.

By many also the practical success of this plan is called in question. But scores of examples might be cited, which go to show that it is much more suc-

cessful than the opposite one in maintaining the good discipline of a school. Its most questionable application is to Primary Schools, but even there it has proved successful under proper restrictions. A Teacher will soon ascertain whether any of his pupils are inclined to falsify, and by a proper amount of care he may guard against almost every evil to which the system is liable. We should not at present deem it prudent to give up all the regulations of the school to this system of voluntary reporting. But with judicious restrictions we shall be glad to see this plan, or some other embodying the same principle, prevail throughout the schools of our State.

J. A. GARFIELD, *Ch'n Committee.*

The report was accepted, the first resolution adopted, but upon the last a spirited discussion arose. Mr. Hartshorn spoke in favor of the resolution. Mr. Hancock was not prepared to vote either way.

By general consent, the subject was laid aside, to give Mr. Ogden, chairman of a committee long since appointed to report upon "the practical working of Normal Schools in this and other countries," an opportunity to report. The hour was so late, and the report so long, that Mr. Ogden gave only a condensed verbal outline, rather indicating the course of the committee than the results of their labors.

The report was ordered to be printed, and its further consideration postponed to the next meeting.

By leave of the President, Mr. Caldwell read the opinion of ex-School Commissioner Barney, on the authority of county auditors to subscribe for copies of the Journal of Education for certain school officers.

The report of committee on Self-Reporting was again taken up. By vote, all speakers were restricted to ten minutes.

The question being upon the adoption of the second resolution reported by the committee, Messrs. Garfield, Emmerson, Page and Catlin advocated the resolution. Mr. Hurtt called for light from those who had practiced the plan recommended, in regard to executing its details.

The further consideration of the subject, on motion of Mr. Hancock, was postponed to the next meeting.

Mr. Hartshorn moved the appointment of a committee to report, at the next meeting, on the best method of using the self-reporting system. Adopted; and the President appointed Messrs. Hartshorn, Page and Catlin said committee.

Mr. Jenkins made the following brief report of the financial condition of the McNeely Normal School:

DR.		Deficit on 2d year	\$ 465
1st year—To tuition 26 weeks...	\$1330	Add 1st year's deficit.....	650
Extra teaching to amount.....	70		
	\$1400	Total deficit.....	\$1115
CR.		<i>Amount of Pledges.</i>	
By tuition fees	\$ 850	Amount of pledges in Endow-	
		ment fund	\$6607 00
Necessary additional cont. ex ...	100	Cash received.....	225 00
			\$6832 00
Deficit on 1st year.....	\$ 650	Amount received in books...	444 75
		Whole sum pledged.....	\$7276 75
DR.		Donations—Books	\$ 444 75
2d year—To tuition Nor. School.	\$2470	Cash.....	200 00
Additional in Model School.....	175	Installments	700 00
Contingent expenses.....	100		
	\$2745	Invested	\$1354 75
CR.			800 00
By am't tuition in N. School....	\$1850		\$ 554 75
From Model School	400		1100 00
	\$2250		\$ 545 25

The Board of Trustees have made satisfactory arrangements by which the expenses of the Institution shall be liquidated, by the income of the Institution; and no further debt shall be contracted. To secure this arrangement, and at the same time carry out the design of the Institution, funds are needed to provide satisfactory accommodations for self-boarding. And this is proposed to be accomplished by the erection of a number of small, cheap cottages, on the outskirts of the school grounds, to be occupied for this purpose, and by which the expenses of students attending the school may be very greatly reduced.

Report accepted. Dr. A. D. Lord spoke at length upon the subject of the report, and the importance of sustaining the school.

The chairman of the Executive Committee announced the committee called for under the 4th resolution, to issue an address on the subject of the Library, to consist of Messrs. W. T. Coggeshall, of Columbus, Lorin Andrews, of Gambier, and Rufus King, of Cincinnati.

Mr. J. K. Pickett offered the following, Resolution No. 13 :

That a committee be appointed to report, at the next meeting, on the subject of "Tardiness and irregular attendance at school."

Adopted; and Messrs. Pickett, Rickoff and Lynch appointed for that purpose by the President.

Mr. Hopley called the attention of the Association to the loose condition of its finances. After various motions, resolutions, etc., were defeated, the following was offered, Resolution No. 14 :

That we instruct the Finance Committee to report a full statement of the finances of this Association, in the Journal, at as early a day as possible.

Adopted.

On motion of Mr. Hancock, Gov. Chase was invited to address the Association at its next meeting.

On motion of L. Andrews, Judge Whitman was also invited to address the next meeting.

The resolution to amend Art. 12 of the Constitution, laid over from last meeting, was taken up, and adopted. The amendment erases the words "by ballot," and inserts "viva voce."

Mr. Hartshorn offered the following preamble and resolution :

WHEREAS this Association, at its last semi-annual meeting, authorized and recommended the organization of Auxiliary County Teachers' Associations through the State, and Township Teachers' Associations, auxiliary to the County Associations; and whereas but few have been organized, for want of specified persons to do it: Therefore,

No. 15. *Resolved*, That this Association does hereby authorize and make it the duty of each Vice President of this Association, to organize as soon as practicable, in each county of his judicial district, an Auxiliary County Teachers' Association, having in its constitution a provision for the organization of Township Teachers' Associations.

Adopted.

Mr. Hartshorn offered the following, Resolution No. 16 :

That so much of the President's address as relates to the elements constituting a Model Teacher and the means of developing them, be referred to a committee of three, to report at the next annual meeting.

Adopted; and Messrs. M. D. Parker, M. D. Follet and E. E. White appointed said committee.

Mr. Garfield moved to appoint a new committee on Course of Study. Withdrawn.

Mr. Hopley again brought up the subject of the Finances, and moved to appoint an auditor. Motion carried unanimously, and Mr. Hopley was elected by acclamation.

Mr. Hopley moved to amend the Constitution by adding the word "auditor" to the list of officers, in Art. 2d. Laid over, under the rule, to next meeting.

A resolution of thanks to those R. R. Companies that had granted the facility heretofore extended to members, of half-fare in attending meetings of the Association, and to the citizens of Steubenville for their hospitality, was unanimously adopted.

After the singing of the Doxology, and receiving the benediction, pronounced by Rev. A. Duncan, the President declared the Semi-annual Meeting adjourned.

The foregoing is a true transcript from the journal of the Association.

WM. C. CATLIN, *Recording Sec'y.*

The following persons became members, or renewed their membership, by the payment of a fee of \$1.00 :

Lorin Andrews, Gambier.	E. C. Rust, Cuyahoga county.
H. D. Lathrop, " "	R. McMillen, Columbiana " a
R. W. Stevenson, Dresden,	J. P. Hole, " "
E. C. Ellis, Dayton.	Mrs. M. McMillen, Athens " "
J. C. Gilerist, Marlboro.	David Anderson, Columbiana " "
Mrs. L. A. Thorp, " "	S. A. Butts, Cincinnati.
Miss L. Borton, " "	A. W. Price, Cleveland.
D. H. Williams, Powhattan.	Miss Saline Jarvis, Massillon.
J. Q. Howard, Franklin county.	J. F. Blickensderfer, Tuscarara's county.
W. H. Dressler, Columbiana county.	J. R. Agnew, Steubenville.
Arthur Canedy, Newark.	H. A. Hunter, Noble county.
T. M. Stevenson, Morgan county.	Mrs. Eliza Heaton, Columb'a county.
Ed. H. Allen, Ross " "	G. L. Jacobs, Van-Wert " "
A. C. Fenner, Montgomery " "	G. N. Carathers, Tuscarawas " "
S. S. Williams, Lawrence " "	I. J. Atchinson, Carrollton.
A. Page, Cincinnati.	W. Idding, Summit county.
D. S. Willing, Belmont county.	W. T. Coggeshall, Columbus.
J. K. Pickett, Stark " "	Miss Cassandra Bear, Steubenville.
Sam. C. Kerr, Jefferson " "	" Sus. Frazier, " "
J. B. Irvin, Dayton.	John Norris, Newcomerstown.
S. M. Stevenson, Morgan county.	A. A. Smith, Ashtabula county.
J. H. Rhodes, Portage " "	David Donovan, Steubenville.
J. L. Clark, Columbiana " "	Sheridan Cox, Coshocton county.
W. K. Leonard, Hamilton " "	S. M. Etter, Lacon, Ill.
James Welty, Tuscarawas " "	Miss Stratton, Columbiana county.
T. V. Milligan, Carrollton.	Mrs. E. W. Lord, Columbus.
B. F. Morris, Harrison.	Miss Caroline Stanton, Col'a county.
Jos. Brown, Brown county.	" Betty Coles, Hopedale.
R. Work, Muskingum " "	A. M. Reed, Steubenville.
Geo. L. Mills, Newark.	M. P. Kerr, Granville.
T. R. Laird, Tuscarawas county.	Miss Amelia Bancroft, Granville.
R. N. Smith, " "	E. F. Hinds, Harrison county.
Alfred Kirk, Belmont " "	Mrs. M. B. Shreve, Coshocton county.
F. B. Fox, Tuscarawas " "	W. T. Forbes, Cincinnati.
O. N. Hartshorn, Stark " "	W. H. Smith, Licking county.
Ira O. Chapman " " "	J. F. Watson, Harrison " "
G. W. Clark, " " "	W. A. Robb, Muskingum county.
Miss S. E. Webster, Athens county.	J. Buchanan, Steubenville.
" A. E. Sanderson, " " "	Thomas Campbell, Coshocton county.
W. E. Connor, Guernsey " "	Patrick S. Campbell, " " "
Miss E. M. Speer, Muskingum " "	John Burns, " " "
" B. Waddle, Virginia.	Jane Cornell; Jefferson county.
W. B. Brown, Brown county.	Jacob M. Desellem, Steubenville.
D. Allen, Columbiana " "	Mrs. Burns, Coshocton county.
B. F. Pearis, Muskingum county.	J. B. Owens, Belmont " "
Miss M. J. Eckleson, Musk'm county.	Martha J. Leslie, Steubenville.
E. J. Hammond, " " "	S. M. Ramsopher, Tuscarawas county
J. F. Schuyler, Seneca " "	Miss Martha Duncan, Hamilton " "
O. P. Cowdery, Erie " "	S. McShearer, Carrollton.—98.

LIST OF DELEGATES.

Athens Co.—Prof. N. M. McLaughlin, J. K. Mower, Miss E. M. Rice, Miss A. E. Sander-
son, Miss S. E. Webster, Prof. W. H. Young.

Belmont—Miss Dowdie, N. M. Elliott, A. Kirk, J. B. Owen, Dr. Sedwick, H. W. Smith,
Rev. D. S. Welling, John White, J. Wood, Miss E. Wood.

Brown—James Brown.

Carroll—T. V. Milligan, S. McShearer.

Columbiana—D. Anderson, J. L. Clark, Mrs. E. Heaton, S. S. McMillen, R. McMillen, Miss
Martha Stratton, Miss C. Stanton.

Coshocton—Mrs. Burns, John Burns, Thomas Campbell, P. S. Campbell, Miss Ellen Far-
mer, R. K. McCartney, W. A. McKee, Miss Margery Medberry, Miss M. B. Price.

Crawford—John Hopley.

Cuyahoga—Prof. J. Brainerd.

Eric—O. P. Cowdery, Chas. S. Rice.

Franklin—W. T. Coggeshall, J. J. Janney, J. Q. Howard.

Green—J. K. Parker, Mrs. S. Parker, P. B. Parker.

Hamilton—Saml. A. Butts Jr., John D. Caldwell, Wm. G. Crippen, W. T. Forbes, John
Hancock, F. W. Hurtt, Asahel Page, James M. Ross, John B. Trevor.

Harrison—J. H. F. Baldwin, Prof. J. Brinkerhoff, B. B. DeLany, T. E. Fidler, J. L. Hunt,
J. L. Jacobs, Cyrus McNeely, Mrs. E. M. McConnell, B. F. Morris, John Ogden, M. J. M.
Ogden, S. M. Alexander.

Jefferson—LADIES—Miss M. J. Agnew, S. M. Alexander, S. Aten, G. Ayres, R. L. Beall,
C. Blair, M. Bowsman, M. L. Bracken, C. Braddock, Mrs. Braddock, Clara Buchanan, Jane
Brown, S. F. Brown, Lizzie M. Burns, N. Caton, Jane Cornell, H. Caldwell, E. Churchill,
H. Churchill, E. Cooley, S. Childs, L. Cresap, H. Daugherty, S. Daugherty, M. Daviess, S.
Everhart, Josephine Ferrell, Mrs. Fulton, Ada Gilmore, Jane Gilmore, M. Gardner, C.
Hamilton, M. Hamilton, N. Hurst, A. Hall, S. Hoonce, M. Hart, L. D. Knox, M. Knight,
Martha Leslie, S. Long, S. Lockwood, E. Lockwood, M. Little, B. C. Marshall, Minerva
C. Manly, Catharine McCarrel, Harriet Miller, Eliza McDonald, Eliza McCracken, Mary Mc-
Donald, M. Monteith, V. Minus, S. McFadden, E. J. C. Mitchell, E. B. Mitchell, E. Messitt,
A. Milligan, Lucretia Orth, H. Ogden, M. Ogden, Margaret Patterson, E. M. Price, S. Pat-
ten, S. Porter, Emma Rell, Mrs. S. Reid, M. Russell, Julia C. Sims, Nancy Sherrard, Sus-
an Sherrard, E. Sutherland, A. L. Stevens, E. S. Stevens, A. Satten, J. Satten, M. Smith,
J. Smithers, S. Smithers, E. Statter, R. Sarver, Martha A. Walker, E. S. Walker. GEN-
TLEMEN—Rev. J. K. Andrew, James Arthurs, Rev. J. J. Agnew, Caleb Brocken, Rev. Jo-
seph Buchanan, Rev. John Burns, G. W. Burns, J. L. Clark, William Cable, James Craw-
ford, Jacob N. Desellem, Fletcher Dayton, David Donovan, Geo. Elliott, James Elliott, W.
Cul. Gaston, Thos. S. Kenning, D. O. N. Johnston, Curtis Johnson, Dr. Thos. Johnston,
Geo. R. Jarkins, Saml. Kerr, Hon. T. L. Means, Hon. Roswell Marsh, Rev. B. Mitchell,
Andrew Mitchell, Rev. Intrepid Morse, Cyrus Mendenhall, Geo. W. McCook, D. Myres, H.
W. Miser, L. McBane, John T. Oliver, Prof. A. M. Read, J. C. Rogers, W. J. Sage, Robt.
Sherrard Jr., Wm. Sittenger, Oliver C. Smith, Jos. K. Sherrard, Gen. Saml. Stokely, S.
Tomlinson, A. W. Thompson, Eli T. Tappan, William A. Urquhart, M. H. Urquhart, Wm.
Vermillion, W. H. Williams, Capt. Geo. Webster.

Knox—Pres. Lorin Andrews, Prof. H. D. Lathrop.

Lawrence—P. C. Wilson, S. S. Williams.

Licking—Arthur Canedy, Rev. A. Duncan, Mrs. Gilman, W. P. Kerr, Geo. S. Mills, W.
H. Smith.

Miami—Wm. N. Edwards, Mary K. Edwards, Louisa Thorne.

Mahoning—Wm. Moore, John Vanfleet.

Montgomery—H. Anderson, E. C. Ellis, A. C. Fenner, J. B. Irwin.

Morgan—T. M. Stevenson.

Muskingum—R. Q. Beer, J. Brown, M. Brown, W. B. Brown, Wilson Conner, A. B. Cor-
nell, Miss M. J. Eckleson, H. A. Hunter, B. F. Peairs, Miss E. Speer, S. M. Stevenson, R.
W. Stevenson, Mrs. R. A. Stevenson, Rev. B. Waddle, Miss Bella Waddle, Theoph. Wark,
R. F. Wark.

Portage—J. A. Garfield, J. H. Rhodes.

Preble—I. S. Morris, Jas. Wilson.

Richland—Dr. W. C. Catlin, Miss Addie Catlin.

Ross—E. H. Allen.

Seneca—J. T. Schuyler.

Tuscarawas—Miss C. Bear, J. F. Blickensderfer, G. N. Carothers, C. T. Emerson, F. B. Fox, Miss F. Frazier, Miss M. Frazier, Miss M. Hance, Mrs. S. Laird, T. R. Laird, S. M. Ramsopher, R. N. Smith, J. Welty.

Washington—Pres. I. W. Andrews.

OTHER STATES.

New York—Francis W. Tappan, N. Y. City.

Kentucky—A. G. Murphy, Millersburgh.

Pennsylvania—Miss M. J. McCausland, Pittsburgh; Henry S. Bennett, Brownsville.

Virginia—J. R. Donahoo, Jas. F. Snowden, Wheeling.

Communications.

SCHOOL STATISTICS.

MR. EDITOR:—Allow me, through the pages of the Journal, to call the attention of the Teachers of our State to an important item of school statistics, which they *should* procure and preserve, not only for the information of others, but also for their own. I allude to the statistics of the *age* at which scholars in our Union Schools are pursuing certain studies.

It is to be presumed that, in every Union School, the Teachers have a list of the pupils enrolled, and also another list of the scholars' names, in the various classes which are in their charge. If now, immediately after these lists, a column were ruled and the ages of the pupils entered therein—while it would be but a small trouble to add up the ages of each sex and strike the average—the Teachers themselves would be in possession of valuable data for their own especial enlightenment.

Superintendents can thus, from year to year, ascertain the exact state of their schools, by comparing the number of pupils in each branch of study, and their average age, with the same items, at the same period, during previous years.

Allow me to illustrate my meaning by a reference to my own schools. The close of the first three months of my supervision here was the close of the school year; and the registers of the various schools, together with my own general register, exhibited the following:

Pupils enrolled,	166 boys	156 girls	Total, 322
Average age,	9 yrs 7 m	10 yrs 3 m	9 yrs 11 m
Pupils studying their ABC,	30 boys	20 girls	Total, 50
Average age,	6 yrs 8 m	6 yrs	6 yrs 5 m
Pupils studying Primary Spelling, in } the spelling-book,	44 boys	31 girls	Total, 75
Average age,	8 yrs 6 m	7 yrs 3 m	7 yrs 11 m
Pupils studying Spelling with defini'tns,	98 boys	109 girls	Total, 207
Average age,	11 yrs 4 m	11 yrs 11 m	11 yrs 8 m
Pupils reading in M'Guffey's 1st Read.,	11 boys	9 girls	Total, 20
Average age,	8 yrs 4 m	8 yrs	8 yrs 2 m
Second Reader,	11 boys	8 girls	Total, 19
Average age,	9 yrs	8 yrs 6 m	8 yrs 9 m
Third Reader,	36 boys	25 girls	Total, 61
Average age,	9 yrs 6 m	9 yrs 4 m	9 yrs 5 m
Fourth Reader,	62 boys	84 girls	Total, 146
Average age,	12 yrs 6 m	12 yrs 9 m	12 yrs 8 m
Writing—1st, on slates: from copies only,	70 boys	40 girls	Total, 110
Average age,	8 yrs 9 m	8 yrs 6 m	8 yrs 7 m
Without copies,	44 boys	58 girls	Total, 102
Average age,	11 yrs 3 m	11 yrs	11 yrs 1 m
On paper, in copy books,	25 boys	35 girls	Total, 60
Average age,	14 yrs 10 m	14 yrs 10 m	14 yrs 10 m
Arithmetic—1st. Learning; tables only; 2d. Elementary, through Long Division; 3d. All others.			
1st. Tables only,	20 boys	16 girls	Total, 36
Average age,	8 yrs 5 m	8 yrs 3 m	8 yrs 4 m
English Grammar,	25 boys	35 girls	Total, 60
Average age,	14 yrs 10 m	14 yrs 10 m	14 yrs 10 m
Natural Philosophy,	10 boys	13 girls	Total, 23
Average age,	15 yrs 11 m	15 yrs 6 m	15 yrs 9 m
	&c.	&c.	&c.

This list, already too long, might be further and more minutely extended. The idea is, I trust, sufficiently evident by what has been given. As it represents the educational condition of my schools after the first three months of my supervision, few will suppose I have any vanity in presenting it. Truly, there is but little in the exhibit to be vain of.

Were all superintendents thus to collect and arrange statistics, much valuable information might be gained.

1st. They themselves would be able to see what was the present condition of their schools, and whether the classes had advanced or retrograded.

2d. Upon the adoption of a few general rules, a system of classification would prevail, sufficiently uniform to enable these averages to present truthful estimates of the comparative positions of various classes in various schools.

3d. The union of all these averages into one, would give the average educational condition of scholars in our Union Schools throughout the State.

In the valuable report of Mr. Freese, Superintendent of the Cleveland schools for the year 1855-6, we have (on page 72, table IV) a general summary, showing the number of pupils in Primer, First

Reader, Second Reader, Third, Fourth and Fifth Readers, in Geography, Grammar, etc., etc.

So also in Mr. Rickoff's report of the Cincinnati schools for 1855-6, we have, at page 35, a somewhat similar table, rather less extended.

If now these gentlemen, and those in charge of the public schools of other cities and large towns in Ohio, were in the preparation of their reports, to bear this item of average ages in their mind, a very valuable table might be drawn up, exhibiting a standard sufficiently accurate to be a safe guide in the gradation of schools, and the arrangement of studies.

Personally I regard such statistics as valuable—it may be my own opinion, or they may be really and intrinsically so. As this letter is intended to be suggestive only, I will not undertake to advocate, defend or explain.

Mr. Rickoff, in his report, well and truly writes, (p. 41,) "School statistics are far inferior in completeness and accuracy, to the commercial, manufacturing and agricultural statistics of the day. It ought not to be so, for certainly the products of the school room can vie in value with the products of the farm or factory."

You, sir, also at the Christmas session of our Association, submitted the following resolutions which were passed :

Resolved, That as an expression of the sense of this Association, the interests of education require that correct and comprehensive statistics of educational effort and progress in each county of the State of Ohio, should be systematically kept and made available.

Resolved, That the Executive Committee be requested to prepare suitable blanks for this purpose, and have the same ready for distribution at the next meeting of the Association.

It is much to be regretted that our present Executive Committee have not presented these blanks; something should be done, and I would suggest that the Superintendents at their adjourned meeting at Columbus, take the matter under their serious consideration, and a committee be appointed to draw up and present those blanks which our Executive Committee have ignored.

The Superintendent of the Cincinnati schools has already introduced this subject; but the item of the average age of the pupils seems either to have escaped his attention, or is not regarded as of much importance by him.

As an Association of Teachers, united for the purpose of advancing the interests of education, it certainly becomes imperative upon us to take active measures for the immediate collection and permanent pre-

ervation of such statistics. They will not only be highly valuable for immediate study and reference, but they will constitute an imperishable and invaluable record in the future, of the labors and services which our Association performed for posterity.

Respectfully,

BUCTRUS.

SCHOOLS—A GLANCE BACKWARD AND FORWARD.

Plato has said that the "ancients were wiser and lived nearer the Gods than we," and as we gaze backward through the vista of years, we are half persuaded to echo the sentiment. Visionary legends and puzzling myths have come to us with the few attested facts concerning the early world; yet through the mist of ages, we can trace the dim outlines of splendid ruins, bearing within and about them the magic touch of many Lost Arts. Asia, the cradle of the world, was not less the cradle of letters, rocked by the inspired hand of those who dwelt not afar from Eden's bowers; and who have left us, upon the now newly exhumed tiles and cylinders of clay, records of a mighty people. Their schools, like the privileges of their government, were for the few; and the wise men and magicians initiated only a chosen number into the secrets of science and the mysteries of nature. An ancient King of Persia first founded a college, solely for the priesthood; but, whatever of literature it may have fostered, is now irrevocably lost. Jewish history gives us no account of schools except those of the priests and prophets, and of a few private tutors; yet without schools, the wandering children of the desert often uttered eloquent words in melodious measures, under the guidance of their ever-faithful teacher—Nature. Tamerlane, who strewed the earth with dead, often sought the companionship of scholars and poets; and Baber wrote spirited annals of his own wars. And, far back, when the world was barbarous, we read of the pet institution of our day—Public Schools. During the latter half of the sixteenth century—the golden age of India—when Achar was sovereign, they were regulated by royal authority, thus: The boys were first taught the letters of the Persian Alphabet separately, with the different accents or marks of pronunciation; and as soon as they had a perfect knowledge of this, which is acquired in a few days, they were exercised in combinations of two letters, and after studying them

for a week, they were given a short line of prose or verse containing a religious or moral sentiment wherein these combinations constantly occurred. They were expected to read this with occasional assistance from the Teacher, who, for several days, continued to give them a new hemistich or distich and a repetition of what had been read before. The young scholar was given four exercises daily: the alphabet, the combinations, a new hemistich and what he had read before. The sciences were taught in the following order: Morality, Arithmetic, Accounts, Agriculture, Geometry, Longimetry, Astronomy, Geomancy, Economics, the Art of Government, Physics, Logic, Natural Philosophy, Abstract Mathematics, Divinity and History. Each individual was educated according to his prospects; and even while yet within the shadow of the Dark Ages, these schools and the Hindoo Colleges were counted the hope and pride of the Empire.

China was not then the hidden light which she is now deemed, although it was left for later generations to develop and apply her wonderful discoveries and inventions. Before the Christian Era, a work was written in China upon the importance and necessity of establishing Common Schools, and in every village, boys who were obliged to labor during the day, were taught at evening schools; while all those of four and five years of age were taught to read. The rich now employ private tutors, and a female is occasionally educated, and attains reputation in poetic composition. Peshamar and Bokhava have Seminaries of education. The poor of Mohammedan nations send their children to a Mollah, where they learn to read the Koran—the rich employing private tutors. Hindoo learning is now confined to the sacred books, which are said to have issued simultaneously from the mouth of Bhroman; yet the priests of this day do not understand even the *use* of the instruments now in their possession. The few schools which the English have established there and those by the missionaries, are now the only effective means of instruction. Thus does the westward “Star of Empire” return to illumine the darkened east. In Burmah, through the influence of a French missionary, Public Schools were once established, and parents were obliged to send their children; but this institution died with its founder. In 1713, we hear of schools in Tobolsk, where German, Geometry, Latin, French and Drawing are taught. The Swedish emigrants and Russian prisoners thus cast the early dew upon the otherwise barren soil, and a Siberian exile is no more a wanderer and an outcast. A glimmering of the light upon the plains of Shinar was felt upon all Asia, and finally made Egypt mistress of the world in the arts and sci-

ences; yet only the few were permitted to share that wisdom and cultivation, which has since vanished at the approach of ignorance and superstition, even as the fertile soil has disappeared beneath the encroaching sand. At present, there are schools attached to every mosque, where children may be taught at trifling expense. Their lessons are generally written upon tablets painted white, being mostly passages from the Koran, and certain prayers, which are rubbed out when learned. Both Teacher and scholars are seated upon the ground; the latter of whom study aloud, with a swinging motion of the body, which is thought to assist the memory. Teachers sometimes cannot read, but having committed the Koran, succeed in maintaining their position.

We are told of an ancient King of Madagascar, who sent some of his subjects to England and France for their education, and then prepared schools for the benefit of Teachers, both male and female. Thus the isles of the sea have felt the progressive impulse of our common humanity, yet Greece alone was left to furnish models of taste and scholarship for all succeeding ages. No Roman prowess or physical might could conquer or avail its intellectual supremacy; and no Roman youth was considered educated until he had listened to the sages and orators of Greece. In their excellent and comprehensive system of schools, children were taught reading, writing, grammar, and music; and in later times, philosophy and oratory in addition to thorough physical training, which latter the Spartans deemed sufficient. Socrates, Aristotle, and Plato, yet live un eclipsed in the vast influence of their lives and teachings.

The Romans first taught their children to swim and dive; then to read; adding the accomplishments of wrestling, leaping and running. They were further taught the fine arts, grammar, geography, ethics, arms and dancing; their instruction being suited to their condition in life. Learned Greeks were their Teachers, propagating their peculiar tenets, which were scrupulously supported by their pupils. At eighteen they were capable of military duty, at twenty they were men. Alas, that amid the wreck of empire Italy is but a crushed atom! Abounding in aids to learning, it still fosters a degraded and illiterate people. With such magnificent ruins and palaces of art, it calls pilgrims from every land and clime, and yet nourishes a thriftless and indolent population.

During the fifteenth century, in Constantinople, boys were sent to public schools at four years of age, and continued there until their fifteenth year; the course of study comprising reading, writing, grammar,

arithmetic and geometry. At colleges the chief mode of teaching was by lecture; upon logic, rhetoric, Latin, ethics, medicine and law. The best law-school in the Roman empire was at Constantinople, except one at Berytus. The Spanish Moors, in the tenth century, during the night of barbarism, established public libraries and academies in all the great towns; but their descendants have failed to heed the beacon light which the darkness of religious despotism must ever obscure. Portugal lagged not far behind, and under Charlemagne the empire and cultivation of the Cæsars slowly receded to northern Europe. He established schools for the young, compelled their attendance, and founded the University of Paris; leaving Francis I to organize a college for learning Latin and Greek, and to advance the art of printing. In later times Richelieu founded the French Academy, which has been succeeded by schools that rival with any upon the Continent. Anon, Albion's cliffs arose amid the mist and fog, and in the unexampled stride of Alfred's reign could boast of schools for the common people; yet the spasmodic effort of one great man's care could not save a nation from the blight and mildew of the feudal ages; and not until the Elizabethan age was the veil lifted from eyes that saw not and ears that heard not the teachings of nature and revelation. Oxford had then cast but a single ray of its modern effulgence upon the darkened land; and Roger Bacon, only, had gazed centuries beyond the legitimate vision of his age and time. Scotland accompanied her sister-province, and now excels her, in affording parochial schools where the poor may be educated at trifling expense. The University of Glasgow can boast of age and celebrity, and back to Elizabeth's time do we look for the seal of antiquity upon the university at Dublin. The first German university was established at Prague about the middle of the fourteenth century, and soon had 7000 students. One at Vienna, another at Heidelberg soon followed; but despite the occasional revisions of the system of public instruction, the Austrian tendencies to pleasure hold continual warfare with the attempt to promote science and literature. A century and a half since, Frederick William of Prussia, catching the bearing of our free institutions, organized schools which should benefit every grade of society; and although a model for the world, they are still crippled by adherence to the arbitrary authority of a crumbling throne.

Baden, Jena and Weimar are as household words in the German States, and the latter has come to be the Athens of the civilized world. Goodrich informs us, that "in biblical literature German scholars are in advance of all other nations, and also in linguistic lore, and that in

the department of history they are scarcely less renowned, especially in the philosophy of history." But not in all Europe are just school regulations so resolutely enforced as in the little mountain-districts of Switzerland, where in every hamlet geography, history and singing are taught in the primary schools; in the secondary, instruction is given in ancient and modern languages, geometry and the fine arts. Rich and poor are educated together; the latter gratuitously. The sacrament is administered only to those who have received a certain degree of instruction. The basis of their political system is education, and among them freedom breathes the pure atmosphere of Alpine summits. Holland was once famous for its men of learning; but Belgium fails to provide opportunities of instruction for the masses. In Norway schools are stationary in the villages, but circulatory in the provinces. There are High Schools and Drawing Schools, which latter all who are to engage in mechanical pursuits must attend. In Iceland the family schools leave none who are not able to read.

As we speed across the ocean to the New World we are aghast at our necessities, yet proud of our progress. While the shadow of war rested upon our land, and during its visible presence among us, only the present need was considered; but the martyr-element of New England scorned difficulties and dangers in securing the benefit of schools. Fresh from the triumphs of a righteous victory, and manfully released from the despair of oppression, it is no marvel that our forefathers generously based all public institutions upon the firm ground-work of liberty; and to secure this foundation gave every child ample opportunity to learn its uses and abuses. New England has ever been in the van, and that portion of our country where the pall of slavery lies heaviest, ever in the rear. Throughout the north and west, hundreds and millions of dollars are expended in endowing schools whose results are incalculable even without the *prestige* of age, or the dew of ancient renown. But the question arises, "Whither do we tend?" "Why has the tread of empire steadily marched westward to us?"

A barren plain entombs the Chaldean glory and splendor; Memphis and Alexandria are but legends of past prosperity; Athens is but a beautiful ruin, despite its late spasmodic modernizing; the balmy air of Byzantium is redolent only of the enervating pipe, and of the red wine; and Rome, alas, is but a dark stain upon a rich antique.

Westward with the power of empire, has the light of intelligence gone, and we only need to mention Goethe, Humboldt, La Place, Lamartine, Milton and Locke to prove the ripeness of German, French and Eng-

lish intellect. In our nation of kings we should create and foster many such mature monarchs of mind and heart, and with all the grand masters for exemplars, we may truly hope that lofty spirits will be begotten.

Glancing forward through the coming eventful years, we perceive schools of a high grade in each country town, furnished at public expense, where children *must* attend; the youthful city vagrants and rural idlers all sharing in the salvation of the cheerful primary school. We shall find the Teachers something more than mere school-room automatons; something beyond the mere negative existence which discloses no evil; they are positive, living men and women, whose look is an inspiration, whose words are echoes from the "bards sublime," and the spirit and letter of whose teachings are, "Live a holy spirit-life for God and eternity." Overgrown children, self-abused adults, and moral delinquents no longer presume to tamper with the tender youthful mind, and parents have discarded that idea of expediency which desires just as little education as will do, and in just as superficial a manner as will answer the demands of successful business. Men will then cease to juggle and cheat for sacred things, and will have learned to bask in the warm sunshine of noble impulses and purer thoughts. A stricter morality, a more rigid Christianity will then be taught, with the Bible for a text and class book.

Teaching will be held a profession, with its legitimate moral and spiritual preparation; and our nation shall find a bulwark and strong out-post in the public schools.

Each freeman who is to have a voice in the government will be educated therefor, even as princes are trained in view of the responsibilities and dignities of a crown. Searching the annals of the world, we find a republic even yet an experiment, and we can have no reasonable hope that it can ever be a successful one except founded upon the rock of an enlightened Christianity; and wo may yet betide us, for shifting from such a foundation, and permitting the bane and light of that despotism which renders our vaunted liberty a defiant falsehood. But yet, ever onward shall we be impelled, through the long summer afternoon of our prosperity, and perchance through the darkness and storm of the succeeding night, until at the dawn of the millennial ages, freed souls may shout a majestic Te Deum for life and victory.

L. A. T.

NORTH FAIRFIELD, OHIO.

Mathematical Department.

PROF. W. H. YOUNG, ATHENS, EDITOR.

SOLUTIONS OF QUESTIONS PUBLISHED IN JOURNAL.

No. 7. I pay thirty-five dollars for two notes—one for \$15, due in 4 mo., at 6 per cent.; the other for \$30, due in 6 mo., at 8 per cent. Required the discount on each.

SOLUTION BY A. A. K.

The debt on the first note will be, at the end of 4 mo., $\$15\frac{3}{8}$; on the second, at the end of 6 mo., $\$31\frac{1}{2}$. What is *really* required is the rate of discount; for, with this obtained, all difficulties vanish.

Let x = the rate per ct., per annum, of discount. Then $\frac{x}{300}$ and $\frac{x}{200}$ will be the rates, respectively, for 4 and 6 mo., and

$$\frac{15\frac{3}{8}}{1 + \frac{x}{300}} + \frac{31\frac{1}{2}}{1 + \frac{x}{200}} = 35; \text{ whence } x = 74\frac{1}{2}.$$

Substituting this value for x in the first term of the equation, for the present worth of the first note, and in the second term for the present worth of the second note, and we find, respectively,

\$12.2596 and \$22.7405. Therefore,

\$15.30 — 12.2596 = \$3.0404. Discount on first;

\$31.20 — 22.7405 = \$8.4595. “ “ second.

No. 8. What is the time of vibration of a rod of uniform thickness, 78 in. long, suspended by one end as a pendulum — 39 in., being the recognized length of a pendulum, beating seconds?

SOLUTION BY THE EDITOR.

By the length of a pendulum, we are to understand the distance from the center of motion to that of oscillation. The center of oscillation in a rod, bar, cylinder or any prism (demonstration too extended for the Journal), is two-thirds of its length from the extremity by which it is suspended. Hence the *pendulum* length of the rod in question is $\frac{2}{3}$ of 78 = 52. And by mechanics,

$$\sqrt{39} : \sqrt{52} :: 1 : 1.154 \text{ sec. Ans.}$$

No. 9. On each side of any triangle construct an equilateral triangle, and connect the centers of the equilateral triangles. Prove that the connecting lines form an equilateral triangle.

DEMONSTRATION BY JOEL E. HENDRICKS. •

[The diagram may be readily constructed by the directions.]

Let ABC represent any triangle; let ADB , BEC and AFC represent equilateral triangles, described upon its three sides; and let G , H and I represent, respectively, the centers of these three equilateral triangles. Join H , I and G , AG , BG and DC . Then the angle $GAB = GBA = HBC = IAC = 30^\circ$; and, therefore, the angle $CBD = HBG$ (each being equal to $HBD - 30^\circ$). In like manner we prove that $CAD = IAG$. Then, because $BD : BC :: BG : BH$; therefore, (*Eucl.* 6. 6.), $BGH = BDC$. And in like manner we prove that $AGI = ADC$. Hence $AGI + BGH = ADB = 60^\circ$. But $AGB = 120^\circ$. Hence $IGH = 120^\circ - 60^\circ = 60^\circ$. In precisely the same manner we may prove that GHI and GIH , each, equals 60° . Therefore the triangle GIH is equiangular, and consequently equilateral.

ACKNOWLEDGMENTS—Joel E. Hendricks and A. Schuyler solved all; A. A. K. and J. B. Dunn solved No. 7; James Goldrick solved No. 9. Some correspondents found the *Bank Discount* for No. 7, and some erred in regarding the *entire* length of the rod in No. 8, as its *pendulum* length. A. A. K. solved all in the May No.

REMARKS.—Owing to the necessity of curtailing as much as possible the expenses of the Journal, we shall hereafter dispense with diagrams when practicable. Correspondents will prepare their demonstrations accordingly. Of course, when a diagram is essential to the clearness of a demonstration, one will be furnished. S. S. O. will find an answer by mail.

EXPLANATION.—A number of errors will be found in the mathematical department of the last Journal. Partly from the fashion and partly fact, we will attribute the blame to the *mails*, as the Journal had to go to press before the proof was received. The like will not happen again, for henceforth we will not wait for solutions after the *first of the month previous to that in which they are expected to appear*. Solutions may be acknowledged when received as late as the 10th, but cannot be published unless received by the 1st.

The copy of "Bond" was sent to the printer without alteration. The rules given in the article and the demonstrations are sufficiently clear, but the example, we confess, was made unintelligible.

 QUESTIONS FOR SOLUTION.

No. 13. A bridge when measured on the floor is 80 feet in length, and by looking across from one end to the other, it is found that the middle is two feet higher than the ends. If the floor of the bridge be the arc of a circle, what is the diameter of that circle? C. R. S.

No. 14. If a solid globe of glass one foot in diameter, be blown into a hollow sphere one eighth of an inch in thickness, what will be the diameter of that sphere? OMEGA.

 ANSWERS TO QUESTIONS ON THE SCHOOL LAW.

 BY THE STATE COMMISSIONER OF COMMON SCHOOLS.

