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OHIO





THE OHIO  
JOURNAL OF EDUCATION:

PUBLISHED MONTHLY,

UNDER THE AUSPICES OF

*The Ohio State Teachers' Association.*

**EDITORS:**

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VOLUME IV.—1855.

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CONSTITUTION  
OF THE  
OHIO STATE TEACHERS' ASSOCIATION.

PREAMBLE.

As a means of elevating the profession of Teaching, and of promoting the interests of schools in Ohio, we whose names are affixed associate ourselves together under the following

CONSTITUTION.

ARTICLE I.—This Association shall be called the Ohio State Teachers' Association.

ARTICLE II.—The officers of this Association shall be a President, twenty-one Vice Presidents, a Recording Secretary, a Corresponding Secretary, and an Executive Committee, to consist of seven persons.

ARTICLE III.—It shall be the duty of the President to preside at all meetings of the Association. In case of vacancy, or his absence, it shall be the duty of any one of the Vice Presidents to perform the same duty.

ARTICLE IV.—It shall be the duty of the Recording Secretary to perform the usual duties devolving upon such officer.

ARTICLE V.—It shall be the duty of the Corresponding Secretary to correspond with associations of a similar character; to correspond with individuals