QUESTION 1. In ——— Township, the local directors employed a young man to teach their school. After a few weeks, it was discovered that his moral influence over his pupils was of a most pernicious character. He had, in a clandestine manner, circulated among them a vile and licentious book, which was calculated to excite the grossest passions, and lead to shameful and ruinous practices. Many of his pupils were withdrawn by their parents from the school, and the directors were requested to dismiss him from their employment. A majority of them, however, decided to continue him in charge of the school. Have the Township Board of Education authority under our School Law, to interfere in the matter, and discharge the Teacher? If not, what course can be pursued, lawfully, to secure the dismissal of the Teacher?

ANSWER. It is deeply to be regretted that instances like this should arise under the operation of our school system. The object of our schools is the improvement of those who attend them. Such improvement will not be secured under the instructions of ignorant or immoral Teachers. The greatest possible defect in the qualifications of those to whom the instruction of our children is committed, is the want of high-toned morality. No where else are evil principles and vicious habits more destructive in their operations than in the Teacher. A noble, honorable and pure spirit, is an indispensable requisite in all whose work it is to mould the characters and shape the destinies of the young. That such a Teacher as he in regard to whom complaint is made, should be removed from his office without unnecessary delay, all considerate persons must admit. The question is, how shall this removal be effected? It is thought by some that the Board of Education have authority, when, in their estimation, the interests of schools require it, to interfere in such matters, and overrule the decisions of the local directors. If they have this right it is wholly inferential; for it is not explicitly conferred by the School Law. In sec. 6 of this law, it is declared that "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, * * * and to dismiss any Teacher, at any time, for such reasons as they may deem sufficient." The right of appeal from their decision in such cases, is no.

where expressly given. In the opinion of the undersigned, the action of the local directors in such cases, should be considered decisive and final. Otherwise numerous and unfortunate collisions will arise between the local directors and the Board of Education.

Section 45 of the general School Law, provides an appropriate and sufficient remedy for all such cases. Its language is, "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."

If, upon due examination, the Examiners find that the Teacher has been guilty of immoral practices, it is their imperative duty to revoke his certificate, inasmuch as the law makes a "good moral character" a requisite to obtaining such certificate.

QUESTION 2. Can a Board of Education, under the restriction of the last Legislature, levy a tax, general or special, for building purposes, etc., which will amount in the aggregate to more than two mills on the dollar, without submitting the subject to a vote of the people? The effect of the law seems to make this restriction, whether designed or not. And such restriction is certainly needed, on account of the abuses practiced under the authority of the 23d section. The special assessments are becoming the rule, and the Township levy the exception. This practice not only imposes heavy and perplexing duties upon the Auditors, but is also the source of constant jealousy and strife among township officers. A sub-district levy for building purposes, usually runs from eight to fifteen mills on the dollar; and the above restriction would virtually do away with such levies, as the amount produced would be insufficient to accomplish the objects desired.

ANSWER. Numerous inquiries have been addressed to this department, relative to the effect upon the 23d section of the recent amendments of the 22d section of the general School Law. Many entertain the opinion expressed in the above inquiry, which comes from the Auditor of Meigs county. Others claim that section 23 is in no manner modified by the amendments above named. They contend that inasmuch as this section was neither amended nor repealed, it still gives Boards of Education authority to levy, without restriction, taxes upon sub-districts, for building purposes.

In order to arrive at just conclusions upon this subject, a correct idea of the original purpose and design of section 23 is necessary. It formed no part of the law as first drafted and presented to the Legislature. The purpose and spirit of the law were to impose township taxes for all school purposes, whatever. To this plan some members objected; and as a compromise of conflicting opinions, section 23 was added. This section was never designed to originate power with the Boards of Education to assess taxes additional to those named in section 22. It is in its character supplemental to that section, defining how, under given circumstances, the taxes named in said section 22, shall be levied. Whatever amendments, therefore, go to restrict or limit the power of taxation conferred by section 22, pass, by necessity, to the following section.

Among the amendments to the School Law, passed April 17th, 1857, is a modification of section 22, which limits taxation for all school purposes, other than the payment of Teachers, to two mills on the dollar, of the taxable property of the township; excepting in cases where a vote of the township shall decide that a greater tax is necessary. As section 23 is, virtually, part and parcel of section 22, no greater tax than two mills on the dollar can be levied upon any sub-district for building purposes, except when the people of the township shall, by vote, order otherwise.

If the effect of this opinion shall be a practical repeal of section 23, it will be, in the opinion of the undersigned, no cause for regret; as said section has been a constant source of difficulty between various school authorities, and of injury to the cause of education throughout the State.

A. SMYTH,
Commissioner.

I LOVE THE WEST.

BY C. W. SANDERS.

1. I love the west, the gal-lant west, With its bright and sun-ny streams;
2. I love the west, the migh-ty west, With its wild and sha-dy glens;

The land of the brave, the land of the free, The land of my childhood's
'Tis there the dash-ing wa-ter-fall Ma-jes-tic beau-ty

dreams, The land of my childhood's dreams.
lends, Ma-jes-tic beau-ty lends.

3.
I love the west, the glorious west,
With its rivers old and grand;
Its silvery lakes, which proudly bear
The freight of many a land.

4.
I love the west, the beauteous west,
With its prairies broad and free;
The heart with purest rapture swells,
As we gaze on the flowery lea.

5.
I love west, the sunny west,
With its green hills, and its flowers;
Its verdant plains, and smiling groves,
Where the wild vine weaves its bowers.

6.
I love the west, the far off west,
For my home and heart are there;
May Heaven's blessings on it rest,
Is my humble, ardent prayer.

Editorial Department.

— The official proceedings of the Semi-annual meeting of the Ohio State Teachers' Association, recently held in the good old Borough of Steubenville, appear in our pages herewith. On our hearts are recorded those indelible memorials of persons and things which hopeful men and women treasure up at an association where the finer and nobler qualities of our nature are awakened by concerted action for the welfare of our race, and the elevation of the noble profession of mental and moral instructor of our youth.

— Vacation has come, and relaxation and recuperation await the Teacher. Let each one be re-baptised for the great missionary work to be resumed in a few weeks! It has been said that the undevout astronomer is *mad*. With all the gifted powers of the star gazer, his work is but to see and admire—of course to reverence. But the humble Teacher has in keeping an immortal soul—has in charge the training of those who may owe directly to him or her, their temporal and immortal interests. It is true, then, as Gov. Chase has said, in that chaste and elegant letter read to the Association, and which should be printed in letters of gold, and read by every Teacher and school officer in the whole United States, that "it is impossible to over-estimate the importance of universal education, where every boy is to be a voter, and any boy may be a President."

Good men and women of the Teachers profession in Ohio, the Journal wishes you a pleasant re-union among your friends during your vacation visits, and invokes you to renewed and more determined effort in the field of labor, which requires eminent fitness of scholarship as well as faith and patience.

— Friends of Normal Schools should scan thoroughly the letter of Gov. Chase above alluded to, and consider the proposition broached by the Chief Executive officer of the State, looking towards making the Ohio and Miami Universities of Athens and Oxford, under legislative control, parts of a general plan in our State for *Educating Teachers*.

— A correspondent sends us the following. Members of the Ohio State Teachers' Association please take notice:

"Much has been said and done about rendering the Ohio Journal of Education self-supporting, and members of the Association are called upon to come forward and make pledges to procure subscribers for its support. To this they have responded with the accustomed liberality of Ohio Teachers—of brave laborers who can raise \$3000 at a sitting, and \$1000 in a few seconds.

"But this will no more make the Journal self-supporting than the possession of the mines of South America made Spain wealthy—or of the mines of California tends to enrich us. Our true wealth consists in our powers of action, our industry and enterprise. If the tone of our Journal be not in advance of the age, and therefore calculated to educate it—if the articles be not replete with profound scholarship, sound sense, superior practical information, and valuable statistical tables—if it be not a Journal which exchanges delight to recognize and carefully read for items and extracts, it will never be widely read, frequently quoted and self-supporting.

"The great question is, how shall this be done? Let Teachers resolve to write something for the Journal—let them resolve to write something valuable and something that shall be quoted, noticed and criticised. They will then write

well. In their daily labors and in their preparation for them, they meet with experimental difficulties to be overcome, and practical problems to be solved. Let them note these things down, ponder them, examine them, write upon them, and practical articles will grow beneath their pens.

"Send these to the Editor; do not let him beg for articles or solicit items; keep him crammed and well supplied; from many good things he can then select the best. It will no longer be *minima de malis*, but *utrum horum mavis accipe*.

"While we are extending the circulation of the Journal, let it be a cause for wonder among the new subscribers and the old, of wonder "why we never took this valuable paper before," and of pleasure in the possession and perusal of so able a periodical.

"Teachers, take notice! Do this and your Journal will be an honor to you. Neglect it and it will be a failure, and a disgrace to yourselves."

— To parents and school officers we commend especially this paragraph of Gov. Chase's letter :

"To make the school house efficient, Teachers must be, not only qualified, but honored. The responsibility of their trust, the magnitude of their work, and the dignity of their calling, must be acknowledged, and not coldly acknowledged only, but thoroughly appreciated. The community hardly yet begins to realize its debt of gratitude, honor and reward to the Teachers of its schools."

TO COUNTY AUDITORS AND TOWNSHIP BOARDS OF EDUCATION.

The following circular, issued by Mr. H. H. Barney, first State Commissioner under the present School Law, has been approved by Commissioner Smyth, and the attention of active Teachers is called to this instrumentality in aid of the Journal, and for distribution of information on the School Law to each county of the State —

"The great number of questions arising under the present School Law, and the importance of having a thorough understanding, by its officers, of the provisions of the law, and a uniform policy pursued in all the counties, in its administration, have imposed the necessity of having some medium of communication with those officers, and the Commissioner has gladly availed himself of the Ohio Journal of Education for this purpose.

"All my official decisions and opinions have been, and will continue to be published in the Journal; and it is my opinion that County Auditors will be justified in subscribing for a copy for their own use, and one (or more) for the Board of School Examiners; and that township Boards may order it for the township clerk, and the clerk of each sub-district, and include the cost of the same in their annual estimate of money to be raised in accordance with the first clause of the 22d section of the School Law.

"The copies so taken should, of course, be kept on file in their respective offices, and be transmitted to their successors in office.

"Editors throughout the State, by publishing the above, will confer a favor on school officers, and greatly abridge the official correspondence of the Commissioner."

A number of township Boards are now receiving the *Journal* on the plan named in the above circular, and we trust that the number may soon be greatly increased.

The cost of the *Journal* is \$1.00 per annum. Address Journal of Education, Columbus, Ohio.

ported upon the condition of our common schools, has expressed the same opinion, urging immediate legislative provision.

There has never been a difference of opinion, among men well informed upon the educational needs and instrumentalities, respecting the utility of good Libraries, free to all the people. Yielding to the pressure of public sentiment, the Legislature gave a few counties authority to establish Libraries in 1848; but not until after the formation of the New Constitution, when a thorough revision of our school laws was required, did a General Assembly grant the petitions, which, for fifteen years, had been forwarded from all parts of the State.

In 1853, a tax of one-tenth of a mill for District Libraries was authorized. That tax was levied and disbursed during three years, producing not quite one dime for each youth of school age.

The number of Libraries established was	5,790
“ “ “ volumes distributed,	332,579
The value of Books distributed was	\$202,225
“ “ “ Apparatus “ “	19,417
The amount of the tax was	\$220,288

In 1854, there was stern opposition to the Library tax, but the Legislature refused to repeal the clause granting it, in the belief that, when the system was understood and fairly in execution, the people would approve it. Opposition grew stronger, however, and in 1856 the tax was suspended for one year. In 1857, that suspension was renewed for another year.

Now, the educationists of Ohio having the same faith which the educationists of 1837 declared, appeal to the people for an emphatic expression of their will. They believe that the opposition which secured the suspension of the Library tax, is because of defects in the law, and because of its unwise and incomplete local administration, not from conviction of any want of utility in Libraries.

Opposition, arising out of narrow prejudice and short-sighted illiberality, is now and always has been exercised toward common schools which afford instruction higher than reading, writing, and arithmetic. If strong enough, it would promptly accomplish not only the repeal of the Library feature of our school system, but would abolish union and graded schools. Such opposition we do not fear. The first Constitution for Ohio declared that “religion and knowledge, being essential to good government, schools *and the means of instruction shall forever*

be encouraged by legislative provision." Our present Constitution indorses that sentiment, and it is legitimate to claim that Libraries are chief among the means of instruction authorized by organic law.

Development of mind, culture of morals and diffusion of knowledge—these are the primary objects of Common Schools. Common Libraries are not merely auxiliary—they form an essential part of an adequate, free school system. The friends of liberal, popular education, know that every argument good for a High School is good for a Library; and they have confidence in the generosity and intelligence of a people which cheerfully supports Deaf and Dumb, Blind, Lunatic and Idiot Asylums, and Reform Schools for juveniles.

The Library system of Ohio has not met popular expectation, in smaller towns and districts, because too much was undertaken when Sub-district Libraries were ordered. The cities and larger towns cherish their School Libraries devotedly; and, with a law adapted to the workings of our School machinery, they may be as highly regarded in every township as they are in Cincinnati, Cleveland and Dayton.

WHAT IS PROPOSED.

We propose the establishment of Township instead of District Libraries—because our school system is based on township organization, and because, for each township, books enough may be distributed to make each Library attractive.

The Library should be convenient to the most central post-office—the Township Clerk to be librarian and superintendent of schools in the township, being paid a salary sufficient to enable him to give due attention to schools and the Library, and being required to report school statistics.

Let there be a State Board of Library Commissioners, that Board to decide upon a catalogue of books and apparatus. Let the School Commissioner forward that catalogue, with prices attached and the amount of library money due each township, to every Board of Education in the State. Let each Board of Education select, from the authorized catalogue, the books and apparatus required for its locality.

This plan would secure local attention to school interests—would afford a Library accessible and attractive to all—will allow townships to select their own books and apparatus, and will, at the same time, secure to the State the advantage of purchase by wholesale. There will be no trouble for county auditors, in the apportionment of books. The Commissioner will communicate directly with Boards of Education.

ions of some of our best and most conservative educators, be embodied and presented.

In order that this end might the better be encompassed, recourse was had to the following expedient, to wit: A series of questions in manuscript form, embracing as briefly as possible, the principal items contemplated in the report, was prepared and sent to all the principal Normal Schools in the United States and Canada, with a request that the inquiries be answered, and the manuscript returned.

Before entering upon this part of the report, however, it might be well to call a brief attention to the history of Normal Schools in other countries. For this your committee is indebted to that able and popular document, the first Annual Report of the Board of Trustees of the New Jersey State Normal School. The article is from the pen of Prof. Wm. Phelps, the able Principal of the School. The whole report is worthy of a careful perusal—especially that part of it which relates to Normal Schools. We only make a few extracts.

“The original signification of the word *Normal*, as applied to schools, was that of *Pattern* or *Model* School. It was an elementary institution in which the best methods of instruction and discipline were practiced, and to which the candidate for the office of Teacher resorted for the purpose of learning, by observation, the most approved modes of conducting the education of youth. Of this class, were the schools of Neander, established at Ilefeld, Germany, as far back as the year 1570, as also those of Abbe de La Salle, at Rheims, France, in 1681.” * *

“According to the present acceptation of the term *Normal School*, as used in many of the European countries, it denotes an establishment composed of young men and women, who have passed through an elementary or even superior school, and who are preparing to be Teachers by making additional attainments, and acquiring a knowledge of the human mind, and the principles of education as a science, and its methods as an art. The Normal School of the present day, includes also the *Model* or *Pattern* School of earlier times. It thus combines theory with practice, there being ‘Model Schools,’ ‘Experimental Schools, or, Schools for Practice,’ as they are variously called, established in connection with them, to afford an opportunity for testing practically the mode of instruction which they inculcate.”

“The first regularly organized Teachers’ Seminary, or Normal School, as at present understood, was established at Halle, in a part of Hanover, about 150 years ago. A similar institution was opened at Rheims, in France, in 1794, by ordinance of the National Assembly, to furnish

Professors for Colleges and Higher Seminaries. But the first Normal School for the training of Elementary Teachers in France was organized at Strasbourg, in 1810. Now, each department of the Empire is obliged, either alone or in conjunction with other departments, to support one Normal School for the education of its School Masters. In 1849, there were ninety-three of these in France, and ten thousand five hundred and forty-five of their graduates were actually employed in the Primary Schools of the Empire."

Says M. Guizot, in a report to the King, in 1833, on the state of primary education in the departments constituting the Academy of Strasbourg: "In all respects, the superiority of the popular schools is striking, and the conviction of the people is as general, that this superiority is mainly due to the existence of the Normal School." * *

He says further: "All of you are aware, that the primary instruction depends altogether on the corresponding Normal School. The prosperity of these establishments is the measure of its progress. The Imperial Government, which first pronounced with effect the words 'Normal Schools,' left us a legacy of one. The restoration added five or six. Those, of which some were in their infancy, we have greatly improved within the last two years, and have at the same time established thirty new ones, twenty of which are in full operation, forming in each department a vast focus of light, scattering its rays in all directions among the people." * * * * *

Normal Schools were first organized in England about the year 1805. Lord Broughman, ever an able and eloquent advocate of popular education, in a speech in the House of Lords, on the education of the people, in 1835, thus remarks: "Place Normal Schools—Seminaries for training Teachers—in a few such places as London, York, Liverpool, Durham and Exeter, and you will yearly qualify five hundred persons fitted for diffusing a perfect system of instruction all over the country. These training Seminaries will not only teach the masters the branches of learning and science in which they are now deficient, but will teach them what they know far less—the Didactic Art—the mode of imparting the knowledge they have or may acquire, the best methods of training and dealing with children in all that regards temper, capacity and habits, and the means of stirring them to exertion and controlling their aberrations."

This able champion of popular education has lived long enough to see thirty-six Normal Schools, or Training Colleges, in England and Wales, four in Scotland, and one in Ireland, in successful operation.

New Jersey, and those in other States, and how well they have kept pace with each other in growth and importance, subsequent comparisons will show.

On the same subject, Mr. Dana P. Colburn, Principal of the R. I. State Normal School, writes, that "as a State Institution, their school has been in operation since May, 1854; but that it had been in operation two winters previous as a private school."

It is well known by those conversant with the Normal School enterprise in the Eastern States, that the success of the experiment in organizing and sustaining the State Normal School in the city of Providence, has been very gratifying to the friends of the measure. The Teachers have been models for their profession; and they have successfully accomplished a work for which they deserve the gratitude of the State.

D. H. Cochran, Principal of the State Normal School, Albany, N. Y., writes and answers by circular, that the school has been in operation since Dec. 18, 1844. It was established "for the instruction and practice of Teachers of Common Schools, in the science of education and the art of teaching. It was at first established for five years, as an experiment, and went into operation as above, in a building provided gratuitously by the city of Albany, and temporarily fitted up for that purpose."

Victor M. Rice, in his annual report for 1855, says, "that in a State like New York, comprising an extended territory, and a population of nearly three and a half million, including above one million of children of proper school age, more than nine hundred thousand of whom actually attend the schools, it could not have been rationally expected that one such institution could supply the demand for Teachers. Still, it is but just to say, that it *has* been, and *is* fulfilling a mission of usefulness; though perhaps not always appreciated in every county and town in the State."

Upon the same subject, Mr. J. W. Dickinson, Principal of the State Normal School at Westfield, Mass., answers, "that this Institution is one of the *four* State Normal Schools under the direction of the Mass. Board of Education. It was first opened at Barre, Sept. 4, 1839, and reopened at Westfield, Sept. 4, 1844." This, perhaps, is one of the oldest schools of the kind in the State, or even in our country; and it is but just to say that it has won its way into public confidence, and still enjoys a high degree of prosperity.

Mr. Richard Edwards, Principal of the State Normal School at Sa-

lem, Mass., writes, "that the Institution over which he presides, was opened Sept. 14, 1854. It is one of the four State Normal Schools of Mass., and is intended for females only."

"The State Normal School of Conn. was established by the act of the Legislature, May session, 1849. On the 1st of Feb. 1850, it was permanently located at New Britain. The school was opened for the reception of pupils on Wednesday, May 15, 1850."

Other Normal Schools were addressed, but *full* reports were not received.

The second question in the series reads as follows :

"Is your Institution established and maintained wholly or in part by the State?"

To this New Jersey gives answer as follows :

"It is supported entirely by the State. The annual appropriation for the purpose being ten thousand dollars." Mr. Phelps says further, "that it is proper to remark in this connection, however, that we are enabled to make our Model School defray its own expenses, besides yielding an annual revenue of about twelve hundred dollars, which sum is appropriated to the purchase of books, apparatus, etc., for the Normal School."

And shall Ohio, with all her wealth and resources, developed and undeveloped, and with her population of two millions, more than eight hundred thousand of which are children of proper school age, shall she—in many points the second State in the Union—be outstripped by little New Jersey? It were glory enough for the *little* State; but we should hang our heads for our own broad acres.

To the same inquiry Rhode Island answers, "wholly by the State."

N. Y. says: "The Normal School proper, wholly by the State. The Model School is self-sustaining, in fact, adds something to the Normal School fund."

The Westfield Normal School, Mass., says: "By the State, with the exception of a small sum paid by pupils to meet incidental expenses—\$3.00 per annum."

The one at Salem answers, that "the building was only partly paid for by the State, but that the State maintains the school."

The sum of \$11,000 was appropriated by the State of Connecticut in 1849, for the support of her Normal School at New Britain, for a period of at least four years. By a unanimous vote of both Houses, at the May session of the Legislature in 1853, the further appropriation of four thousand dollars a year for four years was made, to continue the school after the expenditure of the first sum.

It was the good fortune of the writer to be present when this appropriation was made, and we know something of the estimation in which the State Normal School of Connecticut is held, not only by her Teachers, but by her politicians. No appropriation, perhaps, was ever made with more cheerfulness, and we may add, *none* with more propriety.

The third question reads as follows :

“ What is the probable value of grounds, buildings, apparatus, etc., and what the annual expense ? ”

N. J. answers, that “ the probable value of the entire property as named, is \$30,000. The present annual expense of the establishment is about \$13,500—viz : \$10,000 from the State Treasury, and \$3,500 receipts for tuition in the Model School.”

This again tells fearfully against the stinted policy of the State of Ohio. While each one of *her* Normal Schools are conducted at an annual expense not to exceed \$3,000 per annum, New Jersey expends more than four times that sum upon one ! And while the former is paid out of the hard earnings of the faithful Teachers of our State, the latter is paid from the State fund, as a means of securing a good investment of her school fund.

Dana P. Colburn, of R. I. State Normal School, answers : “ We rent our buildings. Value of library and apparatus, about \$1,000 ; annual expense \$4,000.”

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Richard Edwards, of State Normal School at Salem, Mass., reports on the same—\$18,000, and \$3,300.”

Connecticut answers : “ Cost of buildings alone \$25,000.” Cost of grounds and apparatus, etc., not given.

The fourth question, “ How many departments ? how many in each ? how many of each sex ? ”

Mr. Phelps, of N. J. answers : “ The school as at present organized, is composed of two departments—the Normal School proper and the Model School. There are now in the Normal School about 100 pupils—two-thirds of these are females, and one-third males, with the number

constantly increasing. The Model School now numbers one hundred and seventy pupils—every seat being occupied, with a great demand for additional ones. In the Normal School there are four grades or divisions.”

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Connecticut reports in her catalogue for 1856, four classes, viz: “Graduates 29, seniors 56, middle 124, juniors 179. Total, 391 for the year, 137 males and 254 females.”

The fifth question reads as follows:

“How many Teachers have you employed, and at what salary?”

N. J. answers: “There are at present employed in all departments fourteen Professors and Teachers, whose salaries amount in the aggregate, at the present time, to \$9,400 per annum. In the Normal School the salaries range from \$400 to \$2,000 per annum. In the Model School they range from \$300 to \$1,000 per annum.”

A noble tribute to the talent of the Teachers of New Jersey. It will tell, too, in every school in the State.

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Massachusetts answers, from Westfield: “Three assistants—salaries \$800, \$400 and \$300.” The Principal does not name his *own* salary. From Salem, Mass.: “Teachers, six—salaries for Principal \$1,500; first and second assistants together, \$800; two sub-assistants, \$200 each. Assistants all ladies.”

(To be Continued.)

Communications.

PLEASURE—WEALTH—EDUCATION.

Every young man is to make choice of one of these as the object of pursuit in the life before him. He cannot gain them all unless he be a prodigy. He may gain the first without difficulty, and the second if not an ignoramus; if possessed of a reasonable amount of brains, the third is also attainable. Now the Teacher is to hold this subject up in its true light, before the boys of the higher grades in our Common Schools. They are old enough to understand it, their minds are already occupied with it, and, whether we assist them or not, they must soon make the choice. We fear a large number of them will choose wealth or pleasure.

In regard to the course to be pursued to attain pleasure, or sensual gratification, and the happiness resulting from its possession, we need say but little. It is a very easy matter, in this enlightened age of the world, for one to become a debauchee. Make a plunge, and the thing is done. The inevitable result is, a short life of mingled ecstasy and pain, rapturous excitement and deep despondency, and a death clouded by remorse for the past, and fearful apprehensions of the future.

It is truly humiliating, to be compelled to place education beside riches, as prize against prize; nevertheless we are compelled to do it. "Society," as Mrs. Merdle would say, "is responsible." Society has said that a man shall be respected in proportion to the number of dollars he can count and call his own. Boys are sharp enough to discern this, and act accordingly. They see there is no prospect of moving upon the surface, and making a *splurge* in society, without a *competence*, and they throw learning to the dogs, and rush into the busy whirl of trade. They prosper and get rich; and, having by this time lost all taste for intellectual culture, continue to trade and accumulate, and die misers, or give themselves up to luxury and ease, and die prematurely, of gout.

But this is not the worst. If they made none but themselves unhappy, we should have less reason to complain. Nearly all men who devote their lives to the acquisition of knowledge are poor—the sons of rich men being for the most part, dunces or rakes; while a majority of our educated women are daughters of rich men. A young woman thus situated is forced, by the customs and prejudices of society, the cupidity

of the father and the lofty aspirations of the mother, to marry an establishment, and take with it a stupid trader. Thousands of both sexes are thus yearly made miserable. But will wealth impart no happiness? It will give you many luxuries; it will give you a princely mansion, gorgeously and fashionably furnished; a noble span of horses, and splendid carriage; kind and obliging friends without number; the choicest literature of the day—to lie on the shelf; the largest turkey for thanksgiving, the finest salmon, and the first basket of strawberries; a warm house and comfortable clothing in winter, a cool retreat in the country, a voyage to Europe, or the first choice of apartments at Niagara in summer; cucumbers and lettuce in March, ice-cream and mint juleps in July; the earliest green peas, and the latest news; the highest seat at the opera, and the lowest bow on the street; it will place your name at the head of petitions and subscription papers, and on the list of representative men of your State; it will make you chairman of caucuses and wire-pulling societies, and president of all the benevolent associations in existence—in which capacity you will be afforded a fine chance to show your ignorance, and make an ass of yourself. If you are sick, it will call around you sympathizing friends, faithful and efficient attendants, and an army of the most skillful physicians in the land. If, at the age of fifty, you should be so extremely fortunate as to become a widower, it will induce some pretty girl of sixteen to make herself miserable by marrying you. It will give you the gout at last, and when you are done roaring with that, it will provide a rosewood coffin, a funeral sermon two hours long, and a strip of earth six feet long and two feet wide. This is about all that wealth can offer. If it be the sum of all happiness, get riches and be happy.

In the actual work necessary to the accumulation of riches, there is no pleasure—all is weariness and vexation; but in the simple work of digging for knowledge, the scholar finds true happiness—happiness such as the millionaire can never experience. He feasts with ecstatic delight upon the mere pleasure of discovering new ideas.

One of the most laborious students of the age, writes on this subject as follows:

“Gathering honey is necessary to the enjoyment of the bee, and it cannot be happy until it has gathered honey; therefore that act is essential to its gratification. While the bee possesses instinctive tendencies to roam about the fields and flowery meadows, and to exert its energies in labor, it is obviously beneficial to it, to be furnished with motives and opportunities for doing so; and so it is with man for his bodily and

mental powers. Gathering knowledge is to the mind of man what gathering honey is to the bee. Apparently with a view of effectually prompting the bee to seek this pleasure, honey is made essential to its subsistence. In like manner, and probably with a similar design, knowledge is indispensable to human enjoyment."

God, when he created the world, and placed upon it the human species, wished them happiness. He has endowed us with external senses and internal faculties; has adapted nature to the support of these powers, and all the arrangements of creation are calculated to excite them to activity. All true happiness, then, must arise from the active exercise of those faculties. Education alone, develops, strengthens, and draws out into harmonious action the various powers. In the acquisition of wealth, all the powers of mind and body are brought to aid in the development of the miserly propensities; hence we often see men become as mere money-getters, giants in stature, who, in all other respects, remain children to the day of their death.

Education, we repeat, develops, alike, *all* the powers—corporeal, mental and moral—therefore in education is found all true happiness.

CHI.

A COURSE OF COMPOSITION.

In the July number of the Journal, we inconsiderately promised to present an outline of a Course of Composition, adapted, in our judgment, to Classified or Graded Schools. With some diffidence, we now proceed to do so.

It has been remarked, that there is danger of *empiricism* in education. This is too true. There is also equal danger of *speculatism*, if I may be pardoned the barbarism. All educational methods need to be subjected to the *actual test* of the school-room before their absolute correctness can be predicated. In general arrangement they may be correct; in detail, very faulty. The inventor of a mower, or reaper, is obliged to submit his work to trial. What seemed to him an undoubted success, often proves a comparative failure. Difficulties, hitherto unseen, are now detected and obviated; improvement after improvement is added, until finally his efforts are crowned with success. So in education. All true methods must be the joint results of theory and practice. For the truth is, there are very many "lodged spots," hid-


den hummocks, bogs and stones, in the educational field. The following is, therefore, presented for trial :

COURSE OF COMPOSITION.

FIRST STEP: FIRST READER SCHOLARS.

Letter-Making, by the use of slates and black-board. Instruction and copies upon board; first in print, and then in script characters. Short and diversified exercises.


SECOND STEP: SECOND READER SCHOLARS.

Word-Making.—This exercise might include — 1. The copying of Spelling Lessons on slates. 2. The writing of the names of familiar objects in the school-room; the names of the different kinds of food, of trees, of flowers, of birds, of insects, etc. (See "Object Lessons," Cin. Schools, page 157 of Journal.) 3. The writing of the names of brothers and sisters, of playmates; then the names of persons, with the common titles of Miss, Mr., Mrs., Esq., Dr., Rev., Hon., M. C., M. A., B. A., D. D., LL. D., etc.  *Special attention should be given to the correct use of capitals, and, also, the use of the period after abbreviated names.* 4. The copying of paragraphs or verses, important maxims, the Ten Commandments, etc.

THIRD STEP: THIRD READER SCHOLARS.

Sentence-Making.—This exercise may include — 1. The writing of short sentences, expressing the use, quality, etc., of the familiar objects, whose names were written in the First Step. (See "Object Lessons.") 2. The writing of sentences, including certain words, previously selected by Teacher. 3. The writing of sentences, *dictated* by Teacher, containing the more common abbreviations. (Example: John Lucas died on the 10th inst.) 4. The writing of all requests made to the Teacher; also short notes to other persons, containing a single wish or request. 5. The correcting and rewriting of sentences incorrectly written. 6. The writing of brief letters; properly dating, directing, addressing, and subscribing them.

FOURTH STEP: FOURTH READER SCHOLARS.

Sentence-Grouping, or the arranging of sentences so as to make a description, or narrative. This may include — 1. The writing of letters.  *Great attention should thus early be given to this subject.* 2. The writing of brief narratives or anecdotes, related by the Teacher or some scholar. 3. The writing of brief descriptions, suggested by questions. (See Brookfield's First Book in Composition.) 4. The changing of verses of simple poetry into prose, etc.

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Communications.

PLEASURE—WEALTH—EDUCATION.

Every young man is to make choice of one of these as the object of pursuit in the life before him. He cannot gain them all unless he be a prodigy. He may gain the first without difficulty, and the second if not an ignoramus; if possessed of a reasonable amount of brains, the third is also attainable. Now the Teacher is to hold this subject up in its true light, before the boys of the higher grades in our Common Schools. They are old enough to understand it, their minds are already occupied with it, and, whether we assist them or not, they must soon make the choice. We fear a large number of them will choose wealth or pleasure.

In regard to the course to be pursued to attain pleasure, or sensual gratification, and the happiness resulting from its possession, we need say but little. It is a very easy matter, in this enlightened age of the world, for one to become a debauchee. Make a plunge, and the thing is done. The inevitable result is, a short life of mingled ecstasy and pain, rapturous excitement and deep despondency, and a death clouded by remorse for the past, and fearful apprehensions of the future.

It is truly humiliating, to be compelled to place education beside riches, as prize against prize; nevertheless we are compelled to do it. "Society," as Mrs. Merdle would say, "is responsible." Society has said that a man shall be respected in proportion to the number of dollars he can count and call his own. Boys are sharp enough to discern this, and act accordingly. They see there is no prospect of moving upon the surface, and making a *splurge* in society, without a *competence*, and they throw learning to the dogs, and rush into the busy whirl of trade. They prosper and get rich; and, having by this time lost all taste for intellectual culture, continue to trade and accumulate, and die misers, or give themselves up to luxury and ease, and die prematurely, of gout.

But this is not the worst. If they made none but themselves unhappy, we should have less reason to complain. Nearly all men who devote their lives to the acquisition of knowledge are poor — the sons of rich men being for the most part, dunces or rakes; while a majority of our educated women are daughters of rich men. A young woman thus situated is forced, by the customs and prejudices of society, the cupidity

of the father and the lofty aspirations of the mother, to marry an establishment, and take with it a stupid trader. Thousands of both sexes are thus yearly made miserable. But will wealth impart no happiness? It will give you many luxuries; it will give you a princely mansion, gorgeously and fashionably furnished; a noble span of horses, and splendid carriage; kind and obliging friends without number; the choicest literature of the day—to lie on the shelf; the largest turkey for thanksgiving, the finest salmon, and the first basket of strawberries; a warm house and comfortable clothing in winter, a cool retreat in the country, a voyage to Europe, or the first choice of apartments at Niagara in summer; cucumbers and lettuce in March, ice-cream and mint juleps in July; the earliest green peas, and the latest news; the highest seat at the opera, and the lowest bow on the street; it will place your name at the head of petitions and subscription papers, and on the list of representative men of your State; it will make you chairman of caucuses and wire-pulling societies, and president of all the benevolent associations in existence—in which capacity you will be afforded a fine chance to show your ignorance, and make an ass of yourself. If you are sick, it will call around you sympathizing friends, faithful and efficient attendants, and an army of the most skillful physicians in the land. If, at the age of fifty, you should be so extremely fortunate as to become a widower, it will induce some pretty girl of sixteen to make herself miserable by marrying you. It will give you the gout at last, and when you are done roaring with that, it will provide a rosewood coffin, a funeral sermon two hours long, and a strip of earth six feet long and two feet wide. This is about all that wealth can offer. If it be the sum of all happiness, get riches and be happy.

In the actual work necessary to the accumulation of riches, there is no pleasure—all is weariness and vexation; but in the simple work of digging for knowledge, the scholar finds true happiness—happiness such as the millionaire can never experience. He feasts with ecstatic delight upon the mere pleasure of discovering new ideas.

One of the most laborious students of the age, writes on this subject as follows:

“Gathering honey is necessary to the enjoyment of the bee, and it cannot be happy until it has gathered honey; therefore that act is essential to its gratification. While the bee possesses instinctive tendencies to roam about the fields and flowery meadows, and to exert its energies in labor, it is obviously beneficial to it, to be furnished with motives and opportunities for doing so; and so it is with man for his bodily and

mental powers. Gathering knowledge is to the mind of man what gathering honey is to the bee. Apparently with a view of effectually prompting the bee to seek this pleasure, honey is made essential to its subsistence. In like manner, and probably with a similar design, knowledge is indispensable to human enjoyment."

God, when he created the world, and placed upon it the human species, wished them happiness. He has endowed us with external senses and internal faculties; has adapted nature to the support of these powers, and all the arrangements of creation are calculated to excite them to activity. All true happiness, then, must arise from the active exercise of those faculties. Education alone, develops, strengthens, and draws out into harmonious action the various powers. In the acquisition of wealth, all the powers of mind and body are brought to aid in the development of the miserly propensities; hence we often see men become as mere money-getters, giants in stature, who, in all other respects, remain children to the day of their death.

Education, we repeat, develops, alike, *all* the powers—corporeal, mental and moral—therefore in education is found all true happiness.

CHI.

A COURSE OF COMPOSITION.

In the July number of the Journal, we inconsiderately promised to present an outline of a Course of Composition, adapted, in our judgment, to Classified or Graded Schools. With some diffidence, we now proceed to do so.

It has been remarked, that there is danger of *empiricism* in education. This is too true. There is also equal danger of *speculatism*, if I may be pardoned the barbarism. All educational methods need to be subjected to the *actual test* of the school-room before their absolute correctness can be predicated. In general arrangement they may be correct; in detail, very faulty. The inventor of a mower, or reaper, is obliged to submit his work to trial. What seemed to him an undoubted success, often proves a comparative failure. Difficulties, hitherto unseen, are now detected and obviated; improvement after improvement is added, until finally his efforts are crowned with success. So in education. All true methods must be the joint results of theory and practice. For the truth is, there are very many "lodged spots," hid-


den hummocks, bogs and stones, in the educational field. The following is, therefore, presented for trial :

COURSE OF COMPOSITION.

FIRST STEP: FIRST READER SCHOLARS.

Letter-Making, by the use of slates and black-board. Instruction and copies upon board; first in print, and then in script characters. Short and diversified exercises.


SECOND STEP: SECOND READER SCHOLARS.

Word-Making.—This exercise might include — 1. The copying of Spelling Lessons on slates. 2. The writing of the names of familiar objects in the school-room; the names of the different kinds of food, of trees, of flowers, of birds, of insects, etc. (See "Object Lessons," Cin. Schools, page 157 of Journal.) 3. The writing of the names of brothers and sisters, of playmates; then the names of persons, with the common titles of Miss, Mr., Mrs., Esq., Dr., Rev., Hon., M. C., M. A., B. A., D. D., LL. D., etc.  *Special attention should be given to the correct use of capitals, and, also, the use of the period after abbreviated names.* 4. The copying of paragraphs or verses, important maxims, the 'Ten Commandments, etc.

THIRD STEP: THIRD READER SCHOLARS.

Sentence-Making.—This exercise may include — 1. The writing of short sentences, expressing the use, quality, etc., of the familiar objects, whose names were written in the First Step. (See "Object Lessons.") 2. The writing of sentences, including certain words, previously selected by Teacher. 3. The writing of sentences, *dictated* by Teacher, containing the more common abbreviations. (Example: John Lucas died on the 10th inst.) 4. The writing of all requests made to the Teacher; also short notes to other persons, containing a single wish or request. 5. The correcting and rewriting of sentences incorrectly written. 6. The writing of brief letters; properly dating, directing, addressing, and subscribing them.

FOURTH STEP: FOURTH READER SCHOLARS.

Sentence-Grouping, or the arranging of sentences so as to make a description, or narrative. This may include — 1. The writing of letters.  *Great attention should thus early be given to this subject.* 2. The writing of brief narratives or anecdotes, related by the Teacher or some scholar. 3. The writing of brief descriptions, suggested by questions. (See Brookfield's First Book in Composition.) 4. The changing of verses of simple poetry into prose, etc.

So far, the chief object should be to impart the ability to produce a correct *manuscript*—to thoroughly drill the scholar in the *elementary principles* of written language.

FIFTH STEP: FIFTH READER SCHOLARS.

Composition Proper, or the discussion of *themes*, in which Invention, Arrangement and Style largely enter. Didactic, persuasive and argumentative writings are included under this head. A more extended analysis of this step is unnecessary. It is fully presented in the common works on English Composition, or Rhetoric.

The above is a mere skeleton or outline of the subject: the skillful Teacher can easily fill it out. The adoption of this, or a better Course of Composition, securing a complete *division of labor*, is, in our judgment, greatly needed. Between the different grades of school, early instruction in this important and useful branch of education, is now sadly neglected.

E. E. WHITE.

Portsmouth, Aug. 1857.

Mathematical Department.

PROF. W. H. YOUNG, ATHENS, EDITOR.

[All communications for this Department should be addressed to the Editor, Ohio University, Athens, O.; and to be in time, must be mailed by the first of the month preceding that in which they are expected to appear.]

SOLUTIONS OF QUESTIONS PUBLISHED IN JULY.

No. 10. What is the amount of \$100 in ten years, at 6 per cent., supposing the interest to be compounded every instant?

SOLUTION BY JAS. MCCLUNG.—The interest on one dollar for an instant, at .06, is $.06 \times \frac{1}{\infty}$; and the amount for one instant is $1 + \frac{.06}{\infty}$; and the amount of one dollar for ten years, at .06, compounded every instant, is $\left(1 + \frac{.06}{\infty}\right)^{10^{\infty-1}} = \left(\frac{\infty + .06}{\infty}\right)^{10^{\infty-1}}$, which, expanded, becomes $\infty^{10^{\infty-1}} + (10^{\infty} - 1) \infty^{10^{\infty-2}} .06 + \frac{(10^{\infty} - 1) (10^{\infty} - 2) \infty^{10^{\infty-3}} .06^2 + \dots}{1.2}$

$$\frac{(10^\infty - 1)(10^\infty - 2)(10^\infty - 3) \dots \infty^{10^\infty - 4} .06^3}{1 \cdot 2 \cdot 3} + \&c. + \infty^{10^\infty - 1}.$$

All terms of the form $\frac{a^\infty n^{-1}}{b^\infty n^{-1}}$ may be rejected, being infinitesimal. The series then becomes, after reducing,

$$1 + \frac{6}{10} + \frac{6^2}{2 \cdot 10^2} + \frac{6^3}{2 \cdot 3 \cdot 10^3} + \dots + \frac{.6n}{2 \cdot 3 \dots n \cdot 10n}.$$

The sum of which is 1.8221 +; and \$100 will give \$182.21 +. Ans.

No. 11. Find under what circumstances vulgar fractions are convertible into finite decimals.

SOLUTION BY S. HARVEY.—A vulgar fraction can be converted into a finite decimal only, when all the prime factors, except 2 and 5, found in the denominator are contained in the numerator; for, since adding ciphers introduces no prime factor except 2 and 5, the complete division of the numerator by the denominator can only take place under the above condition.

No. 12. The sides of a rectangle are to each other as 2 to $\sqrt{3}$; and the diameter of a circle, drawn to touch the middle point of one of the larger sides, and passing through the corners of the opposite and adjacent sides, is 48 rods. Required the area of the rectangle.

SOLUTION.—Construct a rectangle, ABCD, and draw a circle touching E, the middle point, or longer side, AB, and passing through D and C. From E draw EG, a diameter to the circle; it will pass through the middle point, F, of CD. Let $x\sqrt{3} = BC = EF$, and $2x = AB$, or $x = EB = FC$. $EG = 48$, and $FG = 48 - x\sqrt{3}$. $FC^2 = EF \times FG$, or $x^2 = x\sqrt{3}(48 - x\sqrt{3})$; whence $x = 12\sqrt{3}$. Area of rectangle = $AB \times BC = 2x \times x\sqrt{3} = 24\sqrt{3} \times 36 = 864\sqrt{3}$ square rods. Ans.

ACKNOWLEDGMENTS.—All the Questions were solved by A. Schuyler, Jas. McClung, J. B. Dunn, and Joseph Turnbull; Nos. 10 and 11, by A. A. K.; No. 10, by Joel E. Hendricks; Nos. 11 and 12, by S. Harvey, J. S. Burnham and Jas. Goldrick; No. 12, by Lewis McKibben and Isaiah Thomas. Several correspondents furnished solutions for questions, published in June, which were not received in time for acknowledgment last month.

It is not expected, of course, that everything furnished for the Mathematical Department will be published. We have several interesting articles and problems on hand which we would like to publish, but

cannot find room. Such articles as seem to us less important than some others, are laid aside; and problems very complex or extended in their solutions, or involving principles but little known, even by fair mathematicians, must give way to those that will prove of more interest to the generality of our correspondents. Next month we shall probably have place for "ORWELL'S" article on the "zero power."

Some of our correspondents think No. 3, published in April, should be solved without the aid of Fluxions. Have already had two communications on the subject, and should be glad to hear from others.

QUESTIONS FOR SOLUTION.

No. 15. There are three rectangular blocks of marble, all of the same shape, which is such that they may be placed together, so as to make a similar joint block. The largest is eight inches long. How long is the joint block?

A. A. K.

No. 16. Find three series of perfect squares, any term of the first of which shall be the sum or difference of the corresponding terms of the other two.

J. S. BURNHAM.

No. 17. Suppose the diameter of the upper base of the frustrum of a cone to be 20 in., that of the lower base 28 in., and the altitude 40 in., what will be the perpendicular distance between the lower base and a parallel plane, dividing the solid into two equivalent frustra? C. S.

CONTRACTIONS.—The contractions spoken of by "BOND," in the July number of the Journal, may be well applied to mental arithmetic.

If a = any number, we have $(a + \frac{1}{2})^2 = a^2 + a + \frac{1}{4}$. Ex. $(7\frac{1}{2})^2 = 49 + 7 + \frac{1}{4} = 56$. Also $(a + \frac{1}{4})^2 = a^2 + \frac{1}{2}a + \frac{1}{16}$, and $(a + \frac{1}{8})^2 = a^2 + \frac{1}{4}a + \frac{1}{64}$. Ex. $(9\frac{1}{4})^2 = 81 + 4\frac{1}{2} + \frac{1}{16} = 85\frac{9}{16}$, and $(16\frac{1}{4})^2 = 256 + 4 + \frac{1}{16} = 260\frac{1}{16}$. Or, if we know the value of a^2 , we may find, by a simple mental operation, that of $(a + \frac{1}{2})^2$, $(a + \frac{1}{4})^2$, or $(a + \frac{1}{8})^2$.

For products, we have $(a + \frac{1}{2})(b + \frac{1}{2}) = ab + \frac{a+b}{2} + \frac{1}{4}$. (This formula may be extended to the other cases.) Ex. $14\frac{1}{2} \times 15\frac{1}{2} = 210 + 14\frac{1}{2} + \frac{1}{4} = 224\frac{3}{4}$. This also illustrates another truth, which may be proved general, viz: the product of any two consecutive numbers $+ \frac{1}{2}$ added to each = the square of the greater $- \frac{1}{4}$.

If we wish to square 45, we may regard the 5 as a decimal, and reduce to $\frac{1}{2}$; then square, gives $20\frac{1}{4}$; reducing the $\frac{1}{4}$ to a decimal, and removing the separatrix, gives for (45^2) , 2025. By the same process, we have $(75)^2 = 5625$; $(185)^2 = 34225$; $(225)^2 = 50625$.

So, if any number ends in 25, if we know the square of the number preceding the 25, we may regard the latter as $\frac{1}{4}$, and after squaring, as above, consider as whole numbers. Thus, $(625)^2 = 6\frac{1}{4}$ hundreds square = $39\frac{1}{8}$ square hundreds, or 390625 units. $(1325)^2 = 169 + 6\frac{1}{2} + \frac{1}{8}$ square hundreds = 1755625. All the difficulty is that of reducing the vulgar fraction to a decimal, and then reading as whole numbers; and this can be done without much effort. If a number ends in 125, we may regard this as $\frac{1}{8}$, and square as above. Take 18125: $(18\frac{1}{8})^2 = 328\frac{3}{4}$; but the decimal for $\frac{1}{8} = .015625$, and that for $\frac{3}{4} = .75$; and for $(18125)^2$, we have 328515625.

As it is easy to remember the squares of the natural numbers to 25, we can mentally do any thing that is here suggested; and it requires but little ingenuity to apply these principles to the extraction of roots, in written as well as mental arithmetic.

In determining the powers of 5, the following may be of use: $\frac{1}{2} = .5$, $\frac{1}{4} = .25$, $\frac{1}{8} = .125$, $\frac{1}{16} = .0625$, $\frac{1}{32} = .03125$, $\frac{1}{64} = .015625$; and, generally, the significant figures of a decimal corresponding to unity, divided by any power of 2, are equal to 5 raised to the same index.

At first, some of these rules may be thought too complex for mental operations; but, on experience, they will be found just sufficiently difficult to afford a good stimulus.

J. B. DUNK.

— "Stop your crying," said an enraged father to his son, who had kept up an intolerable yell for the last five minutes; "stop, I say, do you hear?" again repeated the father, after a few minutes, the boy still crying. "You don't suppose I can choke off in a minute, do you?" chimed in the hopeful urchin.

— "A rolling stone gathers no moss." A restless, unsatisfied Teacher, always grumbling and always moving, is a bad investment—won't pay.

— The knowledge of man's wants, and the means of supplying them, makes the true learned man.

— In whatsoever manner or degree learning may be acquired, and minds formed, still it is true, that they become useful to mankind, only in proportion to their observations and experience.

— A mere enthusiasm for doing good, if excited by vanity, and not accompanied by common sense, will seldom be very serviceable to ourselves or to others.

— "It is important to distinguish between the *reward of intellectual superiority*, and the *approbation of intellectual effort*." Rewards should be for moral character, a recompense for something good performed.

SONG OF THE VINEYARD.

From "The Vocalist."

FR. SCHNEIDER.

1. Crim - son leaves are fly - ing, Birds of pas - sage cry - ing,
2. Spite of clouds o'er - shad - ing, Spite of wood - lands fad - ing,

Flap the part - ing wing. Clouds are soft - ly sail - ing,
Laugh - ter fills the air. As the bas - kets pil - ing,

Au - tumn bree - es wail - ing, Sum - mer's re - quiem sing.
Clus - ters full and smil - ing, Lads and lass - es bear.

3. While the day is ending,
And the moon ascending,
Flute and viol sound;
Lads in gambols skipping,
Maidens lightly tripping,
Seek the shaven ground.

4. Eyes with pleasure beaming,
Tresses freely streaming,
Thro' the moonlight glance;
Days of full employment,
Leave to sweet enjoyment,
Evening's sport and dance.

From the Knickerbocker.

DON'T SAY "YOU CAN'T."

Don't say "you can't!" there's joy in store
 For all the happy humble;
 And there is wo
 For all below,
 Who choose to fret and grumble.

Each has a duty to perform,
 To "fulfill an order;"
 Do what you can,
 To be a man,
 And Heaven be your rewarder.

Don't say "you can't!" but strive to think
 That old WEBSTER never meant it,
 Or if he did,
 His conscience bid
 Him long ago repent it.

Man is a Reaper, sent to bind
 The harvest golden-spangled;
 And mean the sloth,
 Who quits his swath
 Because the grain is tangled.

Don't say "you can't!" we're sent to toll,
 Where spades and sickles glitter;
 Then, brother, hoe
 Your honest row,
 Amid the sweet and bitter.

Don't say "you can't!" let us while here
 Lean one upon the other;
 Descend the hill
 With right good will,
 To aid a fallen brother.

The clock on yonder mantle-piece
 Is a picture human;
 The *brass*, in part,
 Shows man his heart,
 In part the *bell* is woman!

The faithful hands move round and round,
 They count the swift hours golden;
 Each tiny wheel,
 That turns with zeal,
 Shows each to each beholden.

Then, brother, heed the simple text,
 And be a better neighbor;
 Don't say "you can't!"
 But, like the ant,
 Load up, and strive, and labor.

Editorial Department.

— Welcome, Teachers and Pupils, again, to the communion and fellowship of kindred minds, in the mutual labors and pleasures of teaching and being taught! Schools have again commenced, and here and now, we should all keep in view their design. Education is but a means for achieving an end; and that is, the moral and intellectual perfection of man.

Parents should commence the education of children at home—before they go to school. The first lessons should be as to morals—a strict adherence to truth—an exact honesty;—they should be accustomed to prompt and implicit obedience, and to look at their conduct as God regards it.

The lessons as to their intellectual education at this early age, should be—Encourage the child to observe and study things, and foster in him a taste for reading. Primary Teachers—those engaged in elementary instruction, who receive the pupil, and make upon him or her the first, and perhaps lasting impression—must not be discouraged because their work does not show well. Quintillian, the Roman teacher, said long ago, what yet may be truthfully said, “The roofs of buildings are seen by every one, while the foundations escape notice. Things are not to be despised as *little*, without which *great* ones cannot be produced.” It is not the *quantity* at first, but the *quality* of their instruction, and the correctness with which it is impressed upon the mind, that eventually benefits the pupil.

If a Teacher be desirous that a pupil acquire an early habit of correctness in every thing he is afterwards to learn, it must take its rise and date from the hour he begins to learn the rudiments of any particular branch of study; for, the good or bad habits acquired in the first stage of his progress, will, most assuredly, be carried on with him into the other stages, and conveyed from one branch to another, with an almost unchangeable and unalterable effect. Strive, therefore, ye who have the beginners in school, to have them so trained that they not only learn their lessons correctly, but learn the important lesson of acquiring a habit of correctness—to be proficient as they go. Rivet this, then, into the hearts and minds of all—“Do every thing with attention.”

We are told that it is not what we earn, but what we save, that makes us rich. It is not what we eat, but what we digest, that makes us fat. It is not what we read, but what we remember, that makes us learn. These are simple statements, yet Teachers who have but small salaries should consider them.

Teachers can make themselves what they want to be. Many of them, who had position and opportunity in schools last year, have lost caste and their places by inefficiency; while humble aspirants, in many cases, by meritorious conduct and earnest discharge of duty, have taken their places.

School Trustees and Directors are sometimes capricious—are mistaken in judgment, but, in the main, the safety of the Teacher lies in himself; worth will win. Make-believe Teachers, those of more show than substance, must give way; while earnest, clear-headed and warm-hearted men and women must take rank.

In Ohio, there is encouragement for the very best Teachers; they are appreciated, and will be rated and paid accordingly. The West has a great work to do;—her forests have to be felled—her prairies ploughed and planted—her streams navigated—her workshops filled with educated mechanics. Railroads

are overcoming all barriers, separating her from the East, and all important lines to the Pacific must cross our State; our hills and valleys are to be dotted with the homes of a thriving, laboring population. Good Teachers, the very best, are demanded and required to teach western boys and girls how to develop their native powers, and thus enable them to fill creditably the places they soon must fill. We want economical Teachers, who can save as well as earn; who have digested the meat and bread of learning; who have, practically, their learning at their tongue's tip and finger ends. Hopeful, faith-inspiring Teachers, true missionary zeal glowing in their hearts, are wanting on all the square acres of the fast-growing, and soon to be power-controlling, West.

Township School Boards should constantly keep in view their continuous relations towards the School-house, the Teacher, and the Pupils. If they provide but a half-and-half house, and a half-and-half Teacher, they may expect to have but a fourth-rate school. They should exercise a positive and earnest care as to the facilities and comforts of the building and furniture—as to the character and capacity of Teachers employed; procuring the best possible, exacting much, and paying them well. They should personally visit the schools, encourage the instructors and pupils, and give them a spirited impulse on opening.

Trustees should devote their attention, in locating schools, to regard the centralness, the size, the healthfulness, the retirement, and the convenience of the site. School-houses, it has been well said, should be placed where, by mere position, they may have a full and constant supply of clear light, pure air, and every natural element of cheerfulness.

Decency and delicacy require that there should be separate out-houses for boys and girls at school; they should be retired, convenient, and constantly kept clean.

Rooms, in winter, should be heated so as not to have one portion of the children overheated, and the other uncomfortably cold. Two thermometers should be hung in the room, and they will soon indicate any disparity, occasioning the uncomplaining discomfort of the little, patient ones. Heat should be equally diffused, and uniformly so, during hours of school; and pure air, by proper ventilation, should be regularly supplying the place of escaping heated air.

If children eat moderately, of wholesome food—have fresh air within doors, and reasonable and regular exercise without doors, with proper mental training, they will have sound minds in sound bodies.

School Examiners should be *just* the men for the place. Probate Judges, in selecting them, should emphatically consider that, in this, they are not acting for the *dead*, but for the living. Examiners should be up to the progress of the age. Certificates should not be granted as a matter of course. American youth should not be trifled with, by being committed to sham or shallow instructors. Are we not going to advance, as a literary people? Is the standard of requirement and acquirement to be merely nominal, and not to be constantly elevated? Some Boards of Examiners drag along and hurry through their duties as *tasks*, and bring to their discharge no more serious consideration of their importance, than if they were choosing herdsmen for cattle.

Teachers, then, we say, in renewing your labors, we, and all good people, expect of you to extend to your pupils "the kind hand of an assiduous care," that while moulding the mind, you will get at, and impress, their conscience. Be careful to make good impressions on the *first* day. The future welfare of a pupil may be inseparably associated with his new position and surroundings.

—Some men prize women as many women prize books, not for their true, essential worth, but for the beauty of their appearance and adornment.

— On visiting the office of the Ohio Board of Agriculture, in the State Capitol, recently, we were shown by the Cor. Secretary, Mr. Klippart, several portfolios—each a Herbarium—of grasses and flowering plants, in the neatest and completest good order, gathered by *school children* near the Alps, classified and neatly attached, by pasted slips of paper on to white sheets placed in book form, cheaply covered.

Why might not Teachers of every school in Ohio, arrange to receive from their pupils, daily, specimens of plants, flowers, insects, minerals, fossils, etc., and systematize their collection and preservation, so as to secure samples of a portion of the Natural History of each locality of the State? What more desirable habit to implant in youth than the habit of observing and studying nature—of preserving what they see—a pursuit calculated to develop their natural relish and eminent fitness for Natural Science? Why might not each school have its Herbarium, its Cabinets, and its Exchanges, and Teachers make explanations and instruct pupils in minor details? Museums might be accumulated in each district, and samples, from surplus, sent to fill a case in the Museum Room of the Agricultural Board, in the State Capitol. Which School District will be the Pioneer in this move? The Editor suggested, at one of the meetings of the State Teachers' Association, the propriety of Teachers encouraging pupils to observe, and report daily, the phenomena of the weather, the temperature, etc. It is highly important that in youth the habit of *observation* is commenced, for, as a habit, it will determine the future usefulness of the man or woman.

— Those who read discussions in the Legislature, petitions to the General Assembly of the State, and editorials of certain newspapers, have become acquainted with a class of *carpers*, of different grades of ability and mischief, who are specially censorious on the school system—on an *esprit de corps* of Teachers—on Libraries, and education of the school room. They seek to tear down, but not build up; they suggest doubts, originate suspicion, cloud the sunny prospect of our landscape, but never so much as have practical plans of their own. They assail, they complain; they, with ability often, satirize valiant educational men—pioneers, who do rare work at great disadvantage—the Manns and Rickoffs of the profession; they theorize, dispute, and demonstrate with plausible airs, the defects and deficiencies in present schemes of education, brought to the elevation they have attained by self-sacrificing, practical men.

One of much influence, deprecatingly or disparagingly asks, "Who is able to decide whether the balance of benefit is in favor of education, or against it?—who can affirm that men, alleged to have become eminently good or great by the schooling they have received, have not obtained their eminence in spite of their schooling, rather than through its assistance?" These men, and such like, no doubt in the wise arrangement of Providence, are instruments of good, to keep in check exuberant energies, and ill-directed but well-meant effort.

The agitation of these subjects, the ground and ocean-swell of popular complaint, merits, and should receive, the attention of educational men. We should study to mind our ways, from the hints given by our critics. Teachers, as Editors, have much to learn; Teachers and Editors who complain much but perfect little, should let the lamps that guide their feet in future, be the lamps of experience.

Turn in with the professional Teachers of the State, Messrs. Censors of the Press; we like your boldness, but not your bitterness, and, together, good work in concert may be done for the physical, social and mental culture of the youth of Ohio.

TRIFLES.

A correspondent truthfully says:—"Each event, act, thought, in the life of man, has a cause, relations, consequences. If any event, act or thought, then, is of small moment, in the great chain of which it forms a part—is, in common parlance, a *trifle*, who shall pronounce *which* can rightly thus be called? How often has every man experienced that that, which, as it passed, was esteemed trivial, in after years, was discernible as a turning-point, a very crisis, in his life. Can the Teacher say that any habit, word, or glance of his, is a trifle? His habits of thought, action, and expression, teach, unconsciously it may be, but none the less surely and efficiently. They will be reproduced in future years, and will guide when his precepts shall be forgotten. What noble impulses, what generous enthusiasm, what rigid resolution, may be spoken into life by his words! His glance may quicken, or may strangle bright, high hopes, persevering exertion, the elements of exalted character.

And in each little act of a little child, forming its character, learning its responsibilities, becoming aware of its powers, is aught trivial? A propensity unchecked, a habit allowed to form, a word unheeded and unforbidden, may be the source of lasting sorrow to his Teacher, and shame to him. No, fellow-Teachers, in our work, both with reference to ourselves and our pupils, *there are no trifles.*"

— We are requested to state that Mr. John H. Rolf has changed his residence from Cincinnati to Chicago, in order to be more centrally located in his field of operations. Any person wishing to procure Pelton's Outline Maps and Keys, Lippincott's Pronouncing Geography of the World, Holbrook's School Apparatus, etc., etc., will address him at the latter place.

Mr. Rolf will continue, for a while longer, the offer of a valuable premium to any one who will secure him the sale of a set of the Maps, and Teachers and school officers will do well to secure them while they can do so on such favorable terms.

— Mr. Reemelin, the active Commissioner of the Reform School, favors the adoption of a rule in its government, by which pupils may receive rewards, in the shape of choice books, for meritorious conduct and special personal efforts, in labor and study—the principle urged being, that if Teachers are worthy of being paid for teaching, pupils who teach themselves should have a portion, also, of the tuition fund.

— The Second Annual Catalogue and Circular of the McNeely Normal School of Ohio, Hopedale, Harrison county, has been printed. It contains, at its close, a spirited appeal, from the pen of Dr. Lord, Secretary of the Board, to subscribers to the Endowment Fund, to pay up their installments promptly, and urging those who have not subscribed to contribute liberally, in order that the title to the property may be secured.

— That our *Advertising* Department may be conducted with more vigor, and that its receipts may be increased, the Editor and Executive Committee have arranged with the Printers of the Ohio Journal of Education, Messrs. Follett, Foster & Co., Columbus, to manage the same, and to contract at the rates on second page of cover. Booksellers and others wishing to have their cards inserted, and publications advertised in this Journal, will please communicate with Messrs. Follett, Foster & Co.

— All the valuable geological drawings belonging to the late Dr. Mantell, the distinguished English geologist, have just been presented to Yale College, by his son.

— Some mothers pay so little personal attention to the cleanliness of their children, that the following pointed paragraph applies pungently to them :

“Do you think you are fit to die?” asked a mother of her neglected child.

“I don't know,” said the little girl, taking hold of her dirty dress with her dirty fingers and inspecting it; “I guess so, if I ain't too dirty!”

— There is no happiness in idleness. Carlyle truthfully says:—“There is a perennial nobleness, and even *sacredness in work*. Were he never so benighted, forgetful of his high calling, there is always hope in a man that actually and earnestly works; *in idleness alone there is perpetual despair.*”

— Active organization of County Teachers' Associations throughout the State, and Township Teacher's Associations, auxiliary thereto, have been recommended by the State Teachers' Association; and the duty of organization has been devolved upon the Vice Presidents of the State Association. Take notice, and let it, accordingly, be so done.

— Subscribers who announce a change of their post-office address, should inform us to which P. O. and county the Journal has been sent, as well as those to which they wish it directed.

— As new Teachers commence service in many schools, let it be the early duty of some friend of the Journal to procure their subscription to the *Journal of Education*.

— Township Boards, not having funds on hand to remit for Journal, can arrange with county auditor to include the cost of copies for each member of the board of examiners, township clerk, and clerk of each sub-district, in their annual estimate of money to be raised, in accordance with the first clause of the 22d section of the School Law, as recommended by the State Commissioner—each keeping their copies on file in their respective offices—and remit the amount to the Editor when collected, in February next.

In ordering copies, the back numbers from January last, as they are already on hand, will be sent to subscribers, unless they order from July.

— Any information touching the Common School Libraries throughout the State, or any popular action taken with regard thereto, will be thankfully received by Mr. W. T. Coggeshall, Columbus, of the Committee whose address on that subject, in this number, is worthy of immediate attention; or by John D. Caldwell, Editor of this Journal.

— The honorary degree of Master of Arts, has been conferred on John Hancock and F. A. Hurt, of Cincinnati—on the former, by Miami University, at Oxford; on the latter, by Ohio University, at Athens.

— Those who, through love of money and fear of expense, employ for teachers men or women that are of no worth, thereby purchase ignorance at a cheap rate, says Picket; and so we say all. It was a fine reply which Aristippus gave to a father of this cast, when he was asked what he would take to teach his child? A thousand drachmas, said Aristippus. The father exclaimed, *I can buy a slave for that sum!* Do so, said the philosopher, and you shall, instead of one, purchase two slaves for thy money; *him that you buy for one, and thy son for another.*

VIEWS AND REVIEWS.

A. S. BARNES & Co. New York : 1857.

Pronouncing Speller, National Series. The principle of primary instruction illustrated in this text book is, that the most successful mode of learning spelling is by the eye; that the definitions and use of words, as well as their orthography, are soonest acquired by frequently writing exercises on the slate or black board, from dictation; and that orthoepy and orthography should be simultaneously taught. It is suited, however, for oral and dictation exercises, or either. It will prove to be a valuable text-book in communicating to children a thorough understanding, of not only spelling and pronunciation of words, but of their construction.

— Teachers are interested to know what text-book of Geometrical Drawing is published, suitable for the use of schools. *Minifie's Abridgement*, published at Baltimore, seems to be a cheap and well-arranged work, and eminently fitted to give practical instruction to youth.

HARPER & BROS. New York : 1857.

Child's Book of Nature. This work is a good home-book and school book, guiding youth to the relish for, and observation of, natural objects—Treatise on Plants, Animals, Air, Water, Heat, Light, etc. Teachers, use such works more in your schools. Parents, provide such hand-books for your children.

SAMUEL S. AND WILLIAM WOOD. New York : 1857.

Grammar of English Grammars. By Gould Brown. A noble work of 1070 pages. This brave-hearted author, "who endeavored to be accurate and aspired to be useful," has afforded to Teachers a reservoir of resource for them, whence to water and make glad the thirsty fields where plod so many engaged in grammatical culture.

The Teacher must be taught from the purest sources—must drink from the pure wells of English, undefiled. But there is something to do, as well as to learn; by the formulas and directions in this work, he is very carefully shown how to proceed. The true way is shown, to be entered upon; the wrong way is pointed out, to be shunned. The details are so minute, the aggregate so vast, it would seem, that in this work, the *ultima thule* of a Grammar Encyclopedia had been reached. One, at least, of these standard works should be had, by associated effort, in each School District of our State, as a book to be consulted.

The American Educational Year Book, for 1858. The materials for this work are yet to be collected together. Ohio is a field of importance, and can furnish an important portion of the work, if our educational men will cordially enter into the spirit of the enterprise. James Robinson & Co., Boston, have made an experiment, in the publication of a pioneer volume for 1857. The information sought is in reference, 1st, to Colleges; 2d, State Associations; 3d, City Schools, and important High and Union Schools; 4th, Normal Schools; 5th, Private Schools and Academies; 6th, Teachers' Institutes and County and City Teachers' Associations; 7th, Miscellaneous items of educational interest.

The Editor of your own Journal has, by the partiality of the publishers, been selected as one of the twelve editors, on whom will devolve the duty of collecting and arranging the facts for this annual National Exhibit of educational progress. Suggestions, detailed information, is respectfully sought from our friends,

throughout the State. Address the undersigned, at an early day, either to Columbus or Cincinnati.

JOHN D. CALDWELL.

Those in the West who desire to become subscribers, can secure their copies at the next Ohio State Teachers' Association, if the work is then ready for delivery.

H. COWPERTHWAIT & Co. Philadelphia: 1857.

The Common School Geography: By H. D. Warren. In or out of school, it seems to us, this Geography and Atlas will be voted a valuable work, for its general arrangement and peculiar advantages.

The SEMI-ANNUAL MEETING OF THE OHIO PHONETIC ASSOCIATION will be held at Yellow Springs, the seat of Antioch College, on the 11th and 12th inst. W. T. Coggeshall, State Librarian, will deliver an address on the "Need and Availability of the Phonetic Reform." Mr. Benn Pitman will also address the meeting: subject not named.

Rev. J. P. Stuart, of Urbana, and J. D. Cox, Esq., of Warren, have also been invited to address the meeting, and we hope they will accept the invitation.

A Report, on "The Pecuniary Saving to the State by Phonetic Teaching," will be read by L. A. Hine or Wm. H. Smith; and a paper upon the "Progress of the Reform within the last few years," by R. P. Prosser.

Hon. Horace Mann will be present and participate in the exercises, though he has declined an invitation to deliver an address.

Educational Associations, in this and other States, are invited to send delegates.

CHAS. S. ROYCE, *Ch'n Ex. Committee.*

September, 1857.

SCHOOL STATISTICS.

County Auditors and Boards of Education should bear in mind that a new regulation was passed, on April 8, 1856, requiring school statistics earlier than the first day of January, by which time it is now designed to have it printed and laid before the Legislature. The provision now in force is as follows:

"The school year shall begin on the first day of September, annually, and close on the last day of the following August; and all school officers acting as such, who are, or may be required to make annual reports to the county auditor, shall make out and transmit them to the county auditor, on or before the first day of October, following the close of the year."

The items of School Statistics to be reported are as follows:

1. *Number of Schools.*—Although the school of a sub-district may consist of two or more grades, in charge of different teachers, and the school year divided into two or more terms, yet it should be reported as *one school*.

2. *Number of Youth enrolled.*—In reporting the number of youth enrolled, no pupil should be counted more than *once*, although he may have been enrolled, during the year, as many times as there are quarters or terms in the school year. A check on the register in schools, of names of scholars attending at more than one session per year, and those thus checked omitted in the account of the enrollment, will give the whole number of *different* pupils instructed in the school year.

3. *Number of Scholars in average daily attendance during the year.*—This number is ascer-

tained by adding together the number of scholars present on each day of the week or month, and dividing the sum by the number of days the school was in session during the week or month. In like manner the average for a term or year is to be found.

4. *Average length of time the Schools have been kept in session during the year.*—Add together the number of months and days during which each school in the township is kept in session, and divide the sum by the whole number of schools.

5. *Average wages of Teachers per month during the school year.*—Add together the monthly salary of each male teacher employed in the schools of the township, during the year, and divide the sum by the whole number of male teachers.

6. *Local Directors.*—The clerk of each board of local directors should promptly furnish, in the early part of September, the township clerk with all the statistics called for by section 19, of the School Law. Many of these statistics must be obtained from the teacher, who should be required to furnish them in tabular form, before receiving his certificate for the amount due for services.

7. *Text Books.*—Under this head, it is not to include every text-book that may chance to be in the hands of a scholar, but only those adopted by the board of education, and in general use in the school.

8. *Blank Reports.*—By calling on their respective county auditors, boards of education can obtain printed blanks for making their annual reports

9. *Special and separate School Districts.*—County auditors can, by a suitable check-mark prefixed, indicate the cities, towns and incorporated villages which compose *special or separate school districts.*

Educational Items.

—The Union Educational Association of the counties of Ross, Highland and Fayette, held a Normal Institute at Greenfield for two weeks, commencing on the 17th ult. We learn that fifty-two paying members were in attendance. Horace Mann delivered an address on "Teachers' Motives."

—The Normal Schools at Urbana, during last month, was highly successful. It has never been excelled in the State, perhaps, for numbers in attendance; the spirit and interest were those of the pioneer days. Profs. A. C. Deuel, F. M. Dimmick, Robt. Kidd, the Elocutionist, and assistants Jas. H. Marlay and S. H. Wallace, had charge.

—The Preble County Institute, at Eaton, was well attended. A correspondent thus speaks of its success:

"Aug. 2. The Institute at Eaton opened on Monday, July 17, with less than 30 in attendance. We have been in session two weeks, and now we have 45 enrolled. This is the seventh annual session, I think; and it is the third one of four weeks. Reading, English Grammar, Geography, Arithmetic, mental and written, Elementary sounds, and Phonography—Algebra also—are taught to classes, as in schools; the members reciting after having made preparations. Physiology and Didactics are taught by lecture. In addition to this, we have popular lectures in the evening. * * The lateness of the harvest is making a difference in the attendance.

"A feature somewhat peculiar to this Institute is, that we have the ordinary rules of school. In this respect, Institutes are too loose. The one at Lebanon is an exception to the last remark. The Association in this county keeps up quarterly meetings; and at times they have had an agent in the field, whose duty it was to go from school district to school district, visiting and lecturing. There is still much work to be done here; but much has been done already. The prices paid for Teachers will show something how the mercury stands. I am told that the average price paid in the rural districts is \$1.75 per day. I asked one of the lady members of the Institute, whom I thought to be as good a Teacher as we have present,

what she receives ; and she informed me that she receives, from a moderate sized district, \$2 a day, and is boarded for \$1.50 a week. It is of course none too much ; but districts that complain at paying \$2.00 a week, ought to send their school directors to Preble county, at least, on a visit.

"I recently paid a visit to Richmond, Wayne Co., Ia. The 'unconstitutional law' has closed the public schools of that place for the present. Mr. Hurty talks of commencing a private school, after the meeting of the State Association. I learn that Wayne county has held her meetings monthly for three years. During the last year the monthly attendance has been from 50 to 70. This state of things could not exist without a healthy educational spirit. I asked, 'How do you manage to keep up such a spirit?' The reply was, that for the first two years they had lectures, essays, and miscellaneous business. These had their good effects—they were needed to prepare the way for the next step that was taken. At the commencement of the third year, they resolved to have instruction given monthly in the branches usually taught in the County Institutes. A superintendent was chosen, and instructors appointed for the year. They hold their meetings in different parts of the county ; but no matter where they go, the instruction is given at each meeting, leaving a short time for business. In order to make it work fairly for all, the superintendent published a new programme with the call for each meeting, in which he changed the time of the instructors ; so that if one hour of the day is more favorable than another for securing to a Teacher a good attendance upon his lecture, (as it undoubtedly is,) each Teacher can have a fair opportunity. This programme was lived up to with R. R. exactness. You will have noticed that each instructor has his subject for the entire year. The result is that the work could be laid out for twelve lectures ; and now they have received besides the other advantages of monthly meetings, a course of instruction equal to an Institute of two weeks.

"Aug. 16. On Friday, we closed our Institute at Eaton. The following were instructors : J. S. Morris, Eaton, Intellectual and Practical Arithmetic and Algebra ; Samuel Ridenour, Intellectual and Practical Arithmetic and Geography ; Mr. — Weller, Algebra and Physiology ; Mr. James Werts, Orthography ; and Chas. S. Royce, Elementary Sounds, Elocution, Phonography, and Theory and Practice of Teaching.

"The evening lectures were J. Hurty, Richmond Ind., Prof. Taylor, Cincinnati, D. Vaughn, Cincinnati, Prof. Elliott, Oxford, and Chas. S. Royce. Mr. Vaughn, remained with us a week. There were about fifty in attendance. The interest increased from the first to the very last of the session. We closed with a Pic-Nic. We listened, in the woods, to some remarks from an old Teacher, who has resided in Preble county half a century."

— The Montgomery county Institute at Dayton, was largely attended.

— The Institutes at Roscoe and Newcomertown, we learn, were well attended.

— No word from the Guernsey county Institute at Washington.

— We were pleased with our visit to the Normal Institute of Bro. Holbrook, at Lebanon. Attendance large—interest lively. Dr. Shepardson delivered an able public address on the personal influence of the Teacher.

— Mr. John Hancock of Cincinnati, addressed the Institutes at Lebanon, Dayton and Eaton.

— The Union School House in Clyde, Sandusky county, is nearly completed ; and the graded system of schools is about to be established. The first term of school commences on the first Monday in September. The Teachers for the four departments are as follows, viz : Wm. M. Russell, of Clyde, Superintendent and Teacher of the High School ; Elizabeth Persing, Teacher of the Grammar School ; Charity Thornton, Teacher of the Secondary, and Louisa Metcalf, of the Primary School.

RECEIVED.—"The Normal"—Methods of Teaching ; a monthly, by A. Holbrook, Lebanon. Catalogue of O. University, Athens, of Muskingum College, New Concord, O., of Damascus Scientific Academy, Mahoning county.

THE
Ohio Journal of Education.

COLUMBUS, OCTOBER, 1857.

REPORT ON NORMAL SCHOOLS.

MADE BY MR. J. OGDEN, TO THE STATE TEACHERS' ASSOCIATION.

(CONTINUED.)

Sixth question. "What is the course of instruction? what the terms of admission?"

New Jersey answers by a printed list, much the same as we find in the best Normal Schools in the country. It is but justice to state, however, of this school, that special attention is given to theory and practice, for which they have every convenience by way of apparatus, Model School, etc.

Rhode Island answers much the same.

New York refers to report; but as this is lengthy, and eliciting nothing new, it is omitted. The same from Massachusetts and Connecticut.

Seventh question. "Are beneficiary students sent from different parts of the State? if so, how selected?"

New Jersey answers by reference to Cir. No. 4.

Rhode Island answers: "None sent."

New York answers: "All received on same terms."

Westfield, Mass., answers: "None sent."

Salem, Mass., answers: "We have beneficiaries, but they are determined by the Principal, according to circumstances, without reference to residence."

Eighth question. "What number of students has been taught?—what number graduated?"

New Jersey reports as follows: "The whole number taught, for a longer or shorter period, to present time, is about 115. None have graduated. None will graduate until the end of the fifth term, or two

and a half years from the opening of the school. The question of graduation to be determined by a rigorous examination of the student, covering the entire course of training, both general and special, to which he has been subjected."

It will be remembered that this institution has been in operation but little over a year and a half. The Normal Schools in Ohio have been in operation about the same time; and it would be safe to say that, during that time, 800 teachers and pupils have sought the advantages of these schools.

Rhode Island answers: "308 have entered for the regular course. Not far from 150 have graduated." This school has been in progress but little over two years.

New York answers: "2,687 have been taught up to September, 1856; 932 graduated. All the counties in the State except three have been represented in the school during the last year. Thirty-four counties have been represented by the graduating class." What an army of trained laborers, thus sent out in the space of thirteen years, to battle against the host of ignorance! And this number is yearly increasing.

Massachusetts answers from Westfield: "Nearly 100! Awarding diplomas is a late arrangement." This school has been in operation nearly eighteen years, thus giving an average of a little more than 55 per annum. From Salem, she writes: "Admitted 243, graduated 85." School in progress little over three years.

Ninth question. "Do your graduates receive degrees? if so, what is the title?"

New Jersey writes: "It is the intention of the officers of the institution to confer degrees upon its graduates. The title has not yet been determined. There will probably be two grades of degrees, at least."

It seems quite desirable, we think, that some appropriate title be conferred upon those who complete a course of study and training in the Normal School. Medical Colleges, and Law Schools and Theological Seminaries, all have their respective titles and degrees. We see no good reason why the Teacher's profession should not be designated by some appropriate title.

In the Rhode Island State Normal School "the graduates do not receive a degree." New York answers the same. Massachusetts answers from Westfield, that "they receive a diploma signifying that they have finished the course prescribed, and recommending them as teachers." From Salem: "They receive a diploma, but there is no title."

Tenth question. "What proportion of the pupils become teachers? Do they uniformly make better teachers than those not receiving Normal School training?"

Answer from New Jersey State Normal School: "All sign a declaration of intention to teach, on admission to the institution. They also sign an agreement to report themselves to the Principal of the Normal School semi-annually, stating their location, occupation, success as teachers, etc., etc. All who have left the school, have thus far fulfilled their pledges with one exception—this exception being the case of a student who was expelled. Their success has been *marked*. There is no hope that *all* who enjoy Normal School instruction will be successful; but it is confidently claimed that all such will be far better teachers *with* than *without* such training. Many who graduate in schools of Medicine, Law and Divinity, make neither cures, clients, nor conversions. Normal Schools are *human* institutions, and subject to the same conditions as others. When Normal Schools shall reach that perfection to which they may reasonably aspire, in the course of years, there will be comparatively few of their graduates that will, under ordinary circumstances, fail."

Rhode Island answers, on the same subject, that "as many as three-fourths, perhaps more, become teachers. Their success has been in a high degree gratifying. Failures are *few* in number."

New York answers, that "the greater part become teachers." But she fails to tell us whether they make better teachers or not.

But Massachusetts, from Westfield, answers: "Nearly *all* become teachers—at least nine-tenths; and, other things being equal, they *do* make better teachers." Mr. Edwards answers, from Salem, "nearly all become teachers," but that he is not in the habit of answering the second part of the question; but his opinion is, "they *do*."

Eleventh question. "Have you a Model School? What is its grade and character? How organized?"

To this, New Jersey answers: "We *have* a Model School. At present there are four grades, each occupying a distinct department. There is a permanent superintendent over the whole. There is also a permanent female assistant in each department. Pupil-teachers are sent successively through these departments, spending from one to two weeks in each, for each term of their connection with the Normal School, except the first. Thus, a pupil spending five terms at the Normal School, would secure from four to eight weeks of observation and practice in the Model School. While in this department, his recitations in

the Normal School are entirely suspended, and he is required to devote his entire attention to the study and practice of his future calling. Allow me, as a member of this committee, to add, that we believe this appendage an indispensable one to a well organized Normal School. It should not only be a model exhibition, all the grades of schools common to one system, but should be so furnished and conducted as to exhibit at once the most approved modes of giving instruction. The student-teacher can thus pass from grade to grade; acquiring, in a few weeks, a better knowledge of the true methods of teaching and conducting schools, than years of experience not given him under ordinary circumstances."

The State Normal School of Rhode Island has no Model School.

New York has one composed of more than 100 pupils, the teaching of which is conducted entirely by the members of the graduating class. The tuition fee in this department of the Normal School is \$25 per annum.

Westfield, Mass., has none. Salem has none; but to make up for the deficiency, the pupils practice in a class of the Normal School.

Twelfth question. "What length of time do your pupil-teachers spend in the Model School? What part do they take in giving instruction?"

To this last, New Jersey answers: "Each pupil-teacher is required daily to teach classes in the Model School, subject to the supervision and criticism of the permanent Assistant and of the Superintendent, as well as of the Principal of the Normal School. As he progresses, he is left more and more to himself, but is daily drilled in the principles and methods of teaching by the Superintendent, at special meetings for the purpose, in the afternoon.

"We place greater stress upon the observation and study of the Model School, *as a model*, than upon the 'responsibility' which a pupil is supposed to assume while in this department. The Normal School system of New Jersey comprises also a Preparatory Normal School, in which the *adaptation of the pupil* for his proposed calling will be subjected to a preliminary test, before he enters the Normal School proper. This machinery is not yet fully brought to bear upon the professional education of teachers, but soon will be. We thus hope to exclude from the Normal School such as, after a full trial, are found to be, by nature, unadapted for the work. (For further particulars under this head, I beg to refer you to documents herewith forwarded.)"

New York answers, that "the pupils in the Normal School take the

entire charge of the classes in the Model School, for about three weeks, under the supervision of the Superintendent."

We remark, in this connection, that the Connecticut State Normal School has a Model School of a very excellent character, perhaps equaling, if not excelling, any in the country. Having witnessed it in operation once, we are prepared to speak of it in the highest terms. It does not differ materially in its organization, however, from the ones just described.

Thirteenth question. "Do the Normal pupils hear any classes in the Normal School? At what compensation, if any?"

To this Mr. Phelps, of New Jersey, answers: "Pupils are called out daily, almost hourly, in the various classes, to conduct recitations. They receive no compensation therefor, except the experience thus acquired. Our recitations are all so conducted as to develop the teaching talent, or the Didactic Art, as it is called. The method of questions is sparingly used by the teachers of classes. We make the method of 'Pupil-Lectures,' or 'Sub-Lectures,' as we call them, the leading method at the recitation. Deficiencies are supplied and thought is provoked by the judicious criticism of the student, by his classmates, and his teacher. The student is thus thrown upon his own resources, and must stand or fall by his own attainments. See Reports for further information on this point."

Mr. D. P. Colburn, of Rhode Island, answers: "Only under the eye of a teacher, as a part of their Normal School instruction."

New York also answers: "Only as a part of their regular exercises, in which the teacher frequently gives the class for a short time into the hands of some student."

Mr. Edwards, from Salem, Mass., answers, that "the scholars of his school are thus employed, but without compensation." Indeed, we believe it is a general custom in most if not all the Normal Schools in the Union.

Fourteenth question. "Is instruction given in the science of education and art of teaching? In what manner?"

——— answers: "Instruction is given in this department, first, by courses of lectures, which consider — 1st. Man as the subject to be educated, God as the educator; man as a physical, intellectual, social and moral, or religious being. 2d. The laws which regulate the development and cultivation of the manifold powers and faculties of the human being. 3d. The scientific application of these laws, and the consideration of all the forces that are brought to bear upon the educa-

tion of the individual. This leads to a consideration of home and school education—their methods and results—and, of course, to a detailed examination into the essentials of the school, as an educational force.

“Again: Every exercise in which the pupil engages is, as far as possible, made a model for his study, and at the same time a *means* for improving his skill in didactics; thus powerfully impressing upon him a knowledge of the art of teaching.

“Further to aid the pupil in a mastery of the principles of education, and of the practices of the best schools—where educational science has made the most progress—we use, among other works, ‘Barnard’s Education in Europe.’ This is a text-book which gives a clear exposition of the methods of teaching, of the organization of schools, and of the *school systems* of all the leading countries of Europe—particularly of the German states. This work has no equal in our language, and we use it freely. The experiences of other authors, eminent as teachers, are also gathered up and freely dispensed among the pupils in training here.

“Superadded to these forces, the practice and drill of the Model School operate to produce a powerful impression upon the pupil-teacher, and he goes forth armed with a full equivalent for years of unguided practice, as ordinarily obtained.”

Rhode Island answers, that “instruction is given in the science of education and art of teaching, by lectures, and in connection with all other exercises and recitations.”

New York answers to the same, “Yes; throughout the whole course reference is had to the modes of imparting instruction, as well as matter, to the teacher.”

Massachusetts, from Westfield, answers: “*It is*, by topics which embrace the legal, physical, mental and moral duties of the teacher.” From Salem: “Yes; by oral lectures from the Principal, discussions in the classes, followed by written essays from the pupils on each topic.”

Nothing, in our opinion, is more important in a Normal School than instruction of this kind, given in a systematic manner. The great trouble is, however, the matter has never been reduced to anything like a science. All we have on the subject amounts to but little more than an aggregation of the experiences of educators. This would all be well enough, as far as it goes, were it not so contradictory. But we believe the whole matter of Didactics proper, is susceptible of being reduced to a fixed science—as much so at least as that of mental and

moral, and we might add, physical science in general. Why not? Its general principles are fixed, and susceptible of a classification and arrangement. If so, then they can be studied and taught in a systematic manner.

(*To be Continued.*)

Communications.

WILL THE TEACHERS HEAR, AND PONDER?

Or will they turn a listless ear, while time, rolling steadily on, shall decide, and decide against them, a question of vital interest to each and all? Do the Teachers of Ohio know, or knowing, do they realize, that a few more weeks must certainly and finally decide the continuance or suspension of our *Journal of Education*? Now do not mock us with the cry of wolf! wolf!—for, be assured, this is no false alarm. Read on and learn.

The facts. In the year 1852 the *Journal* first appeared, announcing on the first page its mission—"To promote sound Education," and "elevate the rank of the Teacher." It was originated, and has been carried on, by a few men who, though weak-banded, yet were strong and hopeful-hearted, and were pledged to its support until it should become self-supporting. One, two, three, four, five years, by dint of most generous self-sacrifice, gratuitous labor and noble generosity, they have kept it along—gradually gaining ground, to be sure—but not receiving, by much, the encouragement due, and reasonably anticipated for it.

For the year 1856, with a subscription of 2500 and an advertising business of \$1000, the deficiency was \$400. To many who had labored hard and long, this was an unwelcome, disheartening report. A few were for giving it up. Others said, let it go to Cincinnati, whose noble-hearted teachers had offered to conduct it for a merely nominal sum above the expenses of printing. Others, again, full of sanguine hope, begged to try it one more year without change, and promised an earnest, hearty support. The latter sentiment prevailed. A few took hold with alacrity, and kept hold with tenacity. Some started off boldly, but soon fainted by the way-side. Many talked

loudly, and no doubt are talking still, or waiting until December, when they will idly resolve and re-resolve to support the Journal (?). Many forgot their their promises, and probably are surprised to learn the Journal is not doing well. Well, the result?

The year of 1857 is drawing to a close. The expenses of the Journal promise to reach \$4500. The subscription is less than 2500, the advertising less than \$1500—a deficiency of \$500! How does it look! How do you feel, who have never taken the Journal, or contributed a cent to second the efforts of such men as Andrews, Lord, Cowdery, Freese, etc., while they have been doing so much for you and your profession?—you who have taken the Journal a year and then stopped?—you who have been content to read it yourself, but have never sought to extend its circulation? Fellow-Teachers of the great State of Ohio! this is not right; you know it is not right. But we will not comment. You ask what is to be done with the \$500 deficiency. *It is to be paid, somehow.* And what then? *Aye, What then?*

This is the question for you to answer, and that right speedily. The responsibility of determining this matter cannot be shifted on to the Association, to be convened in December. The Association, after paying hundreds of dollars year after year to sustain the Journal, cannot be expected now, when it ought to be self-supporting, to commence paying by the *thousand*. This thought cannot be entertained. The Association next winter can only confirm the decision of the Teachers *now*. If the latter, by their free and intelligent action, decide that the Association has anticipated the demands of the day and State, the Association must abide by that decision. It were folly, madness, to continue a publication involving an annual expense of \$4000 to \$5000, unless the effort be generally and generously sustained. If such a support is guaranteed and strong, hopeful voices from all over the State say, go on — *Go on it is.*

But how is this guarantee to be given? what will be deemed a satisfactory assurance that the next year will not prove more disastrous, more disheartening, more humiliating than the last? Fair promises and hopeful anticipations have been abundant before, and have ever ended in debt and mortification. We don't speak by authority, but from facts, figures and experience, and we do not hesitate to say that nothing less than 2000 subscribers to begin with will do. We repeat it—2000 to begin with, or nothing. Any thing much less than this will be unsafe. And then the proposition is a reasonable one. For,

first: The next volume begins with January. There are, then, three months to work in. All who will subscribe at all, would rather begin with the volume than afterwards. Hence, any who would be likely to subscribe in January, February, March or April, will be still more likely to do so in November or December. *Secondly*: Between now and the first of January, there will be more teachers examined and thus thrown together, than in any six other months of the year, thus affording peculiar facilities to any zealous teacher, who will frequent the Examining Rooms and solicit subscriptions. *Thirdly*: In a few days every school district will be aroused; every parent, school officer, teacher, pupil, will be interested in preparing for winter schools, repairing school-houses, purchasing books, employing teachers, securing situations, etc., etc. In fact, in October, November and December, there is a greater interest felt and more business done in educational affairs than in all the rest of the year. *Fourthly*: Teacher's Institutes are now being held all over the State, affording still rarer opportunities for successful effort. *Finally*: In a few days Boards of Education will be in session in every town and township. Now, then, is the time to apply to the school officers, each of whom should have his Journal. Now here is no exaggeration, but a plain statement of what all teachers know to be true. If, then, under such a combination of favorable influences, a competent support cannot be secured to our Journal of Education, I ask, seriously, *can it be secured at all?* Teachers, just stop reading and think, earnestly, five minutes. . . .

Will not, then, every one take hold and do something by the last of December, that, when the Association meets, an open way may be before it to go on and accomplish the important ends of its organization?

Having already assumed the *Dictator*, we may now presume to go on and tell you how to work successfully. First put down your own name for the Journal, and, taking two or three specimen copies, go to any man or woman over whom you have any influence, whether he profess an interest in educational affairs or not—your neighbors, your connexions, your friends; urge them for the common good, for the encouragement of others, for their own edification, for your sake, for the honor of the cause—urge them to try the Journal one year. Go to the school officers of your neighborhood, and urge them for their personal advantage, their official illumination, in view of the necessities of the case,—by such considerations as these, urge them to help the Journal, just as they would contribute a pittance to the furtherance of any other praiseworthy undertaking. Go to the examinations of teach-

ers—ask of the examiners the privilege of presenting the claims of the Journal. Make known its terms, its objects, its nature, its history, its early difficulties, continued struggles, present embarrassments; the noble generosity, self-sacrifices, and unwavering fidelity of its projectors; the influence it has already exerted, and may still exert, for the teacher's good; its vast importance to teachers as a medium for the exchange of thought, experience and information; its value as a representative abroad and at home; its practical aid in the school room; its interesting pages of educational news items; its advertisements, and reviews of school books. But this general appeal to a class of teachers will amount to nothing without a special appeal to each individual. Watch your opportunity and address each one separately. Appeal to his honor, his generosity, his manliness, his professional pride, his professional obligation. Require the examiners to indorse what you say. They will never refuse. Require former subscribers to give their opinions of it. They will never be against you.

Our article is already too long. We have written what we think ought to be done, may be done, and how to do it. We can only add, just try once, and let that once be *now*. Would that every reader, from the College President to the Primary Teacher, would do even a little for the only Educational Periodical in the greatest educational State of the 31.

W. H. Y.

Ohio University.

TEACHERS' LICENSES.

At the meeting of School Superintendents in Cincinnati, last April, the author of this article was appointed to make a report on the above subject at the next meeting. Circumstances will prevent my attendance at said meeting, if indeed it is held, of which, at present, there seems to be doubt. I therefore send for publication in the Journal the following thoughts, which would form the substance of the report:

From time immemorial the law has aimed to guard the school room from immoral, ignorant and incompetent Teachers. The purpose seems to have been the same that has guided legislation upon other subjects, in which life, health and property have demanded protection, yet the *manner* in which this protection has been afforded, has been widely different in the case of the school room from the others. Special schools

for instruction in Theology, Medicine and Law have been chartered, the requisite term of study has been appointed, and not until this requirement has been fully met, and the candidate has received the approbation of a Board of Censors on a full and critical examination, has he been duly authorized to practice in the several professions. Here two things are worthy of naming as we pass along: 1. In every instance the candidate is examined by men of eminence and skill in the profession to which he aspires, and 2. When licensed he is never exposed to a reëxamination, but goes out into the world depending not upon his Diploma, but the actual merit of his practice for success, amenable to the law in general, and to the special rules of the fraternity which licensed him.

With the candidate for teaching, however, the legal course has been very different. He has been compelled to pick up his knowledge wherever he could find it. No special schools, until recently, have been authorized for his training, and none of those which do exist have been empowered to confer upon him the authority to teach. It has been thought best to select a trio or quintette of men in each township or county—the Minister, Esquire, Doctor, Colonel and Lawyer, without any reference to their knowledge of the business of teaching, to test the qualifications of candidates for so important a trust. It is no marvel that under such a system, so developed even in the oldest and most literary States, incompetent Teachers have continued to find employment, and are still found year after year, attempting to conduct the complicated duties of the school room; failing in one place, renewing the trial in another, and succeeded in each by one equally incompetent.

We are not disposed to deny that there has been any improvement in the character and qualifications of Teachers, on the contrary, we are glad to admit that it has been commendable, but our position is this:

I. That any existing improvement has been chiefly due to the extraordinary personal of Teachers, and not to any improvement in the method of testing their abilities and granting them licenses.

II. That there is radical error in the system of granting licenses, and until it is effectually cured teaching will never take a high rank as one of the professions, but will continue to be cursed with ignorant and incompetent practitioners. Whether it be necessary to prove these positions or not, we propose to do so by a cursory examination of the present system in our own and other States, and then inquire for a remedy.

By our law three examiners are appointed by the Probate Judge in each county, as supreme and final arbiters in the question of granting licenses, holding their meetings when and where they please, granting certificates for not more than two years, and by a very general construction of the law, for any period of time less than that according to their pleasure, and then resubjecting the Teacher to another examination. Who are these Judges of Probate? I reply in almost all cases, *political partizans*, selected as are other officers in these days, as a reward for their partizan fidelity. This, the most important trust confided to them, is never thought of during the canvass, and if it were, the very few who give it any attention could hardly be induced to desert their *party* nomination, even if by so doing they could elect a better man, (which is quite doubtful in these times). Whom do these Judges select as Examiners? Upon this subject we would speak with due respect, but as we have been the recipient of this high honor, we may be permitted to speak plainly—as plainly as our views of truth and duty demand. We reply, in general, political favorites. A majority of the Board, often the whole, is found of the same political complexion as the Judge—one or two young lawyers, with perhaps a Doctor—possibly a Clergyman—here and there, but *very* rarely a worthy practical Teacher. From three to four fifths of these Examiners under our present law, have no present connection with schools, either as Teachers or patrons, and never did have except perhaps for a few months, with no higher motive than to earn money to help them into a more desirable profession. The schools are scattered throughout the county, most of them far away from these Examiners. The law does not confer upon them authority to visit and examine schools as well as Teachers—two powers which should never be separated. All they can know of these schools is by mere rumors, and upon this alone they must often act in the equally important authority of revoking certificates. In ninety-nine cases out of a hundred they hear nothing of the Teacher, and know nothing of him, until he again appears for another certificate. Why should they? The law gives them no authority to inquire, unless the question of revocation is raised. The ultimatum of their examination must consist in ascertaining in a very limited degree, the amount of knowledge which a candidate possesses upon certain subjects. The *greater* question of *ability to teach* never comes under their cognizance, except perhaps inferentially.

If school Teachers must submit to local and frequent examinations, their schools should be examined by the same authority. The two

duties, as we have said, should never be dissevered. By our law they are effectually so—the one devolves upon a county Board, the other upon Board of local Directors. The latter has the power to dismiss a Teacher within itself, but can only employ such as are licensed by the former. The Teacher should be amenable to but one umpire. Let it not be supposed that we have made statements in regard to these county Boards of Examiners, at random. We have taken not a little pains to obtain correct and reliable statistical information, sufficiently extensive to form a proper basis for judging of the entire State. These statistics verify all we have said and much more to the discredit of the system. There are counties with efficient Boards, constituting noble exceptions, but we are justified by facts in the statement that as a general rule, this system of examinations has sadly failed in its object. The publication of these statistics would dispel the illusion resting upon the minds of some, that our present method of examination is working a great reform. The further we look for statistics, the more deeply does the conviction fasten itself upon our mind, that this provision of our law is a failure, and that unless it be improved, the examination of Teachers will become *generally*, as it now is extensively, a humbug. The whole system is radically defective.

In other States a Board of Examiners exists in every township. The same objection usually lies against the *material* of such Boards, as in the other case, although not to the same extent. In some respects they have superior advantages. They are nearer the schools, and most of them are generally interested as patrons; moreover they are made by law the examiners of the schools as well as Teachers. We regard this plan, though radically defective, yet as superior to ours, and so its results prove it to be. This is the plan of most of the New England States.

In other States again, a county Superintendent is appointed to examine both Teachers and schools. This plan has been twice tried and abandoned, and is now again being tested in the State of New York. An important objection to it is, even if competent men receive the appointment, (which is by no means always the case,) the impossibility that one can properly discharge the required duties.

It entails a heavy expense without corresponding advantages. The appointment too is quite likely to fall into the hands of some young and indolent "sprig of the law."

No one can fail to observe that all these plans are similar in principle, and that principle we esteem radically *wrong*. All are liable in a

greater or less degree to the same objections. A few of these we will name—

- I. Liability to appoint incompetent Examiners.
- II. Reëxamination of candidates once approved.
- III. The inconsistency of the examination of candidates for a profession, by those who are professors or tyros in other professions entirely separate and distinct from it.
- IV. The impossibility of securing a uniformity in Examinations in the same State, or any considerable section of it, or even from year to year in the same county.

V. A failure to stipulate what shall be the required qualifications of a Teacher, his time or course of study, and consequently a failure to recognize his office as one of the learned professions.

Other and minor objections we pass by. Either of the above seem to us fatal to the soundness and efficiency of the system.

We inquire for a remedy. In this we are warned that we must be brief. We are forcibly reminded also that it is easier to tear down than to build up. Nevertheless we believe there *is* a remedy, whether it shall be found in our panacea or not. When the friends of our present excellent school law shall cease to regard it with veneration equal to that with which the Mahommedans regard the Koran, that remedy will be found and applied.

It is proposed by some to return to the old system, making Directors also Examiners, or creating a Board of Examiners in each township. So long as these petty local examinations must continue, we should much prefer that plan to the present, for reasons which we have already given. It is objected that competent persons can not be found in each township for this purpose. We are inclined to regard this objection as a libel upon the intelligence of the people, but whether so or not, it is absolutely certain that those of *equal* competence with a majority of those now employed, can be found in tolerable abundance, so that the standard would not deteriorate. As a general rule the nearer you can bring all these questions to the people immediately concerned, the better. The principle involved, however, would still be wrong.

Again, it is proposed by others to give to the School Commissioner power to appoint County Examiners. This would be a very great improvement, whether those Boards be township or county Boards. It would obviate one or two serious objections which we have made, and especially improve the material composing these Boards. If the general system is to continue, we hope to see such an amendment adopted. If

at the same time authority were given to the Commissioner to issue general instructions to his appointees, adopting a standard, etc., much would be done toward securing uniformity of examinations. In this or any other case, provision should be made, so that certificates once granted should be good until revoked. No Teacher should be subjected to a reëxamination except in such cases. Further the Board should be required to visit schools as well as Teachers. We repeat again that these two powers should exist in the same Board. This is certainly essential to the success of any system which requires the local examination of Teachers. Let it be understood that we favor these improvements, only upon the supposition that we are not to have a *radical* reform on this subject.

We think there is still a "better way," one that will elevate the character of the profession, or rather make it what it is not, and will never be under the present system—a profession—taking its proper rank among the others. We will briefly indicate our plan :

Let the law prescribe a course of study for the Teacher, or sanction the course of study which any of our Colleges, and especially those more directly under its legislative control, may lay down for the education of Teachers. Let all Colleges which choose to create a Teachers' Department, be authorized to issue a Teachers' diploma or license, after a full compliance with the prescribed terms of study, and a satisfactory examination before a Board of Censors, appointed by the Governor and School Commissioner. Let this diploma be *prima facie* evidence of ability to teach, and legal authority to do so, whenever the person holding it has contracted with a Board of Education.

Then let the tyro go out into the world like the Minister, Doctor and Lawyer, to find business if he can, and relying, like them, upon his actual merits and success for a continuation of his employment.

Throw him upon his own resources and skill for success. Make the local Boards, as now, conservators of the schools, adding, if necessary, more stringent authority than they now possess, in regard to the dismissal of Teachers, etc.

The State might institute schools for this special purpose, yet we do not deem it necessary. With such encouragement placed before our Colleges, a department would forthwith spring up in all of them, allotted to this enterprise. The demand would be supplied. We have not space to give the many reasons which occur to us in favor of this plan, but submit it, asking for it the consideration which the subject merits.

If we shall succeed in calling the careful attention of Teachers and

friends of education to this important subject, we shall have done all that we intended, and shall cheerfully join them in any measure or measures which will promise an improvement, believing that reflection will convince them as it has ourself, that a reform is greatly needed.

W. C. C.

Mansfield, Sept. 5th, 1857.

PHONETICS AT ANTIOCH COLLEGE.

An invitation from the Ohio Phonetic Association, to say why I believed the Phonetic Reform needful and available, which invitation I accepted, enabled me to spend two days of last week at Yellow Springs.

The meetings of the Association were held in the Chapel of Antioch College, and were attended by many of the students, male and female, and by the President and Faculty. The President, Horace Mann, was courteous in a high degree to the delegates. He invited them to his house, and publicly expressed himself a convert to the cause they advocated. Aside from an interest in the Phonetic Convention, I was pleased to visit Yellow Springs. It has historic and romantic interest, and, through Antioch College and its President, peculiar educational interest.

The head waters of the Little Miami river, breaking through a romantic glen, affording cascades, and exhibiting curiosities in rocks and trees, furnish a delightful resort for students, and other lovers of the beautiful in nature; while the spot pointed out as the birth-place of Tecumseh, and the remains of a log cabin, said to have been built and occupied by Robert Owen, the Socialist, during his visit to America, afford food for reflection and speculation for all who love relics, who are moved by memories of the past, or who may be sad over such lessons as Owen's failures suggest.

Coming out of the glen, after one has been thinking whether Tecumseh's people were the mound-builders or not; speculating on what might have been the character of the people in that valley; how Owen established a colony; and then remembering the recent struggle against the "free love" influences of Memnonia, the College buildings arrest peculiar attention. With Antioch there are novel associations. It has a way of its own, and that way, in one respect at least, is diametrically opposed to established college customs. Antioch encourages the

assembling together of young men and young women for the purposes of study and of recitation. At prayers, in its chapel, male and female voices blend; so they do in the college halls, in class-rooms, and at social gatherings, authorized by the President or some one of the Faculty.

Thus far the experiment has succeeded well. The prospects of the College are now encouraging. The classes are fuller than they have been since the first term, when scholarships were good for tuition.

Whether Horace Mann's severe discipline against tobacco, profanity and wine, and his liberal policy respecting the joint instruction of young men and young women, will find friends enough to afford Antioch continued support, is a question which experience alone can settle; but that boys and girls, educated under such auspices, will be better men and women than those educated without it, no person can dispute who has faith in commands and counsels against vice. Boys who, at college, neither swear nor chew tobacco, nor drink spirituous liquors, may not become abler politicians or shrewder financiers than boys who, when students, learned to delight in "small vices," but they will certainly be purer men, so long as they practice what their college rules enforce.

To all reflecting parents, Antioch presents interesting inquiries. If our Common Schools, with boys and girls in the same classes, are better schools than those in which the sexes are separated, why may not a College for young men and women be better than one for young men alone, or than a Seminary for young women alone? It is worth while, at least, to watch how experience at Antioch will answer this question.

To return now to the Phonetic Association, I must announce that the proceedings are to be published in full, in a pamphlet. Benn Pittman remained at Yellow Springs, to give Phonetic instruction for a few days in the Common Schools, and Phonographic instruction in the College. Mr. Royce, the State Phonetic Agent, went to Lebanon, for the purpose of teaching Phonetics for a few days in the South-west Normal School. Facts reported at the Convention, by Teachers from different parts of the State, show that the practice of teaching Phonetic reading, as an aid to the Romanic, is gradually becoming frequent.

The next meeting of the Association will probably be held at Columbus, during the last week of December.

W. T. C.

PHONETIC TEACHING.

BY CHAS. S. ROYCE.

BRO. CALDWELL—It is known to you, and to most of the Teachers of the State, that I have long advocated the introduction of Phonotypy into the Primary classes in our schools, as a means not only of making *better readers and spellers* in the common mode, but for the great saving of time.

About a year since, Mrs. M. V. Longley, of Cincinnati, was employed to teach the Primary department of one of the Ward Schools of Indianapolis, and Phonotypy was introduced for the purpose of testing its merits. Mrs. Longley, though a correct Phonetician, had had very little experience in teaching. Her school was large; and accessions were made to it at various times during the year. There were from fifty to seventy-five pupils.

The Annual Report of Geo. B. Stone, Esq., Superintendent of the schools, thus alludes to the experiment: "The result of the experiment which has been tried in the Fifth Ward Primary School, *has been all that could have been expected.* Classes have been formed at eight different times during the course of the year. The two first formed *have made the transition from Phonetic to common print, and are now reading in the Indiana Second Reader.* The first class made the transition three months since, and can now read and spell accurately any thing in the first 120 pages of the reader above mentioned. This was fully tested in the recent examination, in which all the reading and spelling exercises were selected by the Trustees and visitors. There was *great distinctness in articulation and enunciation, readiness in pronouncing words, good emphasis, and a varied intonation, which surpassed any thing we have heard in any Primary School.*

"In spelling, although difficult exercises were selected, and in various parts of the book, *not a single word was missed*—equaling in this respect our very best schools taught by the alphabetic method.

"I refer to the spelling particularly, because, as children in the Phonetic method are taught to spell by sound during the whole time they read the Phonetic print, it might be reasonably supposed that in this point they would be behind those who are taught in the usual way.

"The second class made the transition four weeks since, and now read *tolerably well* in the Second Reader. One little boy in this class, his parents were unable to teach his letters after more than a year's

trial. A year by the Phonetic method, and he is reading in the Second Reader.

“It will be seen by the facts here given, that the transition from one print to the other *is attended with no difficulty*. One of these classes began the common print eleven weeks ago, and the other only four weeks. No Intermédiate or Transition Reader is needed. From the Phonetic First Book, scholars can pass directly into the Second Reader. Our own experience and that of others, show us that children *will learn the letters of the common print, without the aid of Teachers*, before leaving the Phonetic books.”

In the above quotation I am responsible for the italicising. Notwithstanding the success that has attended the trial, Mr. Stone, or perhaps I should say the School Board, will introduce Phonotypy into but two additional schools the coming year. Though for years I have ceased to have a doubt respecting the superiority of the Phonetic system in teaching the first rudiments of Romanic reading, I admire the caution that they show in its introduction in Indianapolis. But I cannot admire the caution that keeps many of the best Teachers of Ohio from even making the experiment, when every fair trial, in our State, has shown that not only may we *save time, and make better readers and spellers*, but that the Phonetic system also *gives to children a love of study, a self-reliance, and an early use of their reasoning powers*, not given by the old method.

I hope that such of our Teachers and school officers, as can, will visit the schools of Indianapolis, and see for themselves the working of this time-saving system.

When my labors shall have closed in the fall Institutes, I shall be glad to aid personally in the introduction of Phonotypy into the Primary Schools of the State.

Huron (not Hudson), Erie Co., O., July, 1857.

INDIANAPOLIS, IND., Sept. 4, 1857.

FRIEND CALDWELL—I am at the Capital of Hoosierdom, making my temporary home with Mr. Stone, the editor of the Indiana Journal, and Superintendent of the City Schools. I came here to assist two Primary Teachers, who, for the first time, are using Phonotypy as a means of teaching the first rudiments of Romanic reading. The experiment of last year is continued this year, and *one* school is added instead of *two*, as I told you would be the case. It is solid pleasure to hear the children that have made the transition into the Romanic print, read

and spell. They read and spell very much better than others, who have been in school longer than they—yes, than some that were reading and spelling when they commenced attending school.

You are probably aware that the population and business of this city have nearly doubled within the last three years.

As a youth of rapid growth thrusts his limbs too far through coat sleeves and pants, so does Indianapolis show that she is outgrowing her school facilities. Children are transferred from one ward to another for temporary accommodation. School houses are too small for the accommodation of the pupils; especially is this the case with the entries or passages. Two hundred or more children, without respect to sex or size, are, necessarily, required to pass through an entry too small to accommodate one-fourth the number.

The High School building is an old two story brick building, which, I think, was once a Ward or District School building. It stands on a good lot of some four acres, I judge, and is quite central in its location. In that, there are separate entries for the sexes.

Formerly, the sexes were taught in separate school rooms, and yet used the same entrance, as I have said, in most of the buildings. Since Mr. Stone has been here, he has been gradually bringing them together. I think they had Primary Schools for boys, and the same for girls.

Last year, he had so far overcome this squeamishness of *old maids*, of both sexes, as to bring the sexes together in the recitation room, even of the High School, though they were seated in different rooms. This year, from Primary to High School, they are seated in the same rooms. The change has been so gradual and noiseless, that the people have hardly been cognizant of it.

Mr. Stone is well qualified for his post. As a practical Teacher he can take hold and teach in any school, from the lowest to the highest grade. I saw him give instruction in the Primary department; and he has taken the place of the Principal of the High School, who was unwell, since I have been here.

His last Annual Report will give you the statistics of his school. He seems to have, as he certainly deserves to have, the entire confidence of his corps of Teachers.

A FEW HINTS TO TEACHERS.

In few words, I wish to call the attention of the readers of the "Journal" to the importance of an improvement in the mode of teaching the useful and beautiful art of *writing*, as generally practiced in our Common Schools, especially in country districts.

I find in many schools that it is a custom, which prevails to a great extent, to allow the pupils to write *when* they please, *where* they please, and as *much* as they please; the Teachers finding, as they say, no time to set apart to devote exclusively to the instruction of a writing class, and in so doing, virtually practicing upon that threadbare error, that "writing is of secondary importance." Many seem to think, and in fact say, that pupils will learn to write without any particular instruction from the Teacher, merely by having copies to imitate. Now, let me ask, is it not necessary that learners be instructed to sit in certain positions, in order that they may write with ease? And how very important it is that children be shown how to hold the pen, even in their earliest efforts to learn to write.

Is it not evident, that the *muscles* of the hand and arm should be so trained, that the writer gain complete command over the motions of the same? If so, in what other way can the Teacher of fifty or sixty scholars so effectually accomplish these ends, as to improve a certain portion of time each day in giving general and individual instruction to a class in penmanship, excluding all other exercises during the time? While giving instruction daily to writing classes, the Teacher should never allow his pupils to grasp the pen tightly; for if they do so they soon exhaust the muscular power of the hand and arm, or at least greatly weaken it. The consequence is unsteadiness of the hand, and an entire unfitness to execute with neatness or ease the daily task in penmanship. Again, a decided improvement might be effected in teaching the art of writing, by Boards of Education recommending and adopting some one system of writing, to the exclusion of all others. Writing books containing printed copies should be used in every school; and every scholar, after being thoroughly drilled in the use of the pen, whether he has taken lessons in writing or not, in the old "hap-hazard" way, should be instructed in the first lessons of that system; and let him not leave the first book of the series until he has gained a *practical* knowledge of all it contains, and can *write* every mark and letter with facility and correctness. Then let each book be taken up in order and

mastered before the next is called into use. The Teacher should always insist on a thorough knowledge of the whole course, if at all practicable. A series of writing books should contain no less than twelve books or grades of lessons. The importance of this mode of instructing in penmanship is evident. Almost every one who has ever been connected with schools, in any way, knows how great the evils are arising from frequently changing Teachers, each of whom has a new system of writing, or, more likely, writes without system. Hence the necessity of school boards taking this matter into consideration, and as speedily and certainly as possible, correcting the evil by adopting a good system of writing, and adhering to it, and not changing upon the suggestion of every third class pedagogue.

JOHN R. STARKEY.

Cincinnati, Sept. 10, 1857.

Mathematical Department.

PROF. W. H. YOUNG, ATHENS, EDITOR.

[All communications for this Department should be addressed to the Editor, Ohio University, Athens, O.; and to be in time, must be mailed by the first of the month preceding that in which they are expected to appear.]

SOLUTIONS OF QUESTIONS PUBLISHED IN AUGUST.

No. 13. [The solutions furnished to this problem are so various and the results so different, while no one is satisfactory, that we would advise correspondents to try again. The nature of the problem seems to require a somewhat tedious approximation; yet we think a shorter method will meet the case, even without a resort to the Calculus. The "Salineville" correspondents assume a value for the arc in terms of the sine, versine, and chord. Will they furnish the authority, or the reasoning?]

No. 14. If a solid globe of glass be blown into a hollow sphere sphere one-eighth of an inch in thickness, what will be the diameter of the sphere?

SOLUTION BY A. SCHUYLER.

Let x = the diameter of the hollow sphere.

Then $x - \frac{1}{4}$ = the diameter of the hollow space within the shell.

The formula for the volume of a sphere is $\frac{1}{6} \pi D^3$.

Hence $\frac{1}{8} \pi \times 1728 =$ solidity of the glass.

$\frac{1}{8} \pi x^3 =$ volume included within the exterior surface, and

$\frac{1}{8} \pi (x - \frac{1}{4})^3 =$ volume included within the interior surface.

Therefore $\frac{1}{8} \pi x^3 - \frac{1}{8} \pi (x - \frac{1}{4})^3 = \frac{1}{8} \pi \times 1728$. Developing and reducing, and we have $x^2 - \frac{1}{4}x = \frac{110591}{48}$. Whence $x = 48.124945$ inches. Ans.

ACKNOWLEDGMENTS.—Both questions were solved by A. Schuyler, James McClung, Jos. Turnbull; No. 13, by J. L. C., and S. Harvey; No. 14, by Omega, and Jas. Rutherford. J. C. Anderson solved the questions published in July.

Prof. McFarland suggests that the answer given, in the July number, to No. 6, is the *horizontal* "skip;" while the question calls for the distance skipped, *measured on BC*. Mr. Schuyler calls our attention to No. 8. We only give the rule, and result; not claiming a demonstration, which, to be *complete*, would be lengthy, and, we think, uninteresting to the majority.

EXPLANATION.—Despite our best endeavors to secure entire accuracy in representing the correspondents of the Mathematical Department, the September issue is full of mistakes. As we had promised, on a former occasion, the like should not occur again, it is due to ourself to explain. The proof, on being mailed to us for correction, was not *pre-paid*, and, of course, never left the post-office at Columbus. When it did not come to hand at the proper time, we concluded, relying on our former very particular instructions to that effect, that the "Mathematics" would be omitted. The Journal, however, soon arrived, mathematics, mistakes and all. We plead a loud *Not guilty*. The solution of No. 10, by Jas. McClung, especially suffered. We regret this very much, for we regard the solution a most beautiful application of the Mathematical Zero. An acquaintance with the Binomial Theorem will be sufficient to detect the errors, which are many. In the 2d line of solution No. 12, read "middle point of the line AB." J. B. Dunn's article on "Contractions," should have been set up as a *communication*. It contains several slight and readily detected typographical errors.

QUESTIONS FOR SOLUTION.

No. 18. *Arithmetical Question*.—Divide \$400 between A., B. and C., so that A. shall have one-fourth of the whole more than B., and B. one-third of the remainder more than C. J. L. C.

No. 19. Having given the perpendicular (a) between two parallel

chords, which include one-third the area of the circle, it is required to find the radius of that circle.

JAS. MCCLUNG.

No. 20. *Undecimation, or Proof of Multiplication and Division.*—Take any two numbers and multiply as usual. Then prove as follows: Subtract the left hand figure of the multiplicand from the one next to it on the right, borrowing 11 if necessary; and take this remainder from the next on the right, this remainder from the next, and so on, borrowing 11 whenever the figure to be subtracted is too large. Set down or retain in the mind the final remainder. Proceed in the same manner with the multiplier, and multiply the final remainder by that already obtained from the multiplicand. If this product contain two figures, *undecimate as before*, and take the remainder, thus obtained, from the left hand figure of the product, this remainder from the next, going from right to left. If the final remainder be zero, the product may be regarded correct. Examples:

(Ex. 1.)	926 180 <hr/> 74080 926 <hr/> 166680	2 4 <hr/> 8	(Ex. 2.)	327 142 <hr/> 654 1308 327 <hr/> 46434	8 10 <hr/> 80
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Explanation.—1st. Begin with multiplicand: 9 from 13 (borrowing 11) = 4, 4 from 6 = 2, which is set down on the right. Again, 1 from 8 = 7, 7 from 11 (borrowing) = 4; set down as before. $4 \times 2 = 8$. Now begin with the product on the right: 8 from 11 (borrowing) = 3, 3 from 8 = 5, 5 from 6 = 1, 1 from 6 = 5, 5 from 6 = 1, and 1 from 1 = 0. *Where the same figure is repeated, both may be omitted*, as may be seen above with the 6s.

2d. 3 from 13 (borrowing) = 10, 10 from 18 = 8. Again, 1 from 4 = 3, 3 from 13 = 10, $8 \times 10 = 80$. Here we have, *undecimating*, 8 from 11 = 3; and then beginning on the right of the product, we have 3 from 4 = 1, 1 from 3 = 2, 2 from 4 = 2, 2 from 6 = 4, and 4 from 4 = 0.

 *Required a demonstration of the rule.*

This method is equally applicable to division, where we consider the Divisor and Quotient as the factors, and the Dividend as the product. A remainder, if there be one, must be subtracted from the dividend before undecimating. In tracing out this property of the number 11, we have found much that is valuable, curious, and puzzling—some of which we shall notice hereafter.

IS THERE ANY SUCH POWER OF A QUANTITY AS THE ZERO POWER?

THEOREM FIFTH.—Any quantity whose exponent is zero, is equal to unity.—Vide *Ray's Algebra*, Part 2d, page 44th.

The principle enunciated in the theorem is one universally admitted by the authors of *Algebras* at the present time, or at least it is incorporated into their *Algebras*.

Though it may seem like presumption for me to differ with such mighty authority, I wish to present, through your valuable paper, a few objections that have arisen in my mind to this principle, and which I wish some one to remove, for they must be removed before I can assent to it.

1st. It conflicts with the definition of an exponent, viz: An exponent is a number showing how many times a quantity has been used as a factor, or multiplied into itself, to produce a given quantity. Hence, in the zero power, we have the number used no times as a factor, or we have no factor, and consequently no number.

2d. It conflicts with the principle, that there can be no *abstract* negative quantity unconnected with any other quantity. For the same process of reasoning that gives us a^2 , gives us also a^{-1} , a^{-2} , etc., as powers of a , in which the exponents -1 , -2 , etc., are abstract negative quantities, standing unconnected with any other quantity. We would like also to know the difference between a^2 and a^{-2} , if the number is used as a factor as many times as there are units in the exponent. True equations sometimes give negative results; but the result shows an absurdity in the statement of the problem, or a mistake in the solution, and I cannot see why it does not in this case.

3d. For every other power of quantities, we have a corresponding root. Thus, for the second power or square, we have the square root; for the cube, the cube root, etc.; but what would the zero root of a quantity be?

4th. By this theorem, I can prove that any quantity, no matter how small, is equal to any other quantity, no matter how large, and that all quantities are equal to each other. Let us take two identical equations:
 $(1000)^2 = (1000)^2$, and $1^2 = 1^2$.

Dividing both sides of each equation by the numbers squared in each case, and we have first, $(1000)^1 = 1000$, and $1^1 = 1$; then $(1000)^0 = 1$, and $1^0 = 1$, according to the theorem; hence $(1000)^0 = 1^0$.

Now if the axiom, that like powers of equal quantities are equal, be true, then its converse, that if like powers of two quantities are equal,

then the quantities themselves must be equal, is also true, or $1000 = 1$; and so of any other quantities—a palpable absurdity. Therefore, either our reasoning or premises must be incorrect; and as no flaw can be found in the reasoning or minor premise, our major premise, that $(1000)^0$ and 1^0 are each equal to unity, is incorrect.

I would reason, in such cases, as follows: In the equation $a^2 = a^2$, there are three factors, and only three on each side, viz: a , a and 1. Dividing by a , removes one a , and leaves $a \times 1$. Dividing by a again, cancels the remaining a , and leaves unity alone; and there cannot possibly be any other factor. The zero power of a quantity is used as a convenient method of showing what were the original factors of an algebraic expression; and when we attempt to make a mathematical principle of it, it will always produce absurdities, no matter how we attempt to reason on it.

CLARK BRADEN.

Orwell, Ashtabula Co., O.

ANSWERS TO QUESTIONS ON THE SCHOOL LAW.

BY THE STATE COMMISSIONER OF COMMON SCHOOLS.

QUESTION 3. (S.) Is it possible, under the School Laws of the State, for Township Boards so to distribute the school funds as to give the small districts an equal number of months of school with the larger ones? There are several sub-districts in this (Pike) county, which pay heavy taxes, but enumerate few youth. They do not receive funds sufficient to sustain schools half as long as do the more populous adjoining districts, which pay much less for the support of schools. Must the Board, in all cases, distribute funds according to the enumeration?

ANSWER. Section 24 of the School Law, as enacted in 1853, was explicit in requiring that distribution of funds, applicable to the payment of Teachers, should be in proportion to the youth enumerated. Its language was, "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 section sixteen, or other lands in lieu thereof, shall be distributed to the localities to which such funds belong."

This rule worked great injustice and inconvenience in many townships in all parts of the State. In some sub-districts, large sums of money were accumulated from surplus funds, over and above what was required to maintain their schools seven months in the year. In others, the amount received was not sufficient to maintain the schools for half that time. This arose from the inequality of the sub-districts in respect to the number of youth which they included.

But this evil was entirely removed by the amendment of this section, passed April 17th, 1857. The township tax which shall be levied for the continuation of schools after the State fund has been exhausted, may be distributed according to the necessities of the several sub-districts. That is, "*those sub-districts which contain comparatively a small number of resident youth of school age, and which, owing to sparseness of population, and other unavoidable obstacles, can not be enlarged without serious inconvenience to the inhabitants,*" may receive a greater share of the school fund than they could draw on the ground of enumeration.

Let it be understood that the moneys derived from the State levy of one and one-half mills on the dollar valuation, are still to be distributed to the several sub-districts, in proportion to the enumeration of scholars. The distribution of funds raised by the township tax for the continuation of schools after the State fund has been exhausted, are, alone, subject to the discretion of the Township Board of Education.

QUESTION 4. (S.) Can a sub-district, which has a surplus of money applicable to the payment of Teachers, be made to divide with smaller sub-districts in which there is a deficiency?

ANSWER. Inasmuch as section 24 of the general School Law, prior to its amendment, March 17, 1857, required that all funds such as are contemplated in the question, "shall be distributed to the several sub districts, and fractional parts thereof, in the township, in proportion to the enumeration of scholars," and as the operation of this rule has in numerous instances induced in townships the condition which the question implies, it is evident that the interests of education demand a refunding of surplus moneys, that the same may be applied to relieve the necessities of such sub-districts as are deficient in funds. But I know of no law which would "compell" the refunding of moneys received according to the explicit provisions of law. There is, however, a remedy which Township Boards of Education can apply in all such cases of injustice and inconvenience. By the amendment alluded to, Boards have authority to distribute the funds raised by townships for prolonging schools after the State fund has been exhausted, according to the necessities of the several sub-districts. If, therefore, a given sub district has a surplus on hand, the Board may take that fact into account, and at their next distribution make such a division of funds as would equalize the resources of all the sub-districts.

It is true that this remedy is *prospective* in its operation. It does not furnish *immediate* relief to the smaller sub-districts. Still, it assures them of relief at the earliest period consistent with the provisions of law.

QUESTION 5. (S.) Does the School Law require that the Superintendent of the schools in a city or village, be examined, and receive a certificate of qualifications to teach, in order to draw his pay from public funds?

ANSWER. No such office as that named in the question, is known to any existing School Law of the State. Section 13 of the general School Law, gives the Township Board authority to appoint *one of their own number* the Acting Manager of schools for the township. But this is not such an office, precisely, as that named in the inquiry.

That the character of this office may be understood, we must consider its accustomed duties. What, then, are the appropriate labors of a Superintendent of the schools of a village or city?

In our larger towns, the Superintendent devotes all his time to the general oversight and management of the schools. He recommends to the Board of Education suitable persons to be employed as Teachers. He frequently visits the several schools, and advises or directs the Teachers in regard to their duties.

He calls meetings of the Teachers, and gives them instruction in regard to teaching and discipline. He examines classes, and promotes pupils from grade to grade, according to their proficiency. He takes oversight of the buildings and other school property. In the smaller towns, he acts not only as a general Superintendent of the schools, but also as Teacher in some one of the departments; devoting, perhaps, one half his time to each of these branches of labor. In any case, his duties are just what the Board, his employers, may please to make them. No State law creates his office, or defines his duties. In all things, he is subject to the will of the power that gives him his position.

It needs no argument to prove that he is, virtually, the *Principal* of the schools; that is, the *head Teacher*, or the *foreman of the Teachers*, and as such Teacher, it is manifestly proper that he should receive from the proper source a certificate of qualifications. He receives his salary from the same fund, and in the same manner that other Teachers do. And as the law positively forbids the disbursement of this fund to any excepting Teachers holding the proper certificate of qualifications, it is plain that the question should receive an affirmative answer.

Editorial Department.

NATIONAL TEACHERS' ASSOCIATION.

As noted by us, a circular was issued to the "Teachers of the United States" — a very large family — calling upon them to meet at the city of Philadelphia on the 26th of August last.

At the appointed time, a large number of the friends of education were present, and organized a "National Teachers' Association." Pres't Lorin Andrews, of Kenyon College, was in attendance from Ohio.

The following Preamble and Constitution were adopted:

PREAMBLE.

To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States, we, whose names are subjoined, agree to adopt the following

CONSTITUTION.

ARTICLE I. Name.—This association shall be styled the "National Teachers' Association."

ART. II. Members.—Any gentleman who is regularly occupied in teaching in a public or private Elementary School, Common School, High School, Academy or Scientific School, College or University, or who is regularly employed as a private tutor, as the Editor of an Educational Journal, or as a Superintendent of Schools shall be eligible to membership.

Applications for admission to membership shall be made, or referred to the Board of Directors, or such committee of their own number as they shall appoint; and all who may be recommended by them, and accepted by a majority vote of the members present, shall be entitled to the privileges of the association, upon paying two dollars and signing this constitution.

Upon the recommendation of the Board of Directors, gentlemen may be elected as honorary members by a two-thirds vote of the members present, and as such, shall have all the rights of regular members, except those of voting and holding office.

Ladies engaged in teaching may, on the recommendation of the Board of Directors, become honorary members, and shall thereby possess the right of presenting, in the form of written essays (to be read by the Secretary or any other member whom they may select) their views upon the subject assigned for discussion.

Whenever a member of this association shall abandon the profession of teaching, or the business of editing an Educational Journal, or of superintending schools, he shall cease to be a member.

If one member shall be charged by another with immoral or dishonorable conduct, the charge shall be referred to the Board of Directors, or such a committee as they shall appoint, and if the charge shall be sustained by them, and afterwards by two-thirds of the members present at a regular meeting of the association, the person so charged shall forfeit his membership.

There shall be an annual fee of one dollar. If any one shall omit paying his fee for four years, his connection with the association shall cease.

A person eligible to membership, may become a life member by paying, at once, ten dollars.

ART. III. *Officers.*—The officers of this association shall be a President, twelve Vice Presidents, a Secretary, a Treasurer, and one Counselor for each State, District or Territory represented in the association. These officers, all of whom shall be elected by ballot, a majority of the votes cast being necessary for a choice, shall constitute the Board of Directors, and shall have power to appoint such committees from their own number as they shall deem expedient.

The President shall preside at all meetings of the association, and of the Board of Directors, and shall perform such other duties, and enjoy such privileges as by custom devolve upon and are enjoyed by a presiding officer. In his absence, the first Vice President in order who is present, shall preside; and in the absence of all the Vice Presidents, a pro tempore chairman shall be appointed on nomination, the Secretary putting the question.

The Secretary shall keep a full and just record of the proceedings of the association and of the Board of Directors; shall notify each member of the association or Board; shall conduct such correspondence as the Directors may assign; and shall have his records present at all meetings of the association and of the Board of Directors. In his absence, a Secretary pro tempore may be appointed.

The Treasurer shall receive and hold in safe keeping all moneys paid to the association; shall expend the same in accordance with the votes of the Directors or of the association; and shall keep an exact account of his receipts and expenditures, with vouchers for the latter, which account he shall render to the Board of Directors prior to each regular meeting of the association; he shall also present an abstract thereof to the association. The Treasurer shall give such bonds for the faithful discharge of his duties as may be required by the Board of Directors.

The Counselors shall have equal power with the other directors in performing the duties belonging to the Board.

The Board of Directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the association; shall make all necessary arrangements for its meetings; and shall do all in their power to render it a useful and honorable institution.

ART. IV. *Meetings.*—A meeting shall be held in August, 1858, after which the regular meetings shall be held biennially. The place and the precise time of meeting shall be determined by the Board of Directors.

The Board of Directors shall hold their regular meetings at the place and two hours before the time of the assembling of the association, and immediately after the adjournment of the same. Special meetings may be held at such other times and places as the Board or the President shall determine.

ART. V. *By-Laws.*—By-Laws, not inconsistent with this Constitution, may be adopted by a two-thirds vote of the association.

ART. VI. *Amendments.*—This Constitution may be altered or amended at a regular meeting, by the unanimous vote of the members present; or by a two-thirds vote of the members present, providing that the alteration or amendment have been substantially proposed at a previous regular meeting.

The officers chosen are as follows :

President—Z RICHARDS, Washington City, D. C.

Twelve Vice Presidents—For Ohio, LORIN ANDREWS.

Secretary—J. W. BULKLEY, New York.

Treasurer—T. MCCANN, Delaware.

These officers constitute a Board of Directors, who held a meeting immediately after the adjournment of the National Teachers' Association, and *Resolved* That the Association hold its next meeting in Cincinnati, Ohio, on the second Wednesday of August, 1858, at 10 o'clock, A. M.

They arranged to have six lecturers appointed for the next meeting—two from the Southern, two from the Western, one from the Middle, and one from the Eastern States. Messrs. Cann, of Georgia, Valentine, of New York, and Sheldon, of Massachusetts, were appointed a committee to secure lecturers from their respective districts.

The following gentlemen were appointed a committee to collect Educational Statistics of the country, and report at the next meeting of the Association, viz:

Messrs. D. B. Hagar, Jamaica Plains, Mass.; M. Woolson, Portland, Me.; D. H. Sanborn, Hopkinton, N. H.; C. Pease, Burlington, Vt.; J. Kingsbury, Providence, R. I.; C. Northend, New Britain, Ct.; A. Wilder, New York City; I. Peckham, Newark, N. J.; J. P. Wickersham, Millersville, Pa.; T. M. Cann, Wilmington, Del.; J. N. McJilton, Baltimore, Md.; Z. Richards, District of Columbia; J. Binford, Richmond, Va.; C. H. Wiley, Raleigh, N. C.; C. G. Messinger, Charleston, S. C.; B. Mallon, Savannah, Ga.; S. I. C. Swezey, Marion, Ala.; D. McConnell, Florida; Mr. —, Miss.; D. B. Slosson, Baton Rouge, La.; T. Fanning, Nashville, Tenn.; J. B. Dodd, Lexington, Ky.; W. T. Lucky, Fayette, Mo.; I. Maybaw, Lansing, Mich.; L. Andrews, Gambier, Ohio; G. B. Stone, Indianapolis, Ind.; D. Wilkins, Bloomington, Ill.; J. G. McMynn, Racine, Wis.; J. L. Enos, Cedar Rapids, Iowa; J. Denman, San Francisco, Cal.; W. Baker, Austin, Texas; E. D. Neil, St. Paul, Minn.; M. Oliphant, Kansas.

Mr. A. J. Rickoff, of Cincinnati, in connection with the several Counselors, was deputed to arrange as to railroad fares to the next meeting, and was appointed chairman of the Local Committee, to make the necessary arrangements for the meeting at Cincinnati, with power to select his own associates on the committee.

⁴ Welcome, Eastern brethren, to the West.

— Mr. Smyth, the School Commissioner, is busily engaged in securing full and prompt returns from the counties, to be embodied in his first Annual Report. He is seeking information in regard to numerous educational facts which hitherto have not been reported. Among these are the transactions of School Examiners, of Teachers' Institutes, the statistics in regard to the Colleges, Female Seminaries, and Academies of Ohio, and a distinct report from the Graded Schools of the State. Already have several circulars been sent out on this errand, and others will soon follow.

Reports from School Examiners are daily received, abounding in interesting and important facts in regard to candidates for the Teachers' profession. For example, in Licking county, of the 642 who have been examined during the past year, 16 have received certificates for two years, 69 for eighteen months, 180 for one year, 231 for six months, 12 for less than six months, and 134 were rejected.

In Shelby county, of 188 candidates, but one received a certificate for two years
In Sandusky county, of 317 examined, 12 were licensed for two years, and 64 were rejected.

These items indicate a degree of thoroughness on the part of Examiners which promises the happiest results to our schools. We hope that the day is not distant when incompetent Teachers will be obliged either to seek higher attainments, or devote themselves to some less responsible calling.

We bespeak for the Commissioner the cordial coöperation of all school authorities to whom he shall appeal for aid in securing the requisite data for a full report of the educational condition of the State.

— The people of Marion have just completed a noble school edifice, at an expense of \$25 000. It is to be dedicated on the 9th inst., when an address will be given by Commissioner Smyth.

SUPERINTENDENTS' MEETING.—This organization did not meet in Columbus on the 4th of Sept., as designed. A correspondent thus speaks of one of the topics assigned to him:

NEWARK, Aug. 31, 1857.

J. D. CALDWELL— I do not forget that the semi-annual meeting of our Superintendents' Association occurs this week. It will be impossible for me to attend, and I regret it. It is indeed strange that a Teacher, especially one that has served in the ministry so long as I have, should be affected by bank explosions! But so it is. The little cash I had is shut up in Franklin's Bank, which closed its doors last Thursday, and therefore it is out of my power to furnish means to pay my expenses to Columbus. Please make my excuse to the Association in such manner as you think best.

I was made chairman of a committee to report on Diplomas. I have wondered what the Association could expect from a committee on *this* subject. There can be no doubt in the minds of any, about the propriety of furnishing to those who complete the course of study, a certificate of that fact; and what is a diploma but such a certificate? Surely it cannot require the wisdom of so distinguished a committee, far less the combined wisdom of the Superintendents' Association, to say what shape it shall take, or how the simple fact it states shall be expressed! It might be a question whether that certificate shall be printed or written—whether it shall be parchment or paper—whether it shall be plain, or gilt, or beautifully embossed—whether, when the auspicious time comes, it shall be presented publicly or privately, by the President or Secretary of the Board of Education, or by the Superintendent. But these *nice* questions it could not have been the intention of the Association to commit; therefore, the chairman of the committee (his associates concurring) would offer, through J. D. Caldwell, Editor of the Journal of Education, (to whom doubtless this delicate and important duty may be safely committed,) the following resolutions:

1. *Resolved*, That Diplomas are expedient.
 2. *Resolved*, That they should be written or printed—on parchment or paper—gilt or plain—or embossed and signed, and delivered by whomsoever, and at such time and place, and in such manner, as each Board of Education shall in its wisdom designate.
- A. D.

— Do what you can, thoroughly; sham nothing.

— He who has never formed in his mind the idea of something superior to what he is used to, will never arrive at any great degree of excellence.

ERRATA.—In line 7, page 304, read \$1.000 instead of \$1.500.

— Important items and editorial articles have been crowded out of this number

ITEMS.

— The Teacher's Institute of Columbiana Co. will be held at New Lisbon during the first week in November.

— The Steubenville High School is now opened for the admission of pay pupils, outside of the corporation.

— Commencement of Muskingum College took place at Concord, on the 24th ult. Anniversary Address by Hon. Wm. Laurence, Washington O.

— Our next number will contain an interesting historical article on the Ohio University, Athens, accompanied with an engraving.

— A situation as Teacher in Primary School wanted for two young ladies, who are desirous of engaging permanently in the profession of teaching. Address T. S. Sedgwick, Chillicothe, O.

— W. B. Smith & Co., Publishers of School Books, Cincinnati, have removed into their elegant and commodious new edifice on Walnut St., near Fourth St.

— Michigan Teachers' Institutes for this month, are held as follows—holding ten days each: Ionia, Ionia Co., commencing Oct. 5th.

Lansing, Ingham Co., commencing Oct. 19th.

— Hon. S. S. Randall, Supt. of N. Y. Public Schools, having become possessed of important materials, is about issuing a Life of Jefferson.

— The Hon Robert Allyn has resigned the office of School Commissioner of Rhode Island, and has entered upon his duties as Professor of Ancient Languages and Literature in the Ohio University, to which he was recently elected. Prof. Allyn is a fine scholar and an efficient and successful educator. The Teachers of Ohio, as well as the Ohio University, may congratulate themselves on his accession to their ranks.

— The Athens Co. Teachers' Institute will open its session on the first Monday in October, and continue one week. Mr. Ogden, Mr. Royce and Prof. Allyn have engaged to be present. The Athenians will regard Teachers as guests, and accommodate all with board and lodging gratis.

— Mr. Edward E. Spalding of Chelmsford, Mass., has been chosen Principal of Pomeroy Academy, Pomeroy, Ohio, in place of A. A. Keen, appointed Professor of Greek and Latin in Tuft's College, Medford, Mass.

BOOKS, ETC.

— Cincinnati Guide and Business Director. F. W. Hurrt, Publisher, a well known school Teacher, has changed the direction of his energies, and has devoted himself to the publishing business.

— Introduction to Monteth's Manual of Geography, for junior classes. A. S. Barnes & Co., N. Y., 1857.

— Alabama Educational Journal, a monthly, quarto form, \$1.00 per year, commenced in January last. Wm. F. Perry, Editor and Proprietor, Montgomery, Ala.

— American Educator, No. 1, Vol. 1. Sept. 15, 1857. Wm. H. Boyd, New York.

— Educational Herald, Vol. 1, No. 5. July, 1857. Smith & Boyd, New York.

— The Rose Bud, Vol. 1, No. 1. July, 1857. Pupils of Union School, Mendon, Ill.

— The Polylingual Journal, a magazine in five languages—French, Spanish, Italian, German, and English, Vol. 1, No. 1. August, 1857; quarterly. Hiram C. Sparks, Editor, New York. \$2.00 per annum.

— The American Journal of Education for Sept. Henry Barnard, Hartford, Conn.

McGUFFEY'S NEW ECLECTIC READERS are having great and justly merited popularity among intelligent Teachers. Published by W. B. Smith & Co., Cincinnati.

THE
Ohio Journal of Education.

COLUMBUS, NOVEMBER, 1857.

SKETCH OF THE EARLY HISTORY OF THE OHIO UNIVERSITY

The dark and angry storm of the Revolution had spent its strength. Its last sullen mutterings had died away on the plains of Yorktown, and the black cloud of war had sunk behind the Atlantic billows. Except that occasional flashes of border warfare were playing on the western horizon, the bright sun of liberty and peace was shining in noontide splendor upon an excellent people.

Such was America in 1784, when the soldiers of the Continental Army, with many a burning tear and warm embrace, wrenched asunder the ties of long and endearing companionship in arms, and sought their homes and families. Yes, sought these — but found blackened ruins, ruined fortunes and scattered friends. New England had sent out her choicest spirits, her noblest blood. They suffered, they fought, they bled, they conquered, but the merciless foe had been abroad in the land with the fire and sword that spare not, and those hardy veterans found that poverty and want were, with them, the conditions of victory. True, the broad acres and noble forests of the interminable West were before them, and in this direction their “continental scrip” and military bounties were available, yet it was a hard thing to give up the purchase of their toil, privation and blood, and seek new homes even in the beautiful West, whose hills still resounded with the scream of the panther, and whose valleys were trailed by the wily savage.

It is a winter night in 1786. Generals Rufus Putnam and Benjamin Tupper are spending an evening of earnest conference at the hospitable home of the former, in Rutland, Massachusetts. We may now and then catch the words ‘soldiers,’ ‘west,’ ‘Ohio,’ ‘schools,’ ‘University,’ etc. The fire burns low on the hearth—the long night wears away—yet those patriot friends weary not of their thoughts, nor cease their

conference until the gray dawn comes and finds them the pledged leaders of an emigrant band. Two weeks later, Jan. 25, they issued a call to the officers and soldiers of the revolution to send delegates, to meet at the "Bunch of Grapes Tavern" in Boston, to organize a colony for the banks of the Ohio. Here is the origin of the Ohio Company, the first white settlers of the Northwest Territory. An organization was soon effected, such men as Gen. Putnam and Gen. Tupper, of the Massachusetts line, Gen. Parsons of the Connecticut, and Gen. Varnum of the Rhode Island lines, old Com. Whipple, who fired the first gun from a "Congress" ship, Dr. Manasseh Cutler, the sons of Gen. Israel Putnam, Colonels Cushing, Sproat, Oliver, Sargent, and others of enviable memory, were the leading minds of the enterprise. Articles of association were agreed upon, officers elected, and Manasseh Cutler and Winthrop Sargent commissioned to negotiate with Congress for a grant of land lying between the Muskingum and Scioto rivers. By the terms of the contract two townships were reserved for a University, and *the date of this contract, Oct. 27th, 1787, may be set down as the initiatory act in establishing the Ohio University.*

We cannot sufficiently admire the wisdom and forethought of the men who, though still wearing the sword, were the first to provide the sure conditions of a peaceful prosperity, on the spot where the red man's camp fire was still burning, and the arts of civilization were as strange as the wild forests were untamed. Let it be remembered that the Ohio University was the first educational institution provided for by an act of Congress, and that its originators and founders were the men who instituted the great and beneficent policy of providing for education in the northwest by the donation of public lands.

The readers of Ohio history may follow that band of soldier pioneers from their landing at Marietta, in 1788, through their block-house discipline, their pioneer privations, their border skirmishings, down to their final triumph of success and prosperity. Ours is another labor.

The University Townships were located by Gen. Putnam, in 1795, ere yet the settler's axe had rung its echoes within a score of miles, and with true classic taste, that designed for the seat of the University was christened *Athens*. One of the first acts of the first Territorial Legislature, convened in 1799, appointed Rufus Putnam and others to select a site and lay off a town. In 1800, their action was confirmed, and the town of Athens established. In 1802, a bill passed the Territorial General Assembly incorporating the *American Western University*, and appointing Rufus Putnam and others, Trustees. As no action

was taken under this bill, in 1804, the Territory in the meantime having become a State, another bill was passed, repealing the former, and incorporating the *Ohio University* with the following Board of Trustees, viz: Rufus Putnam, Elijah Backus, Dudley Woodbridge, Benjamin Tappan, Bazaleel Wells, Nathaniel Massie, Daniel Symmes, Daniel Story, Samuel Carpenter, James Kilbourne, Griffin Greene and Joseph Darlington. The act of incorporation also provided that the lands should be appraised and leased to occupants in consideration of the payment of an annual rent, amounting to six per cent. of the valuation, said lands being subject to a re-valuation at certain stated periods thereafter. Accordingly, among the archives of the University we find the following:

“At a meeting of the Trustees of the Ohio University, convened at the house of Dr. Eliphaz Perkins, in Athens, on the first Monday in June, 1804, the day ordered by his Excellency Edward Tiffin, Esq., Governor of the State of Ohio, for the first meeting—present the following Trustees, viz: His Exc’y Edward Tiffin, Elijah Backus, Rufus Putnam, Dudley Woodbridge, Daniel Story, Samuel Carpenter, James Kilbourne.”

The house of Dr. Perkins, here referred to, was one of the three or four cabins then standing, and built by himself and others, who, in 1797, had paddled their way up the Hockhocking in canoes, and made the first settlement in Athens. The Trustees met serious difficulties on the threshold of their labors. At this early date of American history our national inclination to “squat” had begun to manifest itself. Ever since the site of the University had been fixed, in 1795, new settlers had been coming and “squatting” on the lands, and it required no small degree of prudence, firmness and decision, to adjust the claims of conflicting parties, and protect the corporation in its rights. The Board remained in session some days, surveying and laying out lots, classifying lands, adjusting claims, etc.

Here is presented a scene of moral sublimity that we cannot duly appreciate. A company of veteran pioneers, laying aside the axe and shouldering the musket, traveling on foot or horse 40 to 100 miles through the haunts of the deer, panther and bear, to lay the foundation of a seat of learning, where the track of the elk and buffalo is still seen, and the red man gathers his winter’s store. It was not then, as now, when a single community may richly endow a college, and fill its halls with their own sons and daughters—the only palaces were cabins, the currency was skins and game, the high roads were Indian trails

and creeks. The revenue was wholly hypothetical, based on the rents of lands as yet uncultivated, and tenanted by denizens of the forest. Such were the auspices with which was held the first meeting of the Board of Trustees of the Ohio University. Yet there was a *future*, and for this they wrought.

Instead of waiting for population, the Board early adopted the policy of making a population by holding out superior inducements to settlers. Accordingly, in 1807, an Academy building was contracted for, and the work commenced. In 1808, the Rev. Jacob Lindley was chosen Preceptor, and shortly after entered upon his duties. In 1810, the Academy was in successful operation. During the next year, 1811, an "uncouth, over-grown boy," wood chopper by profession, left his *clearing* and entered the Academy, registering his name THOMAS EWING. At the same time Dr. Hempstead of Portsmouth, Hon. Jacob Parker of Mansfield, and others since distinguished, were students. In 1812, Mr. Artemas Sawyer, an accomplished Hebrew and classical, as well as a fluent French, Spanish, German and Italian scholar, was added to the Board of Instruction. In 1815, the first degree of Bachelor of Arts awarded in Ohio was conferred on Thomas Ewing, and Judge Parker of Mansfield, by the Ohio University.

In 1816, the Trustees, in answer to the imperative demands of the University, ventured to lay the corner-stone of the main College, a fine three story brick, 50 by 90 feet, now known as the Center College. The building cost twenty thousand dollars. As was feared, pecuniary embarrassments followed, which delayed the full organization of the University. This, however, was accomplished in 1820. In 1822 we find the board of Instruction recorded as follows:

Rev. James Irwine, A.M., President, and Prof. of Mathematics.

Joseph Dana, A.M., Prof. of Languages.

Rev. Jacob Lindley, A.M., Prof. of Rhetoric and Moral Phil.

Rev. Samuel D. Hoge, A.M., Prof. of Natural Science.

Henry D. Ward, A.M., Preceptor in the Academy.

At this time the University was in complete working order in all its departments. Literary societies had been organized a few years before, and were in the full tide of success. Respectable Libraries, Cabinets, etc., were already formed. On the roll of students were many names since known and honored in our State and nation. Here, then, seems to be a natural period for bringing to a close the early history of the Ohio University. We may add with propriety, that the old man, the patriot soldier, the veteran pioneer, the useful citizen, who nearly forty years before had spent an entire night in the enthusiastic contempla-

tion of a western home, with its towns and its cities, its churches, its schools and its UNIVERSITY, lived to see his brightest anticipations realized. Rufus Putnam died at Marietta in 1824, an aged, honored man. For the last few years of his life, extreme old age kept him from the meetings of the Trustees, yet more than one library shelf bends with the weight of his generosity, and more than one case of minerals and of antiquities testify to his unabated interest in rearing an institution of learning which will ever be a monument to his memory.

Let us skip a score and half of years, or more. At the time of writing, the mighty resources of Southern Ohio are just beginning to be developed. Athens county stands among the first for her hidden stores of salt, iron and coal. Athens, with her wild, romantic scenery, has become a thriving village; and, although for a quarter of a century cut off from advantages enjoyed by more accessible portions of the State, her omnibusses now echo to the rattling rail car, and she bids fair to recover by industry all that has been lost in time. The College campus has been adorned and beautified until it has no equal in the State. New and extensive buildings have been erected, furnishing dormitories for nearly two hundred students. The libraries have increased to six thousand volumes. Philosophical and chemical apparatus have been provided amply sufficient for all demands. The cabinet of shells is large. The cabinet of Indian curiosities and antiquities is rich and full. The cabinet of minerals is far superior to any other in the West. The list of alumni is long and honorable. The board of instruction is full. The number of students is greater, and the classes larger, than at any former period, and rapidly increasing.

LIST OF PRESIDENTS.

(Rev. Jacob Lindley, A.M., *Preceptor*, from 1808 to 1822.)

Rev. James Irwine, A.M., from 1822 to 1824.

Rev. Robert G. Wilson, D.D., from 1824 to 1839.

Rev. Wm. H. McGuffey, D.D., LL.D., from 1839 to 1843.

Rev. Alfred Ryors, D.D., from 1848 to 1852.

Rev. Solomon Howard, D.D., from 1852.

PRESENT FACULTY.

Rev. Solomon Howard, D.D., President, and Professor of Political Economy, Intellectual and Moral Philosophy, International and Constitutional Law.

Rev. James G. Blair, M.D., D.D., Vice President, and Professor of Mineralogy, Chemistry and Geology.

William H. Young, A.M., Professor of Mathematics and Analytical Mechanics.

Rev. Robert Allyn, A.M., Professor of Latin and Greek Languages and Literature.

Francis Brown, A.M., Principal of the Grammar School.

_____, Assistant in the Grammar School.

Frederick Dolmetsch, Teacher of German and French.

CALENDAR FOR 1857-8.

Fall Term begins	Sept. 3, 1857.
“ “ closes.....	Nov. 21, “
Winter Term begins	Dec. 3, “
“ “ closes.....	March 9, 1858.
Spring Term begins.....	March 25, “
Examination of the Senior Class begins.....	May 24, “
Annual Examinations begin.....	June 17, “
Baccalaureate Sermon.....	“ 20, “
Anniversary of the Beta Theta Pi Society.....	“ 21, “
Annual meeting of the Board of Trustees.....	“ 22, “
Anniversary of the Athenian Society.....	“ 22, “
Meeting of the Alumni, Anniversary of the Philomathian Society, and <i>Commencement</i>	“ 23, “

W. H. Y.

Ohio University, Oct., 1857.

REPORT ON NORMAL SCHOOLS.

MADE BY MR. J. OGDEN, TO THE STATE TEACHERS' ASSOCIATION.

(CONTINUED.)

Fifteenth question. “Do you use any text books on the theory and practice of teaching? if so, what are they?”

Mr. Phelps answers as follows: “‘Barnard’s National Education in Europe,’ and we intend also to use ‘Palmer’s Teacher’s Manual,’ ‘Page’s Theory and Practice,’ and kindred works. The intention is to make education in the various branches a subject of constant study during the entire pupilage of the future Teacher in the Normal School. We are yet young, being only one year and seven months old. Time is required, and means are necessary, fully to equip an establishment of this kind.”

Rhode Island answers: "We use no work as a text-book."

New York answers: "Page's Theory and Practice, and Lectures."

Westfield Normal School answers: "For reference, 'Northend's Teacher and Parent,' 'Page's Theory and Practice,' 'Annals of Education,' 'Common School Journal,' etc."

Salem: "We make more use of 'Emmerson's School and School-master' than any other; but we cannot strictly be said to use a text-book."

The difficulty in this particular, we apprehend, is that there is no work yet published that has treated the subject of didactics as a science. True, we have works in abundance, from which the professional Teacher may gather much valuable knowledge. We have, in fact, the whole encyclopedia of science, art and literature, and the unwritten experience of the whole profession from which to choose; but, unfortunately, these do not form a very *convenient volume*, either for *reference* or *study*. Half a lifetime might be spent in arranging and classifying, before anything like an intelligent system could be adopted and put in practice by the Teacher.

But we believe the whole system of *Didactics, general* and *special*, is susceptible of a philosophical and systematic classification, and that its principles and facts may be studied and applied in the education of man, thus giving it what the educational world has long claimed for it, a scientific character.

Sixteenth question. "Do you regard teaching a science, or an art susceptible of being taught like other sciences?"

Mr. Phelps remarks: "Education is undoubtedly both a science and art. As a science, it investigates and determines the laws which God has established to regulate the development of the manifold powers and faculties of the human being, considered physically, *socially*, intellectually and morally. As an art, it applies these laws in the cultivation, and as far as possible, to the perfection of man's threefold nature. The science of education is to be perfected by the same intelligent processes of observation, experiment and induction as other sciences. The Teacher should be both a philosopher and an artist—the school his laboratory, so to speak.

Rhode Island answers: "Yes; as much as Law, Medicine or Divinity."

Mr. Cochran, of New York, says: "I cannot answer in space of two lines without danger of being misapprehended." See 15th interrog.

Mr. Dickinson, from Westfield, answers: "*As a science*, the principles of which may be *taught*, and the best modes of applying them."

Mr. Edwards, from Salem, says: "*I do emphatically regard teaching a science and an art, susceptible of being taught like other sciences.*"

Now, upon the proper interpretation of this question, and the decision we pass upon it, seems to rest the whole issue as to the practicability and importance of Normal Schools. For, if there is no such thing as the "Science of Education," or "Art of Teaching," or even admitting there is such a science or art, in a vague sense, but that its principles are equally well developed in the Common School or College, then surely there would be no necessity for Normal Schools. They would only rank, in such a case, with the Academy and the College; and that they have, in too many instances, assumed this character, is too evident. But this only proves that they have thus far departed from their proper sphere, thereby giving occasion for the reproaches of their enemies. But because they have thus failed in a few instances, proves no more than what might be alleged against any other system or science, or indeed, against any other school; since the objection lies not against the system itself, but against its maladministration; for who would think of condemning the whole system of education because, forsooth, it has been abused, or had even failed to accomplish all it proposes? And yet those who pronounce against education as a science, or take grounds against philosophical means for developing it—as the Normal School proposes—are guilty of a similar inconsistency.

But then does the objector take ground against the the Normal School, contending that the Academy, Common School or College, accomplishes all that is desirable in a professional preparation? But then again, he subjects himself to a still worse difficulty: for admitting it to be a distinct science, as all must, no one would claim that its distinctive features would be developed without means *for* such development, any more than the science of Anatomy and Physiology would be developed by the study of Chemistry; or that a good practical physician would be made by simply passing the student through the collegiate course.

But again: will he take the ground that, when all the sciences are taught, then that of teaching will be taught also? This sounds like begging the question, or, at least, an unfair assumption. But, if it is meant by this position to include teaching as a distinct science, then we readily grant it. But what are the facts in the case? Are there any Colleges or institutions of any grade in the land, in which the science of teaching is made a distinct study? *None*, we believe, except the Normal School. And since there are none, why not establish some at once, or engraft such a feature upon the college course?

But time and space will not allow the discussion of this question at length here. Indeed it is unnecessary. Suffice it to say, that the opinion that there *is* a science of education, and an art of teaching, is fast gaining ground. Indeed it has become almost universal. Normal Schools, therefore, are fast taking rank with our best institutions. They are fast becoming what they are surely destined to become — the head of our system of popular education.

Seventeenth question. "Can you make your school strictly professional? Is this desirable?"

Mr. Phelps answers: "A Normal School properly conducted will be strictly professional. If it be not such, it fails of its object. But by 'strictly professional,' it is not to be understood that literary and scientific training is to be ignored. *Among* the most effective modes for *teaching the art of teaching*, is that of actually carrying the student over and *through the subject* which you would have him learn to teach, in such a way as best to *illustrate* the true principles which are to guide his own practice. The fundamental condition of success with every Teacher is, that he must himself know and understand that which he would have others know. The best mode of teaching an apprentice how to make a *shoe* would be to go through the *process with him*. And so of the art of teaching."

Rhode Island, writes: "We are obliged to give much instruction in the subjects to be taught, even in the Common School branches; yet try to make the school as strictly professional as possible. I would make it strictly so if it were in my power."

New York answers: "*No*," but seems to think it desirable.

Mr. Dickinson, of Westfield, says: "We cannot, but consider it very desirable."

Mr. Edwards, of Salem, says: "We cannot, because our students, when admitted, are not sufficiently prepared."

It is needless, perhaps, to quote further on this point. It is almost the universal opinion that Normal Schools should be strictly professional. But such is the imperfection of the literary attainments of those applying for admission, that so far as our own experience has gone, it has been found impracticable. We have generally managed, however, to form one class, embracing some forty or fifty of the more advanced, and made our instruction in that class strictly professional by lectures and practice in the Model School. At the same time, however, these students were pursuing their studies in the several branches of science.

(To be Continued.)

Communications.

MORAL TEACHING.

Have Teachers the true faith in the "Holy Writings," and the courage to habitually teach from them as they should? We give the reflections of a township school clerk.

"We cannot look upon the ruddy-faced little ones in the school room, without many speculative questions arising in our mind with reference to their future destiny. How many, by diligent application, will fill the expectations of fond and anxious parents? how many will go down to early graves in the spotless purity of childish innocence? how many will lead a blameless life, beloved by all who know them while living, and mourned by all who knew them when dead? how many will live to become active and useful citizens, ornaments and blessings to the society in which they are placed? how many with truth and honesty on their side, will struggle manfully along life's rugged path, yielding not to temptation, and faltering not at the obstacles to be overcome? and oh! the important question—how many will lay up treasure where moth and rust doth not corrupt, relying for support in the hour of trouble on Him who is able and mighty to save? and will bigoted sectarians claim the exclusive privilege of dictating and directing in this mighty interest, with which the present and future happiness of youth is so intimately and inseparably connected? Is no man qualified to teach or inculcate that system of sound morality, which, emanating from a divine source, is the true handmaid of religion, without first subscribing to the tenets of some particular sect? must the sacred volume be excluded from the daily reading of these youth because the Teacher is not a *professing* religionist? Would not such a course produce a narrow, prejudiced zeal, not *according*, to knowledge—a mistaken sense of religious duty, utterly destitute of that charity which vaunteth not itself and is not puffed up? But taking *another train*, and turning to the little ones individually, the interest will increase as we consider the probable strength of the various passions with which they are, for a wise purpose, endowed by nature, and the moral force necessary to control them. Peering into the shadowy future, we see this one a practical farmer, that one an intelligent mechanic, these eminent in some of the useful professions, those pushing out as hardy pioneers, to become the first pillars of the social fabric in some young

and growing State. The small boy, with mild expressive countenance, now carefully conning his simple lesson, may yet be the humble, but fervent messenger of heaven, whose earnest impassioned eloquence will plead the cause of suffering, sinful man at the throne of grace. And who knows but the meek little girl, now in childish accents reading aloud, may live to tread the missionary path along the Ganges and teach the Hindoo in his native home the sublime truths of that divine religion whose power is more potent, even on the savage idolator, than all the barbarous force a mighty Empire can command. Great is the responsibility of parent and Teacher; they form this plastic material, and in so doing they mould the future destiny of our happy land and its heaven-born institutions. If false views mar, and vicious habits destroy future usefulness, it will be the result of bad example and a want of proper training. Let no Teacher think himself acquitted when the daily course of study is accomplished: no, his work is scarcely commenced — forming correct habits, developing natural talents, making ardent, active, healthy, independent thinkers, instead of weakly, servile imitators — all this forms but a part of his study. Let no parent think *his* part of this great work done, when he sends his children to school; let him aid the Teacher, have a tacit understanding with him on everything relative to the child's interest, assist in choosing the *right kind* of School Directors, and visit the school to see its working for himself. And the School Director! Legislative enactments point out *his* duty; and with uplifted hand *he swears* to perform it — let him beware who trifles with an oath — to him are committed the interests of education in his district, and woe to the children of those who sustain him in the negligent, careless performance of his duty; they will reap the bitter fruits when it is too late to remedy the evil. Let the Director aid the Teacher in every judicious effort, support him with his legal authority when necessary, encouraging and *gently* enforcing regularity of attendance, visiting the schools *often*, and seeing for himself that *all is right*; all of this the *law and his oath require*. "SHARON."

Sharonville, O., Oct., 1857.

— Sweat is the destiny of all trades, whether of brows or of the mind. God never allowed any man to do nothing. How miserable is the condition of those men who spend the time as if it were given them, and not lent; as if hours were waste creatures, and such as should never be accounted of.

 COUNTY SUPERINTENDENTS.

When Samuel Lewis was Superintendent of Schools in Ohio, he advocated most earnestly the appointment of County Superintendents. His arguments were repeated by Secretaries of State, who subsequently were the superintendents of the School Department for Ohio. In 1845 a law was passed giving counties the privilege of electing School Superintendents. Only one county (Ashtabula) practically availed itself of the privilege. The appeals and arguments of Mr. Lewis, and his successors in office, were widely circulated in Pennsylvania and other States; and in Pennsylvania, at least, had more permanent influence than in Ohio. Counties in that State now elect school superintendents and fix their pay. In some counties the salaries are liberal. Ohio should practice what her best policy dictates. c.

 Mathematical Department.

PROF. W. H. YOUNG, ATHENS, EDITOR.

[All communications for this Department should be addressed to the Editor, Ohio University, Athens, O.; and to be in time, must be mailed by the first of the month preceding that in which they are expected to appear.]

 SOLUTIONS OF QUESTIONS PUBLISHED IN SEPTEMBER.

No. 15. There are three rectangular blocks of marble, all of the same shape, which is such that they may be placed together, so as to make a similar joint block. The largest is eight inches long. How long is the joint block?

SOLUTION BY A. A. K.—As the blocks are similar, we may suppose the two smaller to be equal, and together equal to the largest. Therefore, these two may be joined into one of the same shape and equal to the largest, and with it would constitute a similar joint block. Now, as the joint block will be *double* the large, 8 in. block, and as the contents of similar solids are as the cubes of their homologous edges, we have the proportion $1 : 2 :: (8)^3 : x^3$, whence $x = 10.07936$, the length of the joint block.

No. 16. Find three series of perfect squares, any term of the first of which shall be the sum or difference of the corresponding terms of the other two.

SOLUTION BY A. SCHUYLER.—Let a^2 , b^2 and $a^2 + b^2$, be the first terms, respectively, of the three series. Since $a^2 + b^2$, by the conditions, must be a perfect square, its square root will be some whole number greater than b . Therefore, let $\sqrt{a^2 + b^2} = b + n$, which gives $b = \frac{a^2 - n^2}{2n}$. To simplify the problem, let $n = 1$; then $b = \frac{a^2 - 1}{2}$.

But by hypothesis b is entire; hence $\frac{a^2 - 1}{2}$ is entire: therefore, $a^2 - 1$ is even, and consequently a is odd. Hence if, of any odd number, a be the square root of the first term of the first series, $b = \frac{a^2 - 1}{2}$ will be the square root of the first term of the second series, and $\sqrt{a^2 + b^2}$ will be the square root of the first term of the third series. * * * * * It will be found, on trial, that the problem admits of an indefinite number of solutions. For a full discussion of a similar problem, I would refer to page 337 of vol. III, Ohio Journal of Ed.

No. 17. Suppose the diameter of the upper base of the frustrum of a cone to be 20 in., that of the lower base 28 in., and the altitude 40 in., what will be the perpendicular distance between the lower base and a parallel plane, dividing the solid into two equivalent frustra?

SOLUTION BY JOS. TURNBULL.—Let x = the radius of the circle in the dividing plane. Then since the altitude and the difference of the radii of the bases are as 10 : 1, we have $10(14 - x)$ = required altitude. Then, from known principles, $\frac{\pi \cdot 10(14 - x)}{3} \times$

$(14^2 + 14x + x^2) = \frac{\pi \cdot 40}{4} (14^2 + 14 \times 10 + 10^2) \div 2$, one of the partial frustra, by the conditions, being equivalent to one-half the given frustrum. Hence we find $x = 12.32$ +, and $10(14 + x) = 16.7$ in., which was required.

ACKNOWLEDGMENTS.—No. 15 was solved by A. Schuyler, James McClung, A. A. K., and E. Adamson; No. 16, by A. Schuyler, Joseph Turnbull, E. Adamson, James McClung, and J. S. Burnham; No. 17, by Joseph Turnbull, E. Adamson, A. Schuyler, James McClung, and James Rutherford. A solution to No. 14, by J. N. Caldwell, arrived one day too late for acknowledgment last month.

Associate Editorial.

HIGH SCHOOL.

From Annual Report of E. E. WHITE, Sup't of Portsmouth Schools.

The High School is the crowning department of our schools — the capstone of the pyramid. It, however, not only surmounts and adorns the system, but it imparts strength, energy and vitality to it. It has been remarked that a High School is worth more in its influence upon the lower schools than all it costs, independent of the advantages received by its actual pupils. All experience attests the truth of this statement. The influence of a properly conducted High School permeates all the other schools, causing greater thoroughness, more regular attendance, and more exemplary conduct. It stimulates the teachers to greater exertions and vigilance, by exhibiting the results of their methods and labors in close proximity. It also secures greater uniformity of instruction in the lower grades of school. To the scholars in the lower classes it presents a strong and constant stimulus, exciting a desire for promotion and awakening a laudable emulation. Its influence upon the scholars of the Grammar Schools, in promoting diligence in study and correctness of deportment, is immediate and powerful. It offers a strong inducement to parents to continue their children in school, even at a little sacrifice, until they are qualified for an honorable promotion to the highest educational advantages of the children of their neighbors.

The organization of a successful High School is always followed by a large increase in the number of scholars in attendance upon the lower schools. It becomes a center of influence, imparting dignity and reputation to the entire school system.

The value of this department, however, does not consist wholly, or primarily, in its reflex influence upon the lower schools. It possesses within itself great merits and advantages. The demand for facilities to acquire a higher education is now imperative. The advantages and benefits flowing from such culture are numerous and evident. Colleges, Seminaries and High Schools exist wherever intelligence and refinement are valued. The great merit of the Public High School is, that it presents these high advantages, gratuitously and as a RIGHT, to all classes of the community. Its chief honor is, that many of those who are in it prepared for an enlarged usefulness would, but for its exist-

once, have entered upon the duties of life with nothing further than the mere rudiments of knowledge. "It takes the children of the people and sends them out into life, endowed with such eminent advantages of education that they will be a blessing to society, adorning their various pursuits with intelligence, enriching them with discoveries, elevating and equalizing the rank and respectability of their widely different occupations, making industry honorable, and securing to labor its proper dignity." *

The utility of the High School is further evinced in its permanency. It has oftentimes cost great effort to effect its organization, but when once a part of the public school system, it becomes as fixed as the very system itself. Its success silences all opposition and converts its enemies into advocates.

In order that the High School Department may possess these advantages and exert this influence in a high degree, it must be properly organized and wisely conducted.

1. In the first place, it must be adapted to the system of which it forms a part. In small cities and towns it must either contain a limited number of scholars, or its standard of admission must be low. The number and qualifications of the scholars annually admitted must depend upon the number and efficiency of the lower schools.

2. The course of study should secure a continuance and *thorough completion* of the work commenced in the departments below. If the standard of admission is low, the course of study should adapt itself accordingly. The attempt to put little boys and girls, that have not yet entered their *teens*, over a severe College curriculum, is a fatal error. Thoroughness in the common branches of study is the basis upon which alone a higher education can be successfully built. To plaster over an indifferent or superficial elementary scholar with a thin *coating* of Geology, Geometry, Chemistry and Astronomy—after the manner of those who convert wooden houses into stone—and then call the result a *higher education*, is a serious sham.

3. The examinations for admission should always be conducted in the most thorough and impartial manner. Scholars should feel that, to pass this ordeal successfully, is the reward of diligence and assiduous exertions in their studies. Let the impression creep into the lower schools that the examination is a "mere form," that a certain number of seats must be filled, or that scholars can slip in upon the general merits of their class, and the reflex influence of the High School is practically

* President Board of Education, New York City.

destroyed. Then, too, the success of the school, and the highest interests of the very scholars promoted, require a rigid adherence to the standard of admission, whatever it may be. Better let half of the seats in the High School be empty, than oblige scholars to enter classes and pursue studies for which they are not prepared.

INTUITIONAL INSTRUCTION.

These questions and answers should be carefully studied, and the full force of the language understood, and the instruction put in practice.

Dr. Wimmer has translated, for Barnard's Journal of Education, an interesting Catechism on Methods of Teaching, from Diesterweg's Year Book for 1855-6.

That portion which treats of Intuitional Instruction we quote :

1. What is the object of Intuitional Instruction ?

To prepare the child, who has just entered the Primary School, for formal school instruction.

2. What is therefore its external position in the course of instruction ?

It forms, as it were, the bridge from the liberty of home life to the regular discipline of the school; it is, in regard to instruction, an intermediate between home and school.

3. What is to be effected by it ?

The children are to learn to see and to hear accurately, to be attentive, to govern their imaginations, to observe, to keep quiet, and to speak distinctly and with the right emphasis.

4. With what objects must this preparatory education deal; having in view a "formal aim," but no acquisition of knowledge ?

Perceptible or perceived object; hence its name. It has a two-fold meaning; real observation by the senses—especially by eye and ear—and such management by the Teacher, that the objects, their qualities and conditions, are made vivid interior perceptions.

5. By what do we know that its end is attained ?

By the whole appearance of the children, and particularly by their correct and proper speech and pronunciation, which cannot be valued too highly from the first beginning.

6. What is the beginning of this instruction ?

After a conversation about father and mother, to gain their confidence, and after some directions concerning the mode of answering and

behaving in the school room, the first thing is to observe the room and its contents. The pupil is to be made acquainted with all around him; he must learn to see, to name, and describe exactly, all objects in the room.

7. What must be chiefly attended to from the first day?

A clear, emphatic statement in complete sentences; thus, what sort of thing is this? This thing is a chair, etc.

A comprehensive view of all qualities observed in an object, at the conclusion of each exercise. This is of the greatest importance in all instruction.

8. What is the second step?

Observation of the whole school, school-house, road, village or town, in their external qualities.

9. The third?

Observation of some of the animals in the place, and of man.

10. What next?

This depends upon circumstances. In general, it may be said, that the result of this instruction may be secured by from four to six hours a week during the first year. The duller children are, the longer it must be continued. It may be further extended to the trees and the plants of the neighborhood, the trades and employments of the people in the place, clouds, weather, wind, fire, water, sun, moon, stars, etc.; in short, to all objects accessible to real observation. Accurate contemplation, or description of models of mathematical bodies, may also be very advantageous. The Teacher should draw the streets and houses of the place before the eyes of the pupils on the blackboard.

Of the greatest importance, we may repeat, is the way in which the children speak and pronounce. A Teacher who is unmindful of this, prepares trouble for his whole professional career. The Teacher will show his skill in the suitable choice of objects, and especially in the varied and attractive treatment of them. Less depends upon the selection of what is to be discussed, than on the way in which the attention of the children is secured. If the proverb, "every way is good except the tiresome," be true any where, it is true here. As soon as the children get tired, the subject must be dropped. Success depends entirely on the activity of the children. This is true indeed of all teaching, but preëminently so where knowledge and technical ability are not aimed at, but only an awakening of the slumbering faculties, a "formal" end. Attention, liveliness, a desire to observe, and to answer, etc., are the measures for judging of success.

SCHOOLS — MANAGEMENT — RELIGIOUS EXERCISES.

The *Prairie Farmer*, Chicago, copied our article "Opening of a School in the Morning," from the May number, saying it was appropos there; and prefaced its republication with the following remarks:

The school room and its duties may be made attractive—more attractive than most school rooms are, if the ingenuity and tact of the Teacher, are exercised. Novelties are always pleasant to the young mind. Excitement of a proper character, and with a proper aim, always brightens eyes, transforms sour, inattentive faces, to happy, eager, attentive ones, and the child's mind thus stimulated grasps, almost instinctively, what before it seemed incapable to comprehend. Music, declamation, chants, reading in concert, spelling ditto, spelling by sounds, black-board exercises of all sorts, diagrams, simple drawing lessons, etc., etc., to relieve the monotony of study, are attended with the best results. A Teacher must think of these things and prepare something novel each day. If the children expect it, their attendance will be regular, and they will be prompt and wide awake.

Are the scholars stupid? So is the Teacher. The fault is generally with you, Teacher, for if it were not so, you would, long ere this, have invented some plan by which to have stimulated to action the capabilities of that dirty-faced urchin. He *has got it in him*—no mistake about it, and if you do not "break the crust," "peel off the bark," "soften the shell," and let the sunlight in, you are responsible for the hidden treasure, and for its disuse—are not qualified to teach—have mistaken your calling—better dismiss your school at once. But do not be discouraged if you fail in the first effort. There will be other opportunities, and other means to employ. Be vigilant.

"I can't do this sum, Miss R——, I have tried, and tried again, and it don't come out right." "Try again." Speak it kindly and encouragingly. Speak it firmly. Let the child understand you have confidence in his ability to overcome obstacles.

But our object was simply to call attention to the fact that religious exercises are not only important and essential, but an actual benefit to the mind—giving it direction, and rendering the scholar earnest, honest, respectful and teachable. *There is no person capable of conducting a school, who will not ask God's direction first!* The Teacher's relation to the pupil demands this.

— It is not intellect alone that we require in the schoolmaster. He may know all the *ics* and *ologies*, and be after all unfitted for his duties. As a matter of the first importance, a Teacher should manifest in all his teaching, and in his whole personal life and conversation, a deep conviction of the power and efficacy of religious principles; to form the mind and character of an immortal being by the development of every principle of good, and the repressing of every tendency to evil; to foster habits of purity, of industry, of honesty, of contentment, and, as the root of all, to lead him to the love and fear of God, is the first great duty of the school teacher of the present day.

— Knowledge is proud that he has learned so much; Wisdom is humble that he knows no more.

ANSWERS TO QUESTIONS ON THE SCHOOL LAW.

BY THE STATE COMMISSIONER OF COMMON SCHOOLS.

QUESTION 6. (S.) If directors furnish a Teacher with a set of written rules, and he gains the disapprobation of some parents by trying to carry them into effect, have the directors power to close the school before the term expires? Or, if a Teacher is discharged while he is complying with the reasonable requirements of the directors, can he not recover pay for the full term, according to the article of agreement?

ANSWER. Inquiries similar to the above, are frequently received at this office. Sec. 6 of the general School Law, makes it the duty of the school directors "to employ Teachers, * * * and to dismiss any Teacher, at any time, for such reasons as they may deem sufficient."

Section 11, of "An Act to amend, and supplementary to an act, entitled 'an act to provide for the reorganization, supervision and maintenance of Common Schools,' passed March 4, 1853," dated April 17, 1857, provides that "If the directors of any sub-district dismiss any Teacher for any frivolous or insufficient reason, such Teacher may bring suit against such sub-district, and if, on the trial of the cause, a judgment be obtained against the sub-district, the directors thereof shall certify to the Clerk of the Board the sum so found due, and he shall issue an order to the person entitled thereto, upon the township treasurer, to pay the same out of any money in his hands belonging to said sub-district, and applicable to the payment of Teachers. In such suits, process may be served upon the the clerk of the sub-district, and service upon him shall be sufficient."

These provisions are so clear and explicit as to render explanations unnecessary. Directors have power to dismiss a Teacher for such reasons as they may deem sufficient. But should the court before which the Teacher should bring suit, deem these reasons "frivolous or insufficient," such Teacher can recover such an amount as the court shall judge to be just and proper. Whether this amount, in any case, shall be the same as the "pay for the full term, according to the article of agreement," will, doubtless, depend upon the facts pertaining to each litigated case.

Competent and worthy Teachers are liable to be dismissed by incompetent and unworthy directors. But such cases will be exceedingly rare. The chief danger in regard to this matter is that worthless Teachers will be suffered to continue in charge of schools, when both justice and mercy demand that they should be dismissed from an employment for which they are utterly unqualified. Because a Teacher has obtained a certificate from a Board of Examiners, it does not of necessity follow that he is competent to take charge of the instruction of children and youth. In practical knowledge, tact and discretion, the directors may find him to be so deficient as to render his dismissal their imperative duty. In such a case, the Teacher could not, and should not recover damages.

QUESTION 7. (S.) Some two years since, the Board of Examiners for _____ county, granted a certificate of qualifications for teaching school to a certain young man of said county. He sustained the examination with great credit to himself, and gave satisfactory evidence of an excellent moral character. But upon trial, he failed in regard to government. He could not preserve due order in the school room, and before the time for which he had been engaged had ex-

pired, he was dismissed by the directors. He subsequently engaged in another school, and although he continued till the close of his engagement, he failed to maintain order, and the school was of little or no utility to those who attended it.

A few weeks since, he applied to be examined for another certificate, which the Board refused to grant, on the ground of his repeated failures in governing his pupils. Are the Examiners justifiable for this refusal?

ANSWER. Most certainly they are. Scholarship and moral character are not the only requisites required of Teachers. No qualifications are of higher importance than the ability to maintain due order in the school room.

Some young Teachers may fail for one term in governing a school, but after that experience, achieve satisfactory success as disciplinarians. For a single failure of this kind, they should not be rejected. But when it becomes a settled point that candidates are particularly deficient in the matter of government, they should be rejected by the Board.

Examiners need exercise discretion in deciding such cases.

A. SMYTH, *Commissioner.*

AN ALPHABET FOR BEGINNERS, ON THE BEGINNING OF EACH MONTH.

Above all rules observe this, Honesty is the best policy.

Be just to others, that you may be just to yourself.

Cut your coat according to your cloth.

Desperate cuts must have desperate cures.

Enough is as good as a feast.

Fair and softly go surely far.

Gentility, without ability, is worse than beggary.

Half a loaf is better than no bread.

Idle folks take the most pains.

Jokes are as bad coin to all but the jocular.

Keep your business and conscience well, and they will keep you well.

Live and let live; that is, do as you would be done by.

Misunderstandings are best prevented by pen and ink.

Never take credit; and, as much as possible, avoid giving it.

Out of debt, out of danger.

Passion will master you, if you do not master your passion.

Quick at meat, quick at work.

Revenge a wrong by forgiving it.

Short reckonings make long friends.

The early bird catches the worm.

Unmannerliness is not impolite as over politeness.

Venture not all you have at once.

Wade not in unknown waters.

Examine your accounts and your conduct every night.

You may find your worst enemy or best friend in yourself.

Zealously keep down little expenses, and you will not incur large ones.

"I AM A FALLING LEAF."

From "The Hallelujah."

VERY SLOW & SOFT.

1. I am a fall - ing leaf - - - The
2. I saw the sky so blue, - - - The

chl - ly waves have found me, I fade with those a -
birds were sing - ing o'er me, The flowers sprung up be -

round me, All mur - m'ring life is brief.
fore me, Of ev' - ry chang - ing hue.

3. The pleasant breeze was here,
It whisper'd every hour,
And held me in its power,
Light tossing in the air.

4. We fade as all else must;
No more the birds are calling,
The flowers and leaves are falling;
To-morrow we are dust.

Editorial Department.

SOCIAL SYMPATHY—READING PARTIES.

Mrs. Swisshelm says, in her *Letters to Country Girls*, "it is very natural for people to like to go to parties; and it is very right." Now every neighborhood in the country, towns and villages, should get up a little party to meet once a week, first at one neighbor's house, then at another's. Let all dress to look as well as possible; and those who are hosts for the evening, have some nice refreshments. Let old and young come, for an old people's party, or young people's party, is too stiff and silly; and when you meet at your party, read. Let the lady whose house it is in, ask whomsoever she thinks best, to read; or regularly by turns. Any thing funny, or any thing good you find through the week, take along and read it there. Laugh at one another's mistakes, and when any word occurs that any one present does not understand, let him or her ask about it. If no one knows it, hunt for it in a dictionary; or let every one write it down, take it home and find out the meaning before next evening's meeting.

Nothing is more agreeable than one of these reading parties. It accustoms all to reading aloud; and what is more pleasant in a country home in long evenings, than talking with the great and good of all ages? We intend beginning these reading parties in our neighborhood in a week or two, and more "fun" is expected than you can find in one of your stiff parties, where you have all to sit like a row of cups and saucers on a dresser, looking at one another in mute despair, and afraid to move for fear you may get broke, or else play "Dear Sister Phœbe," or dance until the perspiration rolls down your cheeks, as if you had been carrying melted metal at a furnace. Try a reading party, and make it a rule never to read any long article, and never to get angry for being laughed at."

School teachers, male and female, might be leading spirits in this enterprise; and we shall charge them nothing for the suggestion, but if they, in these happy and profitable assemblages, fill up one of the subscription papers of the *Ohio Journal of Education*, at their successive "Reading Parties," they will much gratify the Editor, who hopes that the *Journal* may furnish many happy topics, ranging

"From lively to severe."

In large towns and cities, social and literary reunions have been formed that have been of lasting improvement, and of historic interest. Prof. Mansfield speaks of such, held in Cincinnati, at the hospitable mansion of Dr. Drake, which possessed all the charms of information, genius, wit and kindness. He gives us this lively picture, from memory, of these social meetings:

"The Doctor's plan of entertainment and instruction was peculiar. It was to avoid the rigidity and awkwardness of a mere literary party, and yet to keep the mind of the company occupied with questions for discussion, or topics for reading and composition. Thus the conversation never degenerated into mere gossip, nor was it ever forced into an unpleasant and unwilling gravity. We used to assemble early—about half-past seven—and when fully collected, the Doctor, who was the acknowledged chairman, rung his little bell for general attention. This caused no constraint, but simply brought us to a common point, which was to be the topic of the evening. Sometimes this was appointed before-

hand, sometimes it arose out of what was said or proposed on the occasion. Some evenings compositions were read on topics selected at the last meeting. On other evenings nothing was read, and the time was passed in a general discussion of some interesting question. Occasionally a piece of poetry or a story came in, to diversify and enliven the conversation. These, however, were rather interludes, than parts of the general plan, whose main object was the discussions of interesting questions belonging to society, literature, education and religion.

"The subjects were always of the suggestive or problematic kind, so that the ideas were fresh, the debate animated, and the utterance of opinions frank and spontaneous. There, in that little circle of ladies and gentlemen, I have heard many of the questions which have since occupied the public mind, talked over with an ability and a fullness of information which is seldom possessed by larger and more authoritative bodies. To the members of that circle, these meetings and discussions were invaluable. They were excited to think deeply of what the many think but superficially. They heard the ring of the Doctor's bell with the pleasure of those who delight in the communion of spirits, and revel in intellectual wealth.

"Nor was that meeting an unimportant affair; for nothing can be unimportant which directs minds whose influence spreads over a country; and such were here. I do not say what impressions they received; but I know that persons were assembled there, in pleasant converse, such as seldom meet in one place, and who since, going out into the world, have signalized their names in the annals of letters, science and benevolence. I shall violate no propriety by naming some of them, for those I shall name have been long known to the public. Dr. Drake was himself the head of the circle, whose suggestive mind furnished topics for others, and was ever ready to incite their energies and enliven their flagging conversation. General Edward King (father of Rufus King, President of Cincinnati School Board) was another, who, in spirit, manners and elocution, was a superior man, having the dignity of the old school, with the life of the new. His wife, since Mrs. Peters, and widely known for her active benevolence, and as the founder of the Philadelphia School of Design, and the Cincinnati Ladies' Picture Gallery, contributed several interesting articles for the circle, and was a most instructive member. Judge James Hall, then editor of the Western Monthly Magazine, whose name is known both in Europe and America, was also there. Professor Stowe, unsurpassed in biblical learning, and the person to whom we, in Ohio, are indebted for a valuable Report on the Prussian Public Schools, contributed his share to the conversation. Miss Harriet Beecher, now Mrs. Stowe, was just beginning to be known for her literary abilities, and about that time contributed several of her best stories to the press. She was not a ready talker, but when she spoke or wrote, showed both the strength and the humor of her mind. Her sister, Miss Catharine Beecher, so well known for her labors and usefulness in the cause of female education, and, recently, for the physical improvement of girls by means of Callisthenics, was a more easy and fluent conversationalist. Indeed, few people have more talent to entertain a company, or keep the ball of conversation going, than Miss Beecher; and she was as willing as she was able.

"Conspicuous, both in person and manners, was *Mrs. Caroline Lee Hentz*, (recently deceased,) whom none saw without admiring. She was what the world calls charming, and though since better known as an authoress, was personally quite remark able. She and her highly educated husband, a man on some subjects quite learned, but of such retiring habits as hid him from the public view, were then keeping a popular female seminary in Cincinnati. They were among the most active and interesting members of our coterie."

These recitals have been presented as hints to the teachers of the State of Ohio, in hopes that circles of a similar character may continue to be formed, wherever genial materials can be aggregated. It is not all of life merely to accumulate, accumulate, study, study, and become book-worms and recluses. Teachers are fitted for society, and the above illustrations show the influence of social sympathy in developing individual minds.

Dr. Albert Pickett, one of the most distinguished teachers of the West, counted among his pupils a number of the most gifted and most useful men of New York, where he taught in early life. The Professor adds, "If the history of Literature and Science be ever justly and philosophically written, it will be found that they owe more to the *social faculties of man*, than man owes to them. It is in the collision of minds that the fire of genius is struck out. It is in the communion of spirits that there bursts out from the cloud those flashings of a light within, which gives us a momentary glance at what the spirit was before darkness passed over Eden. It is the mutual hints, the continual inquiries, the accretions from other minds, the brilliant thought gradually elaborated, and the suggestions of excited imagination, which make up the beautiful woof of literature and the brightest inventions of science. The solitary student may work hard and well, but at last, unexcited by new suggestions and unsupported by kindly praise, he droops upon his wing and tires of his lonely flight!"

And on the importance of the communion of nonprofessional minds with our teachers in social gatherings, he continues:—"I have observed that, while all trades and professions need, for certain purposes, associations within themselves, yet in those associations they never rise above themselves. It all smells of the shop. To improve individually, or to elevate a class, there must be the communion of various minds. There must be ideas from without as well as within. The human spirit, like a plant, needs a genial soil, and draws nutriment from the whole atmosphere. To nurture it with only one element, and cast it off from all its natural surroundings, is to dwarf its growth, and while it may be perfect of its kind, is to render that kind below the magnitude and elevation to which it might have aspired."

— Let it be the subject of immediate attention of Teachers, Boards of Education and Boards of Examiners, to hunt up, arrange and make available for winter reading, the books sent last year and year preceding to each county for a Common School Library. Winter is coming on.

— Night Schools should now be prepared for. In Cincinnati there is not only ample provision for Primary and Grammar night schools, but a night High School and School of Design. Prepare instruction at night where practicable, for those detained from day schools.

— Ohio Graded Schools are now so well conducted, that children, instead of being sent abroad to school, are kept at home to receive the formation of their early habits under the Buckeye roof, by the parents who are most concerned in having them twined with all the affectionate sympathies and graces which can only grow up where sister and brother, father and mother, are united in making bright and strong, those sweet chains which bind as with links of steel the cultivated man and woman, to home and native land.

— Geological lectures and explorations might be made by competent Teachers on Saturdays, with hills and valleys for Lyceums, and pupils for audience.

— The effort, the mental exercise to attain, is often more valuable than the knowledge—the *how* often more important than the *what* in the art of learning.

— In the days of Dilworth and Daboll, Teachers drew on their own resources. Teachers now with so many advantages, must look to it, that in spite of their many new processes, they fail not to develop the mind of their pupils, by learning them to think. Let them bear in mind this *Mans-ly* expression, "Thoroughness, thoroughness, thoroughness is the secret of success in a Teacher."

— Teachers ! If you have not charity—the noble virtues of Faith and Hope—you are but as sounding brass, and discourse but the music of tinkling cymbals. With us, the youth of the humblest citizen has an equal share, with equal hand, to reach the prize contended for by the richest. Here in Ohio, this teeming middle ground of effort, we are not working in an isolated field, but in the garden of the world, in the circus or forum of which the East and West are spectators. In our Ohio schools, are youths to become the Humboldts, the Fremonts, Wilsons, Audubons, and Agassizs of science and research. We want the trainers to have not only heads but hearts.

In all human hearts there is an impressible place to be found if sought for. It is the duty of the Teacher to study his pupils.

— It has been said, he who has the 14th, 15th, 16th and 17th Chapters of St. John, has all he needs for life and death.

— Many Teachers have no trust in their mission. "Be game," we say; the waters of the sea of life bear up him who trusts it.

— Schiller says: "It is only through the morning gate of the beautiful that you can penetrate into the reasons of knowledge, and what we here feel as beauty, we shall one day recognize as truth."

— Let it be said of the Teacher, "He knew the truth, because he *did* the truth."

— In Edinburgh, Scotland, the Council of Education are about establishing a museum for educational purposes. It will contain plans and models of schools, of fittings and apparatus, desks, seats, books, etc. Such a one in Cleveland, Columbus and Cincinnati, would be properly appreciated, and resorted to by those engaged in education in this and adjoining States.

— A proposal has been made which promises well for another sort of education: To establish Industrial Schools, each of which shall comprise a "training family;" girls to be admitted and instructed during good behavior, in all that pertains to domestic economy and household duties.

Will it not be a surprise to have troops of young women skilled in the neglected accomplishments of roasting mutton, boiling potatoes, and making a shirt?

— The "Litter Box" has been recommended for use in schools, to be passed through the spaces between the seats each half day before the close of school, in which the scholars should deposit scraps of paper and other litter from the floor. A good plan, if the better one is not observed, of requiring no litter to be allowed on the floor. It would be well to have a basket in one corner in which should scrupulously be placed any scraps unavoidably made during school hours. At recess, a school room should be respected as something more sacred than a place to romp in, or as a play ground. To secure neat school rooms, some Teachers appoint weekly, from the pupils, committees of inspection.

— Teachers easily induced to abandon posts of usefulness and influence, merely on account of pecuniary promise, are taught a lesson by Oberlin, who placed some estimate upon the opportunities he possessed, and cared for the youth of his charge.

He would not leave his place; a much better living was offered him. "No," said he, "I have been ten years learning every head in my parish, and obtaining an inventory of their moral, intellectual and domestic wants; I have laid my plan: I must have ten years to carry it into execution, and the ten following to correct their faults and vices."

— It is with the lowest grade of pupils that the shaping process must commence. Here the best talent as *Educators*, not as mere *Instructors*, is wanted. Here we begin the development of character, the implanting of seeds of immortal growth, where love to God, and love to parent, and love to all mankind is taught, as well as knowledge of men and things.

— The Chairman of the Executive Committee advises us that the annual meeting of the Ohio State Teachers' Association will be held in Columbus on the 29th and 30th of December.

— Teachers should be careful of their own health, remembering that a man's constitution is like a good garment, which lasts the longer for being better taken care of, and is no more improved by bad treatment than a new beaver is made better by being banged about.

— The demand of emigration to the new Territories and Western States will require Teachers of different grades, adequate for pioneer duty. What a blessing to those new homes in the west will it be to have well cultivated Teachers, the product of the advanced spirit of the age. A drain will be made from our State for these Pioneer Schools, and Boards of Education must train up and employ a higher cultured and more practical race of instructors.

McGUFFEY'S NEW ECLECTIC READERS are having great and justly merited popularity among intelligent Teachers. Published by W. B. Smith & Co., Cincinnati.

— The circular of the State Commissioner, asking for anecdotes illustrating the inefficiencies of Teachers, will certainly be satisfied in the exhibition made by our correspondent:

"In looking over the Register of a school district, within the county of —, where I have been employed as a Teacher, the past summer, I found some very choice specimens of literature, orthography, etc., which I transcribed *verbatim et literatim*, and send them to you to be disposed of, in whole or in part, as you may deem proper. By applying the proper tests, I have no doubt it will be found that the enlargement of the capacities of some of our School Teachers, and perhaps some of our *School Directors*, is an object much to be desired, and that some Teachers need themselves to be taught.

"The Teacher employed last winter, commenced his Register thus: 'Daily Register of *Jacson Tp.*' His 'report' was of a 'School kept by A. B—, in District No. —, *Jacson Tp.*, commencing Jan. 12th 1856 and concluding March the 4th 1856' etc.

"He certifies his 'report' to be 'correct.' No less than 22 familiar names, in his enrollment of pupils, are misspelled. For example, Isriah for Azariah, Ansin Nellis for Anson Ellis, Olover for Oliver, Manerva for Minerva, Druzilla for Druzilla, Rody for Rhoda, Margat, Ester, Laisabeth in one instance, and Lisabeth in another for Elizabeth, Learyann berry for Leah Ann Berry, etc., etc.

"Extract from 'Report of I. T.— teacher' etc. 'This certifies the above report to be correct and the pupils have made very good progress, and generally obedient.'

"Given under my hand this 19th day of Nov. 1853

I. T.'

"(Very precise, formal and official.)

"From the 'Report' of J. G. M.:

"I certify the same to be correct and report progress in the scholars and peace and tranquillity predominate J. G. M. Teacher.'

"From the same, another term: 'The term was taught through in peace without any serious jargons and without the Directors having to assemble at any time for the purpose of settling difficulties J. G. M. Teacher.'

"In these extracts punctuation, etc., are strictly copied:

"School report of E. McL. *Teachess* in School District No. — Jackson Township — County State of Ohio for the term Ending July th 12 18— the number of Puples enrold During this School ware Males 27 Females 28 making in all 55 the average Daly attendance 27 the Brnches taught During this SChool was Reding' (it appears this *Teachess* did not teach *speling*) 'writing Arithmatick Gramer and Geography E. McL.'

"But the '*cap sheaf*' is the following: 'School Rules of Reglerlations for School District No. —'

"1st There shall be no whispering allowed during the hours of School onely in the way of Giting ther Lessing or in the way of Studen ther Lessings

"2nd now Scholar Shall use any profain vulgar or disrespectful language during the time he Stays at the School house or near it in Coming to or returning from School

"3rd no Scholar shall be allowed to retaliate when admonished or punished by the Teacher

"4th It Shall be the duty of every Scholar to Obey ther teacher in every Command that is rasonble as a Schooler

"On the violations of any of the abov named rules the Scholar thus violating shall be punished with a admonition or reprimanded or by a modrate whipping

"It is to be further observed that all Scholars above the age of 14 years the same becoming uncontrolable Shall if desired by the teacher be expelled from the School by the vice of the Directors Clerk R. G.

E. L. Prin.

Directors'

"This, you will say, must be a *dark and benighted corner of the earth*, where the 'Journal of Education' has not yet found its way. It may be so; but there are other corners as dark as this, if not darker. I have known School Directors who could not write their own names. The primary object of schools is the diffusion of knowledge. That great improvements have been made is not to be denied, but further progress is yet much wanted, and I think the question ought to receive a little more attention from School Examiners, than it has yet, how much, and what kind of knowledge a man can impart to others who knows nothing himself.

T."

MR. EDITOR:—Allow me, through the columns of the Journal, to address the members of the State Teacher' Association.

I have forwarded the following circular letter to every one who has been an officer of the Association since 1848:

ESTEEMED SIR:—Having been appointed by the State Teachers' Association, to audit the accounts and report upon the financial condition of the same at the next annual meeting, I therefore respectfully request that you will inform me what funds of the Association may have come into your hands or passed through them, in your official capacity or otherwise, and what disposition has been made of these funds, to the best of your knowledge.

If you have received or disbursed any funds, please state whether you have given or taken receipts for the same, and to or from whom; also, whether you have vouchers of any kind showing the disposition that has been made of any funds (belonging to the Association) which may have passed through your hands, and whether you will forward me copies of such vouchers, or whether you will require me to pay you a visit in order to see them.

I have consented to undertake the arduous duty of investigating the financial condition of the Association, in the hope of being able, by the kindly assistance of its members, so to place it before the public, that the strong claims which the Association possesses for public sympathy, respect and support, will be more generally recognized.

Solely influenced by these feelings, and soliciting the favor of a reply at your earliest convenience,

I have the honor to be, esteemed Sir,

Respectfully yours,

JOHN HOPLEY.

Bucyrus, Crawford Co., O., Sept 1857.

It is my desire to prepare an accurate and acceptable report, and to have it ready by the first day of the session. I wish therefore to solicit a prompt response from all whom I may have addressed, that the work of making the report may be so expedited as to enable me to present it as early as possible.

Should any read this to whom the above circular may not have been personally mailed, or who may not have received one, they will please consider this as addressed to them, so far as they may feel themselves able to throw any light upon the financial condition of our Association, and to that extent they are solicited to reply.

Those who may have received copies of the above circular by mail, are also requested to reply as speedily as convenient.

Very respectfully,

JOHN HOPLEY.

Bucyrus, Oct. 1857.

FLATTENING HEAD PROCESS.—Some savages press the heads of their papooses into some favorite shape, making one the pattern for the moulding of all the others. Some teachers, in effect, strive to do that with their pupils, seeking the silly gratification of seeing their *own image* impressed on their tender and yielding minds, instead of examining the outline of the image already impressed there, bringing out that. Kinmont says, let that image be produced in all its native contour and coloring; and let it be adorned and set off, not with foreign or exclusive ornaments, but with those universal graces and gifts which are the benefits of science, of literature, of morality. Thus, the likeness of the Creator will gradually rise up in interesting relief, in that *new mind*; and he will have a character of his own, not yours or mine, and he will be a new mirror on earth to reflect on the delighted eyes of mortals some of the hitherto unrevealed glories of the eternal.

SELECTIONS.

"Nature now spreads around in dreary hue,
A pall to cover all that summer knew."

THE BAD SYSTEM.—De Stael but utters the sentiments of every eminent writer on the subject, that the system is a bad one by which youth are taught to spell and read a little; to acquire a trifling knowledge of geography, grammar and arithmetic, without the power of using them. A system is a bad one by which that habit of mind is acquired, and which is so difficult to eradicate, of repeating and reading, without comprehending; of laboring, without getting any thing valuable; of keeping scholars going over the same thing in different forms, till they are tired and worn out; of breaking down the mind's flexibility, and narrowing its intrinsic force, by making it skip over the intermediate links by which successive ideas are kept up, and made to tend to some point; of obliging them to go forward, whether able or not, without knowing what they have been over, and thus making their heads a scene of confusion; which neglects the due cultivation of *all* the mental powers; which aims at giving a little knowledge to the *head*, while the heart is forgotten, or is held secondary; which allows without restraint a too free indulgence of the passions; and which looks upon man as a mere thing of earth, without reference to his high moral and intellectual capacity, and the destiny which awaits him in another existence. This we call a bad system."

WHAT WE WANT AND MUST HAVE.—We want "men whose minds have been disciplined in the school of rigid study and virtue; whose faculties have received polish, energy and firmness from their deep acquaintance with literature and science; men who have the power of arresting the attention of the most listless by taking hold of their intellect in the proper way; who can transfuse into minds their own knowledge, and make it an imperishable part of their stock. This, it may be said, is requiring much, and so it is; and the reason it is required is, because our children and our country demand it. We want and must have, if we expect justice done to our offspring and our purses, 'teachers who, by patience, observation, and a philosophic study of the working of the human mind, have acquired a knowledge of what is elementary in thoughts, and successive in their development, and who have learned the practice of the *art* of gradation in the art of instruction; who know the *art* of going backwards with what they know, or with their knowledge, in order to make their scholars comprehend them.' Men who are thus qualified are the ones wanted. One man of this character is worth a thousand of those gossips who lay claim to a perfect knowledge of the human mind, and who deal out at retail a certain round of school-book lessons and other men's thoughts, unable to strike out a glowing thought, or arrest the attention of wearied pupils, by animated description or just reasoning; who figure a feverish hour with an A, B, C book in one hand, and a slate pencil in the other, as lords of the academic floor—as masters and controllers of their scholars' minds.

Put the question to an enlightened teacher, what constitutes the soul of teaching, and mark his answer. It will be, that to teach successfully, it is necessary to become complete master of the operation of young minds; that, as much as possible, precision of instruction must be united with vivacity of impression; that it is not so much the depth of any science, as obscurity in the manner of presenting it, that hinders children from obtaining it; because they comprehend everything by degrees, and the essential point is to measure the steps by the

progress of reason in infancy ; and this progress, slow but sure, will lead as far as possible, if we abstain from hastening its course."

—"Do not hope," says Abbott, "to make all your pupils alike. Providence has determined that human minds should differ from each other, for the very purpose of giving variety and interest to this busy scene of life. Now, if it were possible for a teacher so to plan his operations as to send his pupils forth upon the community, formed on the same model as if they were framed by machinery, he would do so much, towards spoiling one of the wisest plans which the Almighty has formed, for making this world a happy scene. It is impossible, if it were wise, and it would be foolish if it were possible, to stimulate, by artificial means, the rose, in hope of its reaching the size and magnitude of the apple-tree, or to try to cultivate the fig and orange where wheat only will grow. No; it should be the teacher's main design, to shelter his pupils from every deleterious influence, and to bring everything to bear upon the community of minds before him, which will encourage, in each one, the development of its own native power. Error on this point is very common.

DILIGENCE AND DELIGHT.—It is a common observation, that unless a man takes a *delight* in a thing, he will never pursue it with pleasure or assiduity. *Diligentia*, diligence, is from *ditigo*, to love.

SCRAPS.

—It has been said that "God is an immense artist, and invites to His concerts only the great geniuses of humanity." This in one sense may be true, but all who have any of the nobler religious feelings are now inspired to worship.

"Behold congenial autumn comes,
The Sabbath of the year."

—The Teachers of Ohio, now that the beautiful days have come "when Autumn's yellow lustre gilds the world," in this harvest season of temporal blessings—should awaken in the youthful minds in their charge, a deepfelt gratitude to the bountiful Giver of all our good, and inculcate the important practical lesson, that

"All is the gift of industry, what'er
Exalts, embellishes, and renders life
Delightful."

The true Teacher, the warm friend of the human race, who has

"—— the large ambitious wish,
To make them blest ——,"

Should have also "the fearless great resolve"—"Great minds have wills ; others have only wishes."

As autumn comes, then star-girdled, "crowned with the sickle and wheaten sheaf," her cornucopia running over with glossy fruit, take hold of the hands and hearts of your pupils, Teachers, and lead them out to look on the golden pomp of Nature and thence up to God,

"The eternal cause support, and end of all!"

—"We are all bondsmen for each other ; the happiness of every individual is attached to the happiness of mankind."

INCH BY INCH UPWARDS.—That was the career of George Stephenson, the founder of the Railway system of England, the first constructor of the locomotive. He was born among the ashes and slag of a poor colliery village, in an unplastered room, with a clay floor, and a gar-

ret roof. But, content to mount by short, firm steps, keeping his eyes well to the ground that laid next before his feet, this collier and cow-boy, who, at eighteen, could not read nor write his own name, employed a poor teacher in a night school to instruct him in letters and pot-hooks, and finally got up the hill of difficulty, becoming a great and useful man.

ENDOWED SCHOOLS.—The friends of Norwich Free Academy, Connecticut, are rejoicing over the success of a new experiment they have made in adding to their free school system the feature of an endowed High School, securing by voluntary contribution a large fund in addition to that raised by taxes, to obtain the ablest instructors for their locality. This may all be well enough in a few instances, but the main reliance for the children of the "people" is in the money of the "people," expended from one common Treasury. When we have shown our devotion to the welfare of our "Primary" Grades, the tax payers will see it to their interest to contribute still more liberally for the higher schools.

CRAMMING.—By some "courses of study" more is given to the students to learn than they can digest. Much of the fault of the non-assimilation of the food given, is that of the Teacher; it is given in "chunks." Knowledge always pleases youth if properly presented; every thing of the nature of mental acquisition must, from our constitution, give us pleasure. In a recent discussion on this subject, we heard an experienced Teacher remark, "you can't cram a child, if the Teacher is vivacious, spirited and in earnest, if he gains the ear and heart of his pupil." He evidently believed in the doctrine—love your children—learn them to love you—and you can do what you please with them. Some Teachers appear to avoid making studies attractive, for fear that, in two years the children will know more than the master.

FLOWERS AND FISHES.—It has been said, that were the flowers of the world to be taken away, they would leave a blank in creation. We should be grateful, then, for the gift of flowers, and as the season approaches for their disappearance out doors, they should grace our school rooms. Not only cages of canaries, but fish ponds are now to be had in our houses as sources of study and pleasure. Basins of artificial sea water, small and large sizes, framed with glass sides and top, are constructed, or glass jars provided, in which are contained and preserved all the family of small fishes of the sea. It has been found that by placing a certain grass or aquatic plant in the water with the fish, the carbonic acid is decomposed and carbon restored to the water, so that with a snail to consume the mucus from the plant, water can be kept constantly pure in these artificial reservoirs, and the eye can at all times dwell upon the wonders of the finny tribe, in parlor or school room.

THE RECORDS OF MY SCHOOL.—Who would not derive a melancholy happiness in reading over a continuous record of the history of the important events of the school where he spent his boyhood days? Who was the first Teacher, the incidents of examination and exhibition days—the latter *white* days in the school calendar—change of trustees, names of important visitors, programme of hours of recitation, etc.; all these would bring up a thousand pleasing and saddening memories. The School Board of Cincinnati have ordered the Principals of all their schools to commence and continue such Records. There have been provided large blank books, of good paper, well bound, extra cover, with the title of the respective schools printed thereon, for the thirty odd schools of the Queen City. Some will seek out the early history of their school, to preface the record, and, thereafter, will follow the history, day by day, of the school. Will not there be local features of great interest in this enterprise? Is not there an appeal in this announcement, Teacher, for you to do likewise? We believe a truthful photograph might be taken of the living faces of each school room, as an additional memento of the charming past. Who will try it?

COOON TEACHERS.—HATRED OF WORK.—Rev. Henry Ward Beecher says: "God is the most wondrous worker in the Universe—facile, sleepless, untiring—but men, instead of counting it a joy to labor, are always striving to evade what is to them a burden, and look forward to the time when they can 'retire.'" As a worm feeding upon mulberry leaves, might say, "How glad I shall be when I am fat enough to roll myself into a cocoon." So they eat the leaves of duty, and long for no higher joy than this silk worm's happiness; and thus we have cocoon merchants, cocoon ministers, cocoon everything. We may add, that we have many cocoon Teachers, whose silk is not worth unwinding.

BE NEAT AND TIDY.—Don't let visitors say of your school, "Slovens teach there." There is a moral culture in cleanliness—pupils learn from the example of their preceptor—order is heaven's first law.

FALL AND WINTER READING.—School Teachers have it in their power to extend their literary labors far beyond the school room, and enliven the society of the neighborhood in which they dwell. Reading circles can be formed, meeting weekly in farmers' houses, where congenial spirits of both sexes may entertain each other in reading original and selected pieces, and welding all by charming conversation.

LOOK WELL TO YOUR CUSTOMS.—Accustom thyself and thy youth to what is highest and best. Lord Bacon says: "Mens' thoughts are much according to their inclination; their discourse and speeches according to their learning and infused opinions; but their deeds are often as they have been accustomed: therefore there is no trusting to the force of Nature, nor to the bravery of words, except it be corroborated with custom. Therefore, since custom is the principal magistrate of man's life, let men by all means endeavor to obtain good customs."

Boys in their plays at recess, and in their idling or occupation in vacation, as well as in school hours, are making up that bundle of habits which is to constitute their character as men. Parents and Teachers, look well to their customs.

"SCHOOL TONE."—Thayer, in his "Letters to a young Teacher," thus refers to that reproach to our schools, conveyed in the expression, "It was read in a *school* tone." The fault begins in the Primary School. The true idea of what reading is seems not to enter the minds of many Teachers, and hence this bad habit. I understand reading to be nothing more nor less than *talking with a book in hand*. Hence it should be, in practice, simply an imitation of *talking*; and the very first words read, and all that follow throughout the school life, should be given as if the sentiments were uttered in personal conversation. Instead of this, the scriptural injunction in our Primary School reading books, "No man may put off the law of God," is usually read, No-ah ma-an ma-ah poo-ut o-off the-ah law-er o-off Go-ud. Here then the remedy should be applied. The child should be told to repeat the sentence without the book, and be required to go over and over again with it, until he utters it correctly. The Teacher, of course, will give the proper reading of it after the pupil has made a faithful effort without success. Proceeding in this way, and never allowing an erroneous reading to pass uncorrected, the 'school tone' will never obtain a footing in the classes."

THE MUSIC LESSON.—Thank goodness, the thralldom is nearly over; the half hour for vocal music in many schools, instead of being a torture, a period of punishment, has become one of recreation, of delight. New methods have made of the science of vocal music, the easiest and most elementary of all the sciences of pleasure—a science within the reach of all ages, of all professions, of all fortunes. We have witnessed the elementary instruction in our public schools, of the enterprising and industrious Professor who furnishes the pages of music for the "Journal," whose methods, if adopted, will "flood with harmony the rising generation." We have before us his manuscript music, published by Applegate & Co., Cincinnati; Time Books, ruled with musical lines, to be filled up by the pupils; also "chants and hymns for the use of schools;" a blank and the words of a chant, a blank and the words of a hymn on each page—eight pages. The Teacher writes the music of the chant on the black board, and the pupils write the music themselves on their own books. The voices are classified in Prof. Mason's school, and the pupils show by their looks that their exercises never commence soon enough, or continue late enough.

LIBERALITY OF SENTIMENT.—That is to be taught youth as well as their letters and figures, man is selfish. "To acquire sentiments of liberality is not the work of a day, nor of months, but of years; they are generally the fruit of early instruction, for those opinions which we acquire in our youth make the deepest impression, and are longest retained. It is of great consequence, therefore, that the passions and opinions of young people should be early submitted to the discipline of reason, and that they should be taught to see things in their true light. Liberality of sentiment is the greatest sentiment of man, it embellishes all his other good qualities, and makes them shine with double lustre. Other virtues can only be exercised at particular times, but liberality is perpetually requisite. Liberality of sentiment gives an amiable cast to all our words and actions, and distinguishes one man from another more than any other quality, for it is more extensive in its operation."

THE
Ohio Journal of Education.

COLUMBUS, DECEMBER, 1857.

County Common School Superintendents.

The people of Ohio have just cause to be proud of their school system. We are emphatically an educational people. Nothing, however, has so retarded the progress of education in this State, as a persistent, unsound policy of forcing the official care of this important interest upon the hands of officers who should not be trammelled with it.

For the last twenty years, the people of Ohio have steadily manifested a willingness to have something decided and effectual done for education; yet this feeling seems ever to have been unfortunately restrained by a fear lest too earnest an action might be taken; consequently, the progress of education has been seriously impeded, and all beneficial action partially neutralized by indecisive, hesitating, half-way measures, inevitably tending to dissipate much of the benefit intended to be conveyed.

For many years the official charge of our Common Schools devolved upon the Secretary of State, and he was expected to devote a portion of time that he could not well spare to the concerns of an interest which it was impossible for him thoroughly to investigate.

Under our present law, a grand advance has been made, but yet the same retarding policy trammels the amount of good capable of being effected. A clerk who can ill spare any time from his own peculiar duties, is allotted to our State Commissioner, who, for the want of efficient assistance, finds himself overburdened and worn out, without being able to accomplish all that might be done and all that education requires.

As we descend the scale, the evils of this exacting, half-way policy, become more apparent. Our County Auditors find their office saddled with duties, many of which, to say the least, might with equal propri-

ety and justice, be imposed upon the Clerk or Probate Judge; while our County Boards of Examiners, Township Clerks and Township Boards of Education, are expected to do much arduous labor for nothing; their duties are therefore not unfrequently performed in a careless, imperfect and unsatisfactory manner, not altogether to be unexpected.

Yet upon these very officers the success or failure of our school system depends. They are the executive, who bring the school law into immediate contact with the people, and through whom the people feel and experience its practical workings. How important, then, it becomes, that the school law should, in all its details, be intelligently and judiciously administered, that those most interested in its success, should have the most favorable opportunity of testing its merits! Yet what can be expected, when on examining our school laws, we find them entrusted, for their execution, to men who either serve for nothing, or who cannot but regard them as a burden forced upon their office in addition to other exacting duties!

The most serious objection which the opponents of the present school system have been able to urge against it is, that it is unwieldy and cumbersome in its details; that Township Boards of Education are a useless innovation, that they are uninformed in regard to their duties, unmanageable in their action, and given to tyranny. This, perhaps, its friends also have found to be its most salient point. It is not often that additions simplify, they rather tend to complicate; but, in the present instance, our school system needs but one addition to make it so simple, so direct, so concentrated, and so harmonious in its action, that no further obstacles will exist calculated to impede us in our rapid progress to perfection.

The establishment of County Common School Superintendents is referred to, and the remainder of this article will be devoted to suggestions and remarks upon the duties pertaining to such an office.

As the school interests of the whole State are centralized in one head, recognized as the School Commissioner, so the school interests of each county should be centered in one responsible local officer.

In presenting a sketch suggestive of the duties of County Superintendents of Common Schools, a few remarks illustrative or explanatory of the same, may not be altogether inappropriate.

I. The County Superintendent of Common Schools should be, ex officio, president of every Township Board of Education. It should be his duty to convene the same by public notice, properly published, twice a year, and to preside at all their regular and adjourned meetings, of which he should see that an accurate record is kept.

As our Township Boards of Education now exist, many of them are broad farces. There is neither order, system or regularity in them—nothing but confusion. The most important interest of community, in many townships, appears only to obtain a struggling existence at all, because it is hard to annihilate so important a local affair so long as there are public funds to be distributed and Common School Teachers to secure them.

There are many well-intentioned and intelligent men in our Township Boards of Education, but they are not a majority, and are not always so circumstanced that they can exercise a leading influence, and control the action of the Board for good. Many who compose these Boards feel themselves taxed in time and labor, and have frequently but little interest in the welfare of education; possibly they are even opposed to the school law itself, and were therefore elected. Such men arrive late at the meeting, and are the first to break it up by their departure; such also are anxious to hurry every thing through, and, impatient of delay, create the confusion and occasion the mismanagement of which they are afterwards the loudest to complain. No wonder, in view of such circumstances, that Township Boards of Education are regarded as unwieldy. The presence of a controlling and intelligent head, officially entitled to instruct and explain, and well informed himself both in regard to the local condition and the peculiar wants of education, would effectually tend to expedite business: action would be concentrated, regularity would prevail, and, what before was disorderly and discordant, would speedily become methodical and harmonious.

A serious difficulty has doubtless already suggested itself to those intelligent readers who may favor this with a perusal, and this is, that all the Township Boards meet on the same day, and the County Superintendents could not attend *all of them*. This might be obviated by making it the duty of the County Superintendent to convene the respective Boards at their place of meeting, by notices duly published, upon such a day as he may designate, between the first and the twenty-first of May, and also between the first and the twenty-first of September. He would thus be able to meet them all without any very serious change in things as they are at present constituted.

II. He should be president of the County Board of School Examiners, and should, in conjunction with the Probate Judge and the County Auditor, appoint the other two Examiners.

It should be his duty, in conjunction with his colleagues, to prescribe a form by which these examinations should be conducted, and to con-

duct them after such a form. He should also keep a regular record of the proceedings.

III. He should visit every school in his county, at least twice in a year. He should be empowered to instruct Teachers in their duties, and suggest to them whatever improvements he may deem advisable. He should deliver at least one lecture upon education annually, in each township in the county.

In the prosecution of these duties, together with his duties as County Examiner, he would be brought in contact with every Teacher in the county, and would be able to judge of their capabilities by an actual inspection of their modes of conducting the recitations of their classes and of governing their schools. In his lectures he should explain the duties of Boards of Education and other school officers, instruct in the best methods of securing good schools throughout the township, show the importance of parental visitation, strive to arouse a general interest in education, etc., etc.

IV. He should establish a Teachers' Institute in his county, and preside over the same. He should conduct the same for at least one week in each year, assisted by the County Examiners, and by such other friends of education as he may be able to secure.

Lectures upon education generally, modes of teaching, of government, of keeping registers, making reports, etc., etc., and regular recitations and studies from the Teachers present, should be the order of the exercises. One week in the year is mentioned as the minimum. In many counties Institutes might be held for longer periods, and twice in the year. It would frequently happen that a local Normal School would arise out of these, and continue four or five weeks; not so much under his official control, as fostered and encouraged by his influence. The incalculable benefit this would be to the children of a community, in gradually providing them with more efficient Teachers, cannot be set forth in these brief remarks.

V. He should periodically inspect all the libraries and apparatus distributed throughout his county; and it should be his duty to apportion to the townships the quotas of books and apparatus respectively due to them from the State. He should also instruct the township librarians in the proper performance of their duties.

The apportionment of books and apparatus has been a laborious burden imposed upon our County Auditors, and some are but poorly qualified to perform this most delicate and responsible duty. An instance might be cited of a certain Auditor who first distributed to the various

townships of his county all the *large books* of an apportionment sent him, and reserved the *small ones* as equalizers and make-weights to supply existing deficiencies; these he dealt out accordingly, paying but slight regard to the nature of the books he bestowed. Duplicate volumes, duplicate copies, and broken sets, of course, prevailed more or less throughout the whole apportionment. Tytler's Universal History, a 16 mo. work in 6 vols., was divided and distributed through four townships; such works as Frank, 2 vols., the Swiss Family, 2 vols., Moral Tales, 2 vols., were similarly separated.

Although this is not always the case, as we are favored with many highly intelligent and able Auditors, yet it is too often so; and from townships so treated, violent opposition to libraries and the school law cannot but be expected.

VI. He should furnish the township clerks with blanks, and instructions to enable them properly to prepare their reports, and should receive and inspect the same. He should also furnish them with blanks to supply the Teachers, that their reports might be properly and correctly rendered.

These would be among the most important of his duties, and the due performance of them would also be of vast importance to the State. It would secure more accurate and extensive school statistics than we have ever been able hitherto to obtain. It would relieve the State Commissioner of some of his most perplexing and laborious duties. And whereas many County Auditors now declare that they scarcely ever obtain from the township clerks *three* or even *two correct school reports*, there would, under the supervision of the County Superintendent, be scarcely ever an incorrect return made if he did his duty.

VII. He should make, to the county commissioners, an annual report of the condition of education in his county; and the commissioners should be authorized to appropriate, for the proper publication of the same, whatever they may deem expedient.

This report should be to the county what the State School Commissioner's report is to the State; it is hardly necessary to remark further upon it.

VIII. He should annually meet the State Commissioner at the seat of government, and should make such a report, condensed from the returns of the township clerks of his county, as the State School Commissioner might require.

The whole of the County Superintendents in the State should be annually convened as a deliberative body, to confer together upon the

educational interests of the State. These meetings should be for not less than two nor more than five or six days. They should occur after the Commissioner has received the reports from the respective County Superintendents, that the reports having been previously examined may be then accepted or returned for proper amendment. At these meetings the State Commissioner should, of course, *ex officio*, preside, and a report of the proceedings of the convention should be appended to his annual report.

IX. He should be entitled to five per cent. upon the first \$16,000 apportioned by the State to each county, and to two and a half per cent. upon all over that and less than \$32,000, and upon any excess of State funds over 32,000 which any county may receive, he should be entitled to one per cent.

It may be first observed here, that by funds apportioned by the State are meant those funds of various kinds not arising from special local taxation; these should not be taxed for his services.

More than one half of the counties in the State draw less than \$16,000, and in over one half of the counties, therefore, his salary would be less than \$800 per annum.

The salary, and the means whereby it shall be paid, is the great point. Many active and intelligent educationists feel the need of an officer of this kind; such may also regard favorably many things contained in this sketch of his duties, but the means of meeting the expense created by such an office is, and may continue to be, the great impediment. The mode above suggested has been preferred for several reasons:

1st. The creation of such an officer will be a direct benefit to the people of the State. Much money that is now partially and indirectly wasted will be saved; much labor and time hitherto ill directed and misspent will, under his supervision, be economized and made more extensively beneficial. A more efficient application of the public funds to educational purposes, and an actively supervised system of schools throughout each county, will doubly enhance the amount of usefulness which the public funds have hitherto been able to secure. It is not, therefore, wrong that the public school fund should be taxed less than five per cent. to secure this increased efficiency.

2d. This is an experiment. It is of course expected that it would prove a successful one, but as an experiment, it is desirable that it should be tried wholly with the school funds themselves, without increasing the burden of taxation; the amount thus taken from the school

fund of the respective townships of every county, would not suffice to prolong their respective schools a single week, while the efficiency of most of them would be incalculably increased.

3d. As a school officer and Teacher, he is certainly entitled to pay from the school fund.

4th. The unfortunate condition of our State finances at present render it inexpedient to increase the State expenditure. Economy is certainly desirable. The creation of the office of County Superintendent would, it is believed, tend to economize the public funds spent for education, by making the machinery set in motion by them doubly as effectual as it now is.

Under the system of payment above suggested, the salary in each county will be in proportion to the population, and therefore, to a certain extent, in proportion also to the labor to be performed; while it is believed that in no county would the salary of a Superintendent exceed \$1,200. It would be less than \$1,000 in upwards of seventy, and less than \$800 in upwards of fifty.

The claims of cities, large towns, and densely populated townships, would arise for adjustment, the consideration of which cannot well be entered upon in this article, already too extended.

That a County Superintendent is the one thing needful for the perfection of our State school system, few will deny, who will be, or have been, sufficiently interested to examine the matter. But to succeed, the officer must be a working man; the office is a laborious one; the duties are extensive and responsible, and the diligent prosecution of them would occupy the greater portion of a year. In every county, he would be an active colleague of the State School Commissioner, subject to his instructions, and ready to aid him, both during his official visits, and upon all other occasions.

It might be suggested, that such an officer might be elected in every Congressional or Judicial, or in every State Senatorial District; this would certainly tend to lighten the expense, but it would so increase the *duties* that it would become questionable whether they would ever be properly and actively performed.

More experienced and more practical persons may detect errors, or devise improvements in this sketch. It is not pretended that what has been suggested is incapable of amendment. Much more might be added, were the writer not fully assured that, if any thing has been advanced worthy of future consideration, abler pens and more prominent educationists will not suffer that to rest which appears so essential to the perfection of our Common School System.

BUCYRUS.

REPORT ON NORMAL SCHOOLS.

MADE BY MR. J. OGDEN, TO THE STATE TEACHERS' ASSOCIATION.

(CONCLUDED.)

Eighteenth question. "Is it your opinion that a Normal School, under favorable circumstances, can be made self-sustaining?"

Mr. Phelps, of New Jersey, replies: "It could, without doubt; but it *should not* be made such. If it be the duty of the State to sustain a system of Common Schools at all, it is its duty to make that system as effective and perfect as human means can do it. Good schools can be secured only by first securing good Teachers. Good Teachers can be secured in sufficient numbers only by means of *good Normal Schools*. Therefore there is no duty more binding upon the State than that of creating and supporting Normal Schools. The education of every human being is the most *inalienable* of all his rights. Governments are established to secure to every one of its subjects his inalienable rights; therefore it should secure to him, beyond a peradventure, the thorough culture of his faculties."

(Please see the Second Annual Report of the Principal of the New Jersey State Normal School. Article, Ohio.)

Mr. Colburn, of Rhode Island, replies: "In my opinion, they certainly ought to be supported at the public expense."

Mr. Cochran, of New York, replies: "If the 'circumstances are favorable enough,' certainly." But he has failed to give us his opinion as to the nature of those "circumstances."

It will be remembered that the annual appropriation from the State to the Normal School of New York is \$12,000, besides quite a large income derived from the Model School. These are "circumstances" of a weighty character, and derived also from the proper source. Could Ohio have some such visible tokens from her Legislature, it would not be long before her Teachers would create the "circumstances" that would give her a Normal School equal to any perhaps in the Union.

Mr. Dickinson, from Westfield, replies: "We think it might be."

Mr. Edwards, from Salem, replies: "It depends upon the locality. It certainly could not in Massachusetts."

This question is worthy of further discussion. It involves the principle of State policy in reference to her system of education. Is it right that the property of the State should be made to educate her children? Should it then be made to educate her Teachers? It

requires an enormous sacrifice on the part of Teachers, if this burden is thrown upon them, in order to furnish the means necessary to establish a Normal School in Ohio that may answer the present demand.

Can her Teachers raise a sufficient amount for this purpose? And then, if this could be done, would it be *right*?

But we leave the subject here, hoping the members of this honorable body will take the matter under consideration.

Nineteenth question. "Do the ladies and gentlemen mingle together in study, recitation and recreation? If so, with what results?"

Mr. Phelps, of New Jersey, replies as follows: "They mingle together in the school room and recitation room, not in recreation *except* under certain limitations. They are not allowed to board in the same house, nor are they permitted to visit, except during certain hours of the day. Our building is so planned as to bring them together for all useful purposes, and to separate them when desirable, as when at recess, intermissions, etc. We think our plan secures all the advantages, while avoiding all the disadvantages, of bringing the sexes together in the school."

Mr. Colburn, of Rhode Island, answers: "Yes; with perfect freedom. Each exerts a good influence on the other."

Mr. Cochran, answers: "They are brought together in recitation only, with the best of results."

Mr. Dickinson, answers: "They sit in the same room, *mingle* in classes and recreation, and, we are *sure*, with very beneficial results."

This last inquiry, as it will be seen, involves the vexed question of mingling the two sexes in the same school. It will be observed that the testimony is unanimous in its favor, and that while some allow it only in classes or recitations, others permit a free but high-toned intercourse, not only in study and recitation, but in recreation also. This last, in the opinion of your committee, is a weighty matter. Difficulty may arise out of it, or it may be made one of the most powerful forces for physical culture and social refinement. Having bodies and social natures, as well as moral and intellectual, it seems rational enough to suppose that these departments of our nature should seek development in activity. Our own experience in matters of this kind, goes most decidedly to favor the practice of bringing ladies and gentlemen together at certain and fixed hours every day, under such restrictions only as would be dictated by a refined sense of propriety. The conversation and exercises should be carefully watched over by the Teacher, and should be such as not to offend against any moral or religious feeling, but should rather be helps in the culture of these feelings. We have

the fullest proofs of the benefits of this practice, not only from our own limited experience, but from the testimony of the best educators in the land. It is not only in harmony with our better nature, but it is *nature itself*, not depraved, but seeking that higher and holier enjoyment which distinguishes the sage from the savage. It is absolutely and positively a rational delight, and a sure, and we might say, almost the only preventive and cure for those vicious habits and forbidden indulgences which ruin so many of the youth of both sexes. Our Colleges and Female Seminaries feel the blight of this withering curse, the curse of depriving, or attempting to deprive, young ladies and gentlemen the privilege of social intercourse, and the ten thousand aids they bring each other in their daily labors and recreations. And it is not remarkable either; for this department of our nature, like any other, if left without any provision for rational enjoyment and culture, invariably seeks it in forbidden channels. How much better then to regulate it, and make it a means of social refinement, than to attempt to arrest it or blot it out altogether! How many children might parents and Teachers save, if they were only as careful to provide for the wants which relate to the social and physical nature as they are to provide for those of a less dangerous character! We believe that Teachers and parents too, are fully responsible for the proper gratification of these desires, and that these exercises should be presided over, if not with as much formality, at least with as much care as any other exercise or interest of the school room, or family circle. We should then have fewer instances of rude and vulgar habits and vicious and abandoned conduct.

But how can we ever hope that this department of our nature will become cultivated, except by the merest accident, when there is no provision made for it?

How can we expect that the young man shall become refined or cultivated in his manners, while he is cloistered like a monk in a monastery, shut out from all society, except a few of his own sex? And what is true of the young man is equally true of the young woman.

The argument is about as forcible as that used by the old lady to her son, who, on venturing too far into the water, had narrowly escaped drowning. "Never, my son," says she, "never venture into the water again until you learn to swim."

Twentieth question. "Have you systematized recreation? In what does it consist? Have you a gymnasium?"

Mr. Phelps, replies: "Recreation is not systematized, except as to

time, not as to mode. We greatly need a gymnasium for males, and a calisthenium for females. We are promised both during the present season. These facilities form a part of our plan, and we shall have them in time. Exercise will then, to a certain extent, be systematized, both as to time and mode."

This seems to be precisely what is demanded. If physical exercise is necessary at all—and we believe all admit it—it seems desirable that it be conducted with some intelligent object in view. It will not regulate itself, as some have affirmed, any more than the rude passion of our depraved hearts would regulate *themselves*, without a conscience or a law to guide them.

If this exercise be left entirely to the unaided choice of the pupil, it is not only liable to degenerate into positively injurious methods, but to lose much of that attractiveness and refinement which constitute its chief benefit. If it is entirely prohibited, either a positive injury is incurred, or the desires seek their gratification in some forbidden and hurtful manner. But we insist upon it, that the proper regulation of these exercises is a part and parcel of the Teacher's duties. He is responsible for them, as much so as he is for other exercises and lessons. *Regulate*, we say, this vital force; and the desire for improper indulgence is at once cut off, and ample scope is afforded to all the varied powers of both body and mind. The government of a school under these circumstances becomes easy, because active employment is found for all the energies of the restless beings placed under control.

Mr. Colburn, of Rhode Island, remarks: "For want of conveniences, we have not. Our students live at home, or board in private families, so that we do not find it necessary, or desirable, to attempt any *direct* control over them out of school hours."

In cases like the above, it certainly would not be practicable, or even desirable; yet few of our Colleges and Common Schools are situated similarly.

Mr. Cochran answers: "*No.*"

Mr. Dickinson, of the Normal School at Westfield, Massachusetts, says: "One hour in the open air is required. Besides this, the recesses are filled up with such recreation as can be secured without a gymnasium."

Mr. Edwards, of Salem, reports: "Somewhat systematized. We have the nucleus of a gymnasium."

Allow us to remark upon this question, that we do not say that the gymnasium, as it exists in the Old World, is best calculated to meet

all the demands of our American youth. Many of the practices adopted in the "Training Schools," and "Normal Schools," in the east, however well they may answer their design there, we are sure, would not accommodate themselves entirely to the wants of our American Institutions. But we believe that a modification of them, as we find them in some of our best schools in Germany, if introduced into this country, would be found highly conducive to the efficiency of our system of popular education.

Twenty-first question. "Do you prohibit the use of tobacco and other kindred vices in your Institution? In what manner?"

To this Mr. Phelps replies: "These vices are *rigorously* prohibited. A student indulging in these, after proper exhortation, would be dismissed without ceremony, as *morally incompetent*."

Mr. Colburn replies: "We do not find it necessary;" indicating thereby, most pointedly, that so great is the enormity, that it would not be tolerated for a moment. We think the crime is little less than that of using intoxicating drinks. Indeed we think it should be classed with that vice.

Mr. Cochran replies: "That there is no law prohibiting it; but it would not be allowed if practiced to any noticeable extent. If the sentiment of the school would not prohibit it, the offender would undoubtedly be removed."

Mr. Dickinson remarks: "We have never had occasion to prohibit it. No case of its use *has ever been known in school since my connection with it*."

Mr. Edwards replies: "None of our pupils have any *desire* to use the article, so far as I know."

It will be remembered that this school is exclusively for females. It is generally thought that ladies do not become addicted to this practice as frequently as *gentlemen* (?)

It is humiliating to witness the extent to which this filthy habit is practiced, even among teachers of Ohio.

It is a bitter shame that any teacher should have to confess himself a slave to this most disgusting and abominable practice, when its effects are so glaring and palpable to every observer.

Twenty-second question. "What proportion of your students board themselves? At what expense? Is self-boarding desirable?"

Mr. Phelps replies: "There is no such thing as self-boarding known among our students. We secure them a home in families whose respectability is unquestioned. They are subject to regular visitation by a

visiting officer, as often as once in each month. All misconduct at these boarding-houses is treated as an offense against the school — the faculty claiming unrestricted right to treat all cases of unteacherlike deportment, no matter where committed or when committed, as violations of the discipline of the establishment.”

“The same objection may be made to self-boarding, as is urged against the Dormitory System of our colleges. A young man is thus too much left to himself, and shut out from the humanizing and restraining influences of home, and of good society. His habits become vitiated, and, too often, his morals are corrupted by those vices which association with virtuous and refined society does much to restrain.”

Mr. Colburn replies: “None board themselves. I have had no opportunity to judge of its influence.”

Mr. Cochran replies: “Very few. I do not think it desirable. Almost all who attempt it give it up on account of its effect upon the health.”

Mr. Dickinson replies: “Perhaps one-fourth board themselves. Not desirable. Expense, about \$1.25 in summer, and \$1.62½ in winter. We choose that students should find homes in well regulated families.”

It should be borne in mind, however, that these schools are all located in places having every convenience for boarding; but that, where such facilities do not exist, the case would be quite a different one. We believe that it is far preferable where circumstances will permit, that students should find homes in well regulated families; but where these well regulated families do not exist, the necessities become of a widely different nature; and when we take into consideration the item of expense, which can, by self-boarding, be reduced nearly one half, it then becomes a matter of some consequence to our Ohio teachers, most of whom are compelled to pay their own way.

We are of opinion, therefore, that a system of self-boarding might be established measurably free from the objections commonly urged against it.

And now, in conclusion, it might not be amiss to review hastily the Normal School movement in our own State, in connection with others.

Like all great reforms and permanent improvements, the establishment of this class of schools has been marked by no mock display of success. Their growth has rather been gradual and progressive. They have come into existence, as a leading feature of the educational system of any State, only as the wants of the cause of education demand-

ed. Generally, every inch of the way has been contested; but in no instance, we believe, has a state or country, after adopting a system of Normal Institutes, and reaping their benefits, ever changed her policy in this respect.

No State in the Union, having a Normal School in active operation, can be induced to dispense with this most powerful wheel in her educational machinery. It is an indispensable feature. No system can lay any claims to perfection without it, or its equivalent. Ex-Governor Boutwell—now acting Secretary of the Massachusetts Board of Education—in an address before the citizens of Columbus, said, “No system of education can succeed without provision for the education of teachers; and in no way can this be so effectually accomplished as by the establishment of a system of Normal Schools.”

They are to the profession of teaching, what the Medical College, the Law School and the Theological Seminary are to these several professions; and indeed they seem to be even more necessary, if we estimate the real value of the teacher's duties, and his evident want of knowledge and skill in his profession. The Normal School should become the grand regulating, conservative element, to give character and efficiency to all the subordinate departments and powers concerned in the whole machinery.

But what has Ohio done to secure these advantages? With her population of 2,000,000, with her 830,000 children of proper school age, with her 18,000 teachers, with her school fund of nearly \$2,200,000, with her annual expenditure of about \$2,000,000 for school purposes, with her untold mineral, agricultural and commercial wealth, (to her blushing be it said,) she has not one single institution for the special preparation of her teachers, that can lay claim to *one dime* of this uncounted treasure! Not one School into which her teachers may enter for thorough professional preparation, that they may more successfully control and mould this mass of human power—her 830,000 children—that must some day, very soon, *rule or riot* in our land!

Teachers of Ohio, is not this a *consideration*? What do we need? We need a Normal School, or a system of Normal Schools, which shall give character and potency to our already excellent system of Common Schools. They have done nobly, but there is a limit to their power. They cannot go beyond their own advantages. “The stream cannot rise higher than the fountain.” Hence there must, from necessity, be a limit to their improvement, even allowing that they could supply the important desideratum of professional training, which they do not even pretend to do. The same is true of the College, the Academy and the

University. There must be, then, another and a higher agency at work, if we expect our school system to yield its boasted good. Give us then the Normal School, with means to carry it forward, and we link our educational system to the topmost round of human attainment. We fill our land with those most beautiful of all her ornaments—*neat and lovely school houses*—stronger than walls to defend us. We send forth, year by year, an army of trained missionaries, that shall move with noiseless tread, sowing the seeds of virtue and intelligence throughout the length and breadth of our land.

These shall fortify and defend our political institutions with a strength outvying gates of triple brass, or *walls* of trained soldiery.

And what have other States done? Within the past two years, the State of New Jersey, as will be seen by reference to this report, has expended from her State Treasury \$20,000 for the support of her State Normal School, exclusive of the grounds, buildings and apparatus, etc., which are estimated at \$30,000.

And with what results have these expenditures been made? Her Normal School numbers now over 400 pupils, with a constant increase.

Illinois, with a generosity characteristic of the west, has appropriated the sum of \$10,000 annually, to the support of her Normal School. The town of Bloomington alone donated \$140,000 in order to secure its location within her limits. On the 5th of November, 1857, it went into operation. Other States it is hoped will soon imitate her example. Already not less than ten or twelve State Normal Schools are in operation; and shall Ohio be the *laggard*? Shall her teachers stretch forth their hands to her in vain? A voice from her every hill top and valley, from her cities and from her plains, from her school houses and from her cabins, comes in startling eloquence, pleading for us *to educate*. Shall it be denied? If so, then that voice will break forth again e'er long about our ears, more clamorous, more vociferous, more imperative than before, and shall demand more *bread*, more jails, more asylums, more police force, more tears, more anguish, and this *must* be answered with our money and with our means.

Let our Legislature remember, then, that "he gives twice who gives in season."

All of which is respectfully submitted,

J. OGDEN,
Chairman of Committee.

FAMILIAR SKETCH OF A COMMON SCHOOL IN GERMANY.

The following is a familiar sketch of the every day routine of a German elementary school, from Dickens' *Household Words* :

"Just step into the interior of one of these German schools, and see what manner of outlandish work is going on. There! Did you ever see the like of that! Call that a school! The boys are comfortably seated, and the master stands!

"Mean-spirited fellow, there he stands, as though it were he who had the hardest work to do! The room is lofty, airy, and well warmed; the children sit, I do believe, in absolute enjoyment of the lesson. No other sound interrupted the teacher and his class; the other classes are under the same roof in other rooms. Ruined by luxury, there sit the children—with a grown man, and what's worse, a trained and educated man, standing before them, pouring out his energies. He isn't hearing them their lessons out of a book; the lesson they have learned out of a book, he is explaining with all the art of a lawyer, enlivening with anecdotes, sprinkling about with apt questions. The children are all on the *qui vive*, and asking questions in their turn—why don't he knock 'em down for their impertinence? See! now he asks a question of the class—up go two dozen little hands! The owners of those little hands believe that they can answer it. There! he selects one to answer, who looks pleased at the distinction. When the next question comes, he'll tackle some one else.

"Now comes a lesson in Geography. He takes a piece of chalk and turns to the blackboard. Dot..dot..dot. There is a range of mountains. As soon as its shape is defined, the children eagerly shout out its name. In five seconds the names of five rivers are indicated, and named as fast as they are drawn, by the young vagabonds, who watch the artist's hand. Down go the rivers to the sea, and—dot..dot..dot..—a dozen and a half of towns are indicated, every dot named in chorus. Then comes the coast line, boundaries of countries, provinces, and other towns. In ten minutes there is on the board a clever impromptu map of Germany, and the children have shouted out the meaning of every dot and stroke as it was made. They think it better fun than puzzles. Very pretty.

"Now there he is, beginning at the school-yard, talking of its size; then advancing to a notion of the street; then of the town, then of the province; and leading his pupils to an idea of space, and the extent of country indicated upon such a map."

G R A M M A R .

Sometimes we are asked (and the inquiry is an interesting one) at what age children may be taught grammar. All such inquiries depend upon two other questions. First—What particular faculties of the mind does the subject appeal to? Secondly—At what age of the child do those faculties begin to develop themselves? The faculty of *observation* is the earliest in the order of development, and such subjects of instruction as excite and direct the power of observation should be the first to which the attention of children should be introduced. On this account, *object lessons on natural history* may be given to infants even before the power of reading is attained. On this account also *geography* should be taught before *arithmetic* and *grammar*. To limit our observations to grammar, it should be borne in mind that it has not to do with the perceptive or observing powers so much as with the faculties of *abstraction*, *classification* and *induction*. It is important, therefore, to ascertain at what periods of child-life these faculties are beginning to be developed. Of course it is possible to override the question of mental science altogether, and to make lessons of grammar—what they too often are—lessons of mere memory, the understanding being left uncultivated and unfruitful. And, again, although grammar, for the right comprehension of its principles, requires the exercise of faculties higher in the order of development than perception, and so should be taught later than geography or natural history; yet there are portions of it that do not require these faculties, or at least may be simplified by a skillful use of the power of observation, and so be brought down to the level of younger children. To make our meaning clear, we may give very young children a clear notion of a *noun* by bidding them look about them for objects which they can see around them; and as clear a notion of an *adjective* may be mastered by pointing out the properties of that object. For example, the teacher takes a flower, which the child has named as an object he can see. The word *flower* is a *noun*. It is *white*, *beautiful*, *fair*, or whatever other properties the class may observe; for the coöperation of the whole class should be expected, and their attention by this means secured. *White*, *beautiful*, *fair*, are *adjectives*.

There are other particulars which the teacher should observe if he would make the subject of grammar intelligible to young children:

1. He should employ oral teaching before employing textbooks. By

this means he can not only dispose of difficulties which are foreseen, by simple and familiar illustrations, but also deal with others as they arise, and which books cannot anticipate.

2. He should keep back every rule until its necessity has first been felt.

3. He should allow no rule to be committed to the memory until it has first passed through the understanding.

4. He should use familiar metaphors where there is a difficulty in comprehending the definition of the harder parts of speech. Conjunctions may be called *hooks*: prepositions are *pointers* or *finger-posts*.

5. Rules and definitions should be first given which are general; *the rules without the exceptions, and the definitions without the inflexions*. The great, broad roads of the district are to be traversed, and the by-paths left at present for after and closer investigation. The larger and more prominent features of the edifice are to be made familiar to the mind, rather than each individual stone of which the edifice is composed.

Questions to which the above remarks supply material for answers: *What particular faculties of the child does the subject of grammar appeal to? Upon what previous question depends the question as to the order in which school subjects should be taken? By what method may grammar be brought down to the level of younger children? Give examples of their method. What advantage does oral teaching possess over teaching by books? Enumerate some general rule which should be observed in early lessons on Grammar.—Papers for the School-master.*

NOTES OF A LESSON ON NATURAL HISTORY.

Children between the ages of 7 and 9.

THE GOAT.

METHOD.

As I was passing down a lane, not far from this school, the other day, I saw something lying in the road that I first thought was a dog. Well, I walked towards this *thing that was lying in the road*, and when I came near it it got up and walked towards me, and then I saw that it had horns, and then I knew that it was not a *dog*, for dogs do not have

horns. So I looked at it, and saw that it was not quite so big as a sheep, that it had two horns curling backwards, and underneath its chin there was some hair like a beard; and then I said "this is a goat."

If the children did not give it now, I should refer to some more characteristics: its fearlessness, liveliness, etc.

On commencing the lessons, I should question on the facts already mentioned, viz: its beard, horns, etc.

Where shall we find the goat? *In the lane.*

Yes! but all goats do not live *in the lanes.*

Then where shall we find them? *No Ans.*

If we go into the green fields, what animals do we find most of?

Sheep. Now what do we get from the sheep? *Meat.* Yes! and we get meat also from the *goat.*

Why then do we see so many sheep and so few goats? *No Ans.*

If I were to put some bread and some potatoes before you when you were hungry, which would you take for food? *Bread.* Why would you take this? *Because it is better food.* Yes! and when we go into the fields where food is grown for us, we find most of them *corn fields.* Yes! there are more corn fields than *potato fields.* Why? *Because the corn provides us with better food.* And just now we said with us there are more sheep than goats; can any body find the reason. *Because the sheep provides us with better food.*

Then where may we look for the goat? Where there are not many *sheep.*

Where shall that be?

What kind of food does the sheep like? *Nice grass.*

Yes! and to be nice grass there must be *good ground.*

Now what kind of ground is not good for grass to grow in? *Stony.*

Yes! and when this stony ground goes high up almost to the clouds, we call it—*a mountain.*

Then it is on—*mountains* that we shall find—*the goat.*

Now we will forget that we are here at school, and go to one of these *mountains.* You see it rises gently at first, and we can go up it *easily,* but soon it gets steeper and steeper, and we have to use strong sticks to *help us up,* and then we look down and see the people below walking about like little dots, and then we look up and see what great height this mountain is, and then a long way up we see something jumping about from rock to rock, and running about without the help of any—*sticks,* and yet it goes a great deal faster up there than you or I could do even on level ground; and look! see that one, it is on a ledge no wider than my hand. I should think it would—*fall over.*

If I or you were placed there, we should fall over and be *dashed to pieces*. But still it keeps on, and see that jump it just now made about the height of this—*room*. How is this? It can do all this while we are obliged to go very slowly, and use large—*sticks* to keep us from—*falling*.

To illustrate this I should take a penny, and show that if the edge be slightly notched it will stick even to a wall. Then draw attention to the goat's hoofs; they are notched, so that it can lay hold of the smallest rise in the ground with great firmness, and yet never fall.

Draw attention to the fact that if placed on smooth ice, he instantly falls, but if the slightest roughness occurs, he bounds along with great speed.

We will now follow the goat home. He has been—*jumping about* snapping up the little grass he finds, and now he goes—*home*, and we see him lay himself down and begin chewing, and yet we don't see any food near him. Where does he get it from? When he was on the mountain he was so quick that he didn't stop—to *chew it*, but swallowed it as—*he picked it*. Rather strange. If you swallowed a tart when you are at school, could you, when you got home, call it back and chew it? Then how can the goat? *No Ans.*

If you are going along the fields on a very hot day, and you have an orange in your hand; when you are hot and tired you feel as if you would—*like to eat the orange*. But then supposing you have a long journey to go, you say "I shall be tired—*again by and by*, and then I should like—*another orange*." But then you have not got another orange, so you say—"I will keep part of this." Then you only eat part of this—*orange*, and put the other part—*in your pocket*. So does the goat. But where is his pocket? It is not—*outside*, then it must be—*inside*, and here he puts all the food that he gets on—*the mountains*, and when he gets home he takes it out and eats it. This is called—*chewing the cud*; other animals that chew the cud—*cows, sheep, etc.* Look at the feet of these. What do we notice about them? That they are—*cloven*; that is—*in two pieces*. Then when you see an animal's foot in two pieces, you may be sure that—*it chews the cud*.

Refer to the places where it is found. What did we say was not found there? *The sheep*. And instead of the sheep we have—*the goat*. Then the goat supplies the place of the—*sheep*.

It also gives us milk, and thus supplies the place of—*the cow*.

Its skin is made into a thin kind of leather, called after the young—*kid*; but it provides also nice warm beds for those men who look after them.

RECAPITULATION.—Where do we find the goat? *In mountainous districts.* What does his food consist of? *Grass.* How is it that it can climb so well after the grass? *Because its hoofs are notched.* What does it do when it gets home? *Chews the cud.* What is the mark of all animals that do this? *The cloven foot.* What does it provide the people that take care of it with? *Milk.* Some uses after it is killed? *Food and leather.*—*Papers for the Schoolmaster.*

Communications.

WE HEAR, AND PONDER.

A very earnest and sober article appeared in the October number of the *Journal of Education*, entitled “*Will the Teachers hear, and ponder?*” If I do not misinterpret the signature, the article was written by one of the most energetic and devoted Teachers in the State; one who deserves well of our State Association for the successful efforts which he has made to sustain its interests. Had all the young men who are engaged as Teachers in Ohio, possessed the spirit of W. H. Y., our *Journal of Education* would to-day boast a subscription list of twenty thousand.

But “the best of men make mistakes;” and W. H. Y. is no exception to this general rule. In speaking of the prospective indebtedness of the *Journal of Education*, he very decidedly intimates that the Association can not be held responsible for its payment. His language is: “The Association, after paying hundreds of dollars, year after year, to sustain the *Journal*, can not be expected now, when it ought to be self-supporting, to commence paying by the *thousand*. This thought can not be entertained.”

How, then, I ask, is the debt to be paid at all? Where does the responsibility rest, if not upon the Association? Whose fault is it that there is any debt, growing out of the publication of the *Journal* for the current year? Had the Association, at its last Annual Meeting, practiced a medium degree of business discretion and tact, not one dollar of indebtedness would now stand charged to its account. But a majority of the members then present, against the most earnest warnings of a large minority, persisted in adopting a course which has result-

ed in the creation of a very large debt, which must speedily be paid. Who, I ask, is in duty, and honor, and law, bound to pay this debt?

It may be well briefly to review the action of the Association in this matter. At the close of the year 1856, the former Editor of the *Journal* resigned his office. Certain responsible parties in Cincinnati, offered to conduct the publication of the *Journal* at an expense of \$500 per annum. This would have been a reduction of more than \$1,000 of the expenses incurred in former years; and in this way the *Journal* would not only have paid its way, but, doubtless, become a source of pecuniary profit to the Association. But this favorable proposition was rejected. In the last number of the *Journal*, published prior to that meeting, the editor had advanced the following statement and proposition:

"We do not believe that any new man, unacquainted with the business, can take charge of the *Journal* under such restrictions as the Association impose, and make it pay all expenses the first year. The printers' bill is about \$2,500 per annum. Office rent, fuel, postage, etc., about \$100. Editor's salary \$1,500. Total, \$4,100. That a more economical plan for conducting the *Journal* should be adopted, none can dispute.

"We will not recommend a course for the Association to pursue, but it seems to us that the plan adopted by the N. Y. State Association might well be pursued by their Ohio brethren. The New York Teacher is the educational organ of three States,—New York, New Jersey, and California. It has a paying circulation twice as large as that of the *Ohio Journal*. But at the close of the last volume it found itself in debt to the amount of \$2,400. Mr. Cruikshanks offered to take the entire responsibility of the concern for a term of three years,—to pay all expenses, and to make it pay him what he could. They accepted his proposition. The *Teacher* is still the organ of the Association, as heretofore. Associate Editors are appointed as formerly. But the Association is relieved from all pecuniary obligations. Mr. C. acts as Resident Editor, and its fiscal management is his own personal concern.

"There is a gentleman residing in Columbus who, probably, could be induced to take charge of the *Journal* on the same conditions. The Association might appoint Associate Editors as heretofore, and continue to control its character, and at the same time be relieved from all care and expense as to its publication.

"The gentleman of whom we speak, is Col. S. D. Harris, for many years a *Teacher*, and still deeply interested in the cause of education. He has had much experience as an Editor and Publisher, is possessed of eminent qualifications for taking charge of the *Journal*. We know of no man more competent to occupy this position, and we feel the utmost confidence that he would make the *Journal* quite equal to the best educational paper in the country."

And what kind of treatment did this proposition receive? The Executive Committee thought so meanly of it that they would not even present it to the Association for consideration. Had this plan been adopted, the Association would now be free from debt. Its members

could come up to our next meeting without any fear that their time was to be chiefly occupied in listening to the piteous cry, "give! give!"

Having rejected these two most excellent offers, it was determined to pursue a course in regard to the Journal which all might have known would result as it has. A gentleman who held an office of high respectability and usefulness, was induced to resign that post and take the editorial charge of the *Journal*; and who will pretend that he should not receive his promised salary? A heavy balance is also due for paper, printing, etc., which must be provided for without delay.

If any, who last winter voted with the majority, think it a hard case that they should be required to foot these bills, let them draw consolation from the reflection that they can blame nobody but themselves. And if our next meeting shall be disturbed, and rendered unpleasant and unprofitable by the necessity of meeting this subject, let the responsibility be placed where it justly belongs.

TRUTH.

Mathematical Department.

PROF. W. H. YOUNG, ATHENS, EDITOR.

[All communications for this Department should be addressed to the Editor, Ohio University, Athens, O.; and to be in time, must be mailed by the first of the month preceding that in which they are expected to appear.]

SOLUTIONS OF QUESTIONS PUBLISHED IN OCTOBER.

No. 18. ARITHMETICAL QUESTION.—Divide \$400 between A., B. and C., so that A. shall have one-fourth of the whole more than B., and B. one-third of the remainder more than C.

SOLUTION BY J. L. CLARK.

If A. gets $\frac{1}{4}$ of the whole more than B. he will get \$100, leaving \$300 still to be divided, and of which A. and B. are to have equal parts. But after A.'s share is taken out, B. is to have $\frac{1}{3}$ of the remainder more than C., or *twice as much* as C.: hence A.'s share of the \$300 must also be twice as much as C.'s, and we must divide it into five equal parts, giving C. 1, B. 2, and A. 2; or, C. \$60, B. \$120, and C. \$120. Adding the \$100 to A.'s share, we have \$60 + \$120 + \$220 = \$400.

[Some correspondents erred in referring the *remainder*, spoken of in the question, to what is left after taking out the "one-fourth of the whole;" whereas by a mathematical interpretation of the language, it can only mean what is left after taking out A.'s entire share.—*Editor.*]

No. 19. Having given the perpendicular (a) between two equal parallel chords, including one-third the area of the circle, it is required to find the radius of that circle.

SOLUTION BY A. SCHUYLER.

If we draw diameters joining the extremities of the chords, the area between the chords will be divided into two equal triangles and two equal sectors. Let x = radius, A = angle formed by the diameters, and a = the given perpendicular between the chords.

Then $x^2 \text{Sin. } A$ = area of the two triangles,

and $\frac{A}{180} \times \pi x^2$ = area of the two sectors,

and $\frac{\pi x^2}{3}$ = area between the chords.

Hence $x^2 \text{Sin. } A + \frac{A}{180} \times \pi x^2 = \frac{\pi x^2}{3}$; or, $\text{Sin. } A = \pi \left(\frac{1}{3} - \frac{A}{180} \right)$.

By the Table of Natural Sines, we find that A is between $30^\circ 43'$ and $30^\circ 44'$. By Double Position, we find the correction, and that $A = 30^\circ, 43', 30''$. Also, by Natural Sines, $\text{Sin. } \frac{1}{2}A : 1 :: \frac{1}{2}a : x$; or, $x = 1.8873a$.

No. 20. We have received several interesting papers upon this question, but have not room to notice them this month. We would remark, however, that the peculiar properties possessed by the numbers 9 and 11, are in virtue of the relations of these numbers to the unit of the scale. If we form a number on some other scale than 10, for instance, on a scale of 14, the properties of 11 will be transferred to 15, and those of 9 to 13, and so for others; making a difference, of course, when scale unit is odd and when it is even.

No. 13. *Published in August.* A bridge when measured on the floor is 80 ft. in length, and, by looking across from one end to the other, it is found that the middle is two feet higher than the ends. If the floor of the bridge be the arc of of a circle, what is the diameter of that circle?

The solution is substantially that of James McClung.

Let $a = \frac{1}{2}$ arc of the bridge = 40 ft

Let h = height of the arc = $2 = \text{ver. sin. } \alpha$.

“ x = the number of degrees in an arc similar to α , with unity as radius, and its *ver. sin.* will be $1 - \cos x$. The expression for the length of x will be $\frac{\pi x}{180}$, and we shall have $h : a :: 1 - \cos. 8 : \frac{\pi x}{180}$; which, by reducing, gives $1 - \cos x = .000872x$. From the table of Natural sines and cosines, we find x in this equation must be $5^\circ 44'$, *nearly*.

Also, we have $\frac{\pi x}{180} : 40 :: 1 : R = \frac{7200}{\pi x}$. Substituting for π and x , $R = 399.73$, and $D = 799.46$. Ans.

ACKNOWLEDGMENTS.—All the questions were solved by A. Schuyler; Nos. 13 and 18, by J. L. C.; No. 13, by Joseph Turnbull, S. Harvey and James McClung; No. 18, by James Brown, J. W. Duffield, H. T. R. and E. Adamson; and No. 20, by E. T. T. The solution of No. 13, by the “Salineville” correspondents, was entirely legitimate. We have received some interesting Questions for solution, but think it better to dispose of what is already before our readers in this volume, that there may be a clean drawer with which to begin the next. Several correspondents have referred to the article on the “Zero Power,” published in October; but as a full reply has not been elicited, we submit some remarks with the view of removing the objections *seriatim*.

PERSONAL.—The interest manifested by many of the Teachers in the Mathematical Department, during the past year, has been duly appreciated by myself, as manager of this Department, and we can only wish they had been better repaid. We have heard no complaints, it is true, but this we attribute to the forbearance of our readers, upwards of thirty of whom have favored us with their correspondence. There have been some causes operating to weaken the interest, and thus hinder the success of the Mathematical Department, but they were beyond our control, and we pass them by. We have, however, long been convinced that this part of the Journal might be made more profitable to a larger number; but the inclination of correspondents has led in another direction, and we have not been willing to dictate. It may be well to suggest, that fewer problems and more frequent discussions of the principles and methods—the theory and practice—of mathematical instruction will better meet the purposes of an educational periodical.

We think there is such a power of a quantity as the Zero Power, for—

1st. It agrees with the definition of an exponent, viz: An exponent shows how many times a quantity must be taken as a factor to produce a given power. Zero (0) is a symbol of an infinitesimal, and is equivalent to $\frac{A}{\infty}$ or $\frac{1}{\infty}$. Take the expression a^x , where, whether a be integral or fractional, it must be admitted that the smaller we make x , the more nearly will a^x approximate to unity. Also, it will be admitted that, however small x becomes, it performs the function of an exponent; for if not, at what point does it fail?—whence we conclude that, when x becomes less than any assignable quantity, a^x differs from unity only by an infinitesimal, and we get $a^{\frac{1}{\infty}} = 1 \pm 0$; or $a^0 = 1$. And this result admits of an interpretation as satisfactory as any of the conclusions based upon *infinitesimals* and *infinites*.

2d. It is the necessary result of legitimate reasoning. Division is the suppression of factors. To divide ab by a , we suppress the factor a . To divide $aaaaa$ by aa , we suppress the factors aa ; or, since exponents are symbols of powers, $aaaaa \div aa = a^5 \div a^2 = a^3 \times a^2 \div a^2$, where, as before, we suppress the factor a^2 . But suppressing the root factors of any power, diminishes the exponent of that power. For, exponents show how many times the root factor is taken, and as suppressing this factor any number of times is taking it that number of times *less*, we must diminish the exponent accordingly. Hence, dividing a^4 , a^3 , a^2 , a^1 and 1, successively, by a^2 , we get

$$a^2, a^1, 1, \frac{1}{a}, \frac{1}{a^2} \text{ and } a^2, a^1, a^0, a^{-1}, a^{-2},$$

where it is manifest that the corresponding terms must be equal.

Nor do we find any difficulty in the negative exponents. $+$ and $-$ point out some kind of opposition between two classes of quantities, as may be illustrated by the liabilities and assets of an estate, as is seen in reducing a ship's traverse, in computing the plot of a survey, and as appears in the analytic discussions of magnitudes involving positive and negative abscissas and ordinates. Similarly with exponents. They always show how many times a factor is taken; but while the $+$ exponent refers that factor to the numerator, the $-$ exponent *refers it to the denominator*. The difference between a^2 and a^{-2} is, that the *minus* sign in the latter expression is a *qualifying symbol*, showing its equivalence to $\left(\frac{1}{a}\right)^2$. Or, to bring out more clearly the subtractive

nature of the negative sign; we may take the expression $a^x b^{-x}$, where the positive exponent points out a factor which *increases* the result, while the negative exponent points out a factor which *diminishes* the result.

3d. It is asked, if there be a zero power, what is the zero root?

Let us see. It is manifest that $\sqrt[x]{a} = a^{\frac{1}{x}}$. So, $\sqrt{a} = a^{\frac{1}{2}}$, and, whatever be the value of x , this must still be true. Hence when x becomes

greater than any assignable quantity, we have $\sqrt[x]{a} = a^{\frac{1}{x}}$, or $\sqrt[x]{a} = a^0$. The principle is the same as is applied to any other exponent, viz: Any root of a quantity is equal to a power of that same quantity whose exponent is the index of the root inverted.

4th. It is held, that if $(1000)^0 = 1$, and $1^0 = 1$, therefore $(1000)^0 = 1^0$, and $1000 = 1$. And so it does, so long as we consider the quantities with reference to their infinitesimal exponents, but no longer. Some of our correspondents object to the reasoning. But we admit the conclusion, and yet see no *reductio ad absurdum*. The difficulty, we think, is in forgetting that all finite quantities *are* equal when measured by an infinitesimal scale, as is done above, or by a scale of infinites, as is sometimes done. This may seem paradoxical, but not more so than the necessary doctrine, that there is no distance in infinite space and no succession of dates in eternity. Our earth at every point of her orbit is the same distance from the confines of space, and the nineteenth century is as early a date, estimated from the Beginning, as the first cooling of the primitive rocks. So, measured by a similar scale, $1000 = 1$; but, detached from their zero exponents, it does not follow.

— In education, as in everything else, causes will produce effects; if, therefore, we want good effects, let us combine the causes that will produce them.

— The province of Education opens a wide field for the knavery of quacks and charlatans, who make a practice of plundering the unwary and the ignorant. The wretch who, by his bold and interested presumption, puts to hazard the health of the body, is a subject of mental detestation and reproach; but he is still more detestable, who tampers with the health of the youthful mind.

— There is a large amount of valuable geographical information derivable daily from newspapers, that may be presented to pupils by Teachers.

Abstract of Reports of Teachers' Institutes held during the Year ending August 31, 1857.

COUNTY.	TOWN.	When commenced.	No. of In-STRUC-TORS.			MEM-BERS.			FUNDS RE-CEIV'D FROM			NAME OF PRINCIPAL.	NAMES OF PUBLIC LECTURERS.	
			M.F.T.	M.E.	T.	M.F.T.	M.E.	T.	City Com-missioners.	Members.	All other sources.			
														Weeks continued.
Adams.....	Manchester.....	March 30	1	7	24	6	30	.....	\$20	.....	.....	B. C. Colburn.....	B. P. Wheat, John Ellison, A. Thomp-son, etc.	
Athens.....	Albany.....	March 31	1	6	4	10	21	52	73	\$36	73	.....	Wm. Campbell....	John Ogden, C. S. Royce, Robert Ally, S. Howard.
Ashabula.....	Jefferson.....	Oct. 27	1	5	5	47	54	101	.....	40	.....	.....	J. Tuckerman....	A. M. Richardson, C. S. Royce, C. E. Bruce, P. R. Spencer.
Champaign.....	Urbana.....	July 27	4	5	5	61	47	108	100	315	.....	.....	A. C. Deuel.....	.....
Clermont.....	Felicity.....	Sept. 29	1	8	4	12	.....	120	100	60	.....	.....	L. A. Sloan.....	L. W. Andrews, Anson Smyth, J. S. Campbell, B. T. Morris.
Coshocton.....	New Castle.....	Oct. 20	1	6	6	.....	75	25	13	.....	.....	.....	H. Calhoun.....	Lorin Andrews, John Ogden, D. F. Reed, H. Calhoun, C. S. Royce.
Fayette.....	Washington.....	April —	1	.....	.....	.....	30	.....	.....	.....	.....	.....	.....	All hands.
Fulton.....	Delta.....	June 25	..	6	6	37	43	80	.....	50	\$20	.....	A. B. West.....	Anson Smyth, Franklin Hubbard, John Eaton, Jr., D. A. Pease.
Highland.....	Greenfield.....	Aug. 17	2	6	6	35	19	54	.....	89	4	.....	C. S. Royce.....	Horace Mann, C. S. Royce.
Holmes.....	.....	.....	2	10	4	14	45	30	75	.....	17	.....	A. J. Bell.....	.....
Jefferson.....	Stuebenville.....	April 6	1	3	3	40	30	70	60	35	.....	.....	M. H. Urquhart..	H. G. Cummings, — Milligan, John Gow.

OHIO JOURNAL OF EDUCATION.

Lawrence	Nov. —	1	6	6	00	50	44	C. Kingsbury.....	L. W. Andrews, J. Chester.
Logan	March 30	1	12	1	33	60	50	Henry Barns	Henry Barns, E. D. Olmsted, Horace Mann, M. C. Whiteley.
Monroe .....	.....	1	10	10	128	34	162	B. Powell.....	.....
Montgomery	July 21	4	4	4	50	30	80	Charles Rogers ..	Daniel Vaughan, J. C. Fisher, John Hancock, John Ogden, J. Young, Anson Smyth.
Noble	July 9	1	3	3	20	20	40	J. C. Clark.....	.....
Preble.....	July 20	4	5	5	27	19	46	5	C. Elliott, M. Saylor, D. Vaughan, C. S. Royce, J. H. Rolfe.
Seneca	Nov. 5	1	3	3	50	45	95	50	A. Schuyler
Shelby.....	Sept. 2	1	5	2	7	25	17	15	David Parsons, Joseph Shaw.
Tuscarawas	Aug. 24	1	2	2	35	15	50	42	A. D. Lord, John Ogden.
Warren	July 21	4	4	3	7	67	33	252	M. Stone, D. Shepardson, Anson Smyth, J. Hancock, C. S. Royce.
Washington.....	Nov. 17	1	9	9	56	40	99	25	"Our Literary Gentlemen."

For the above table we are indebted to School Commissioner Smyth, who is busily preparing his Annual Report, to be laid before the Legislature.

SCRAPS—ORIGINAL AND SELECTED.

Summer too soon has gone,
Winter too soon has come on.

The leaf has fallen, but the fine ear of informed faith can hear the grass growing, although the eye sees the ice-bound rivulets; and can hear the melody of winds blowing over the blossoms of future summers, and in the dim distance, too far for distinct interpretation, can yet discern the voice of happier generations.

THE REWARD OF DILIGENCE.—Franklin illustrated a text of Scripture, "Seest thou a man diligent in his business? he shall stand before kings." And having quoted it himself, added: "This is true. I have stood in the presence of five kings, and once had the honor of dining with one." Franklin was diligent from his youth up.

— At a recent meeting of the Morgan Co. Teachers' Institute, the daily reading from the Bible in Common Schools, and the introduction of History as a recognized branch of education, were recommended. Teachers and parents were earnestly recommended to be paying subscribers for the Ohio Journal of Education, and patrons of school periodicals. An out and out indorsement was given to the Library feature. Directors were invited to visit the schools more frequently, and Teachers who decline to take part in the active duties of Institutes were kindly reminded of their duty. Let there be similar sentiments manifested all over the State, and the cause of education will be alive in the hearts of the people.

— Mr. G. W. Gooley, member of the Board of Union Schools, at New Holland, Pickaway Co., Ohio, in a letter dated Nov. 21st, expresses a wish that the public be notified of the facts in the case of a Teacher calling himself H. B. Smith, "that others may not suffer like imposition." "Who came among us, obtained a situation as Principal Teacher in our 'Union School,' at a salary of \$40 per month; served one month to the acceptance of the School Board and the patrons generally; obtained a check on the 'Exchange Bank' for his wages, and went to Circleville to draw his money, since which time no tidings of his whereabouts have reached our ears, although three weeks have now elapsed. During the time spent in this place, this *honorable* gentleman managed to obtain credit at different places, amounting to fifty dollars or more. He also took with him a watch given him by the gentleman with whom he was boarding, to be left with a silversmith to be repaired, also a dollar, cost of repairing, neither of which he has returned." We know no more of the case than is in the above letter, which is published at the urgent request of the writer, to protect others.

"OUR JOURNAL."—The teachers of this State, if they will commence *forthwith*, can cheer the hearts of the Executive Committee of the Teachers' Association, by furnishing two or three thousand names of subscribers, with the dollars paid down, to commence a new year of the Journal. Let every subscriber renew. Those who can get five others should do so. Many can get one hundred and more. The will only is wanting. The credit and character of the teachers of Ohio, the great educational State of the West, is involved in the earnest discharge of this duty. Reader send on your money, and proceed at once to enlist others in the work. A new set of mail books now awaits a list of new subscribers. Let names be plainly written and the Post-offices and counties be given with accuracy.

— On the evening of Monday, Dec. 28th, night before the day of assembly in Columbus of the Teachers of the State, the Beethoven Musical Society give a concert, and Mr. W. T. Coggeshall delivers an address to the members thereof.

— The Atlantic Monthly for December is a choice magazine for holiday leisure hours.

GENERAL DUTIES PROPER TO BE OBSERVED BY TEACHERS.—To be at their respective rooms at least fifteen minutes before the time appointed for commencing the exercises of the school, and to open them for the reception of pupils five minutes before said time of beginning school.

See to the ventilation of the rooms, securing fresh air without irregular conditions of the temperature of the apartments.

Advert to the importance of forming habits conducive to health in such language as may impress the pupils.

Teachers to be neat and orderly in the appearance and appointments of the rooms in their charge.

To keep an accurate daily register of the names of their scholars, reporting faithfully attendance or absence, punctuality or tardiness, good or bad behavior, and the manner in which their lessons are recited.

Punishments should and will be few, if moderation, kindness and appropriate appeals to the honor, good sense and self-respect of the pupils, be made in good time, and the approaches to faults and offenses should, in this regard, be made the special subject of watchfulness.

DUTIES OF TEACHERS IN CONDUCTING RECITATIONS.—Prepare specially for the lesson, by thoroughly understanding it yourself.

Teach the subject and its practical bearing, not the words only, that it may be thoroughly understood.

Give out no new lesson until that in hand is mastered perfectly.

In assigning a new lesson, aid in its acquisition by explanatory suggestions of *what* is to be done and *how* it can best be appreciated.

Rules and definitions to be wrought into the *understanding*, not memory only.

Diversify explanations and multiply illustrations to effect this certainly.

Depart from the letter of the book, and allow pupils to make applications by some instance of practical business, of the subject under consideration.

Daily application by study and observation, to increase your own fund of knowledge, that by illustration and example, anecdote and similes, more subjects may be known by you than you are required to teach.

Do not, by hurry or petulance, supersede the efforts of pupils in responding, when, by patience and diversity of modes of presenting your inquiries, you may draw out correct answers.

Fix the attention of the class, exciting their interest, and spurring the listless to watchfulness by irregular calls on different pupils.

Exhibit animation yourself, and avoid regular and formal routine.

Strive to secure from the pupils correct and fluent language in their replies, making it a special point to build up symmetrically their mental growth, and cultivate harmoniously therewith their dispositions and manners.

Make it a *ne plus ultra*, each lesson must be mastered.

Let the pupils exhibit by *analysis*, by submitting in their language, the merits and meaning in detail of their lessons.

Keep a daily record of the merit of each pupil's recitation, his deficiency or thoroughness. It must be an understood consideration, that a fair and positive observation is uninterruptedly made and recorded of the history of each one's performances.

Monthly abstracts of these observations should be made out on a small printed note, submitted to parent and guardian, and returned with his or her signature thereto as proof of it having been seen and read.

Simultaneous recitations generally to be avoided, at times permitted for variety, and to awaken the class from dullness.

That the vocal organs may be developed and the voice rendered full-toned, firm and harmonious, by simultaneous exertions of the muscles of articulation in exercises requiring utterance in a loud voice.

Order in taking and quitting places, requisite.

Better attention may result from passing by temporarily those who give unsatisfactory replies, and avoid encouragement to the indolent by prompting and the "drawing out process," where evidently the pupil is presuming upon and awaiting such helps.

As the knowledge of the mental processes of others and appreciation of the faculties and powers of pupils, as well as the art of happily applying in detail, this knowledge fits a Teacher to communicate and educate properly, and touch the right spring of action, at the right time, it is the duty of Teachers to prosecute the study of Mental Philosophy.

— We have received a valuable report of the Dayton Public Schools, James Campbell, Sup't.

PREPARE FOR WINTER.—School rooms and premises should be early supplied with all the comforts for winter—the clothing and exercise of youth should be such as to preserve the requisite warmth and keep open and active the perspiratory orifices.

— During the past month, the people of Athens voted a tax of \$5,000 towards completing the Union School Building at that place. This makes \$14,000 appropriated for the ground and building. In view of the hard times, heavy railroad subscriptions, and the size of the village, this speaks volumes for the present enterprise and future prosperity of the Athenians. Although considerable effort was made to get up an opposition, the vote stood five to one for the tax.

— The attention of the Ohio State Teachers' Association is invited to the important suggestions contained in the article on "County Common School Superintendents," in this number. If this be a measure of true economy to the working of schools in the State, the subject is worthy of immediate action by the General Assembly.

KEEP TO YOUR CALLING.—Bishop Grosteste, of Lincoln, told his brother, who asked him to make him a great man—"Brother," said he, "if your plow is broken, I'll pay the mending of it; or if an ox is dead, I'll pay for another; but a plowman I found you, and a plowman I'll leave you."

Boards of Examiners may profit by this example in leaving some applicants where they find them.

MCGUFFEY'S NEW ECLECTIC READERS are having great and justly merited popularity among intelligent Teachers. Published by W. B. Smith & Co., Cincinnati.

MEETING OF THE OHIO STATE TEACHERS' ASSOCIATION.

The next annual meeting of this Association will be held in the city of Columbus, Tuesday and Wednesday, December 29 and 30, 1857.

The evening address will be delivered by Hon. Anson Smyth, State Commissioner of Common Schools. Hon. Judge Whitman is also expected to deliver an address. A number of reports on subjects of interest will be presented for discussion during the session.

As the business brought forward at this meeting must, of necessity, be of vital importance to the welfare and future usefulness of the Association, it is hoped that every live Teacher in the State will be present, and take an active part in devising and perfecting measures for forwarding the educational cause. The help of every one is needed, and, if we would not lose all that has been already gained, it must be freely rendered. Let there then be such a gathering of the friends of sound instruction as will make the meeting a pleasant and profitable one.

JOHN HANCOCK,

Ch'n Ex. Com. O. S. T. A.

OHIO PHONETIC ASSOCIATION.

The Ohio Phonetic Association will hold its annual meeting in Columbus, on the evening of the 30th and on the 31st of December.

Rev. Jas. P. Stuart, Prof. of Languages in Urbana University, will deliver an address on the evening of the 30th. Subject—"The Advantage of Phonetics in Study of Words."

An address by A. D. Lord, M. D., Pres't of the Association, and reports from Committees, may also be expected.

CHAS. S. ROYCE,

Ch'n Ex. Committee.

HURON, Nov. 1857.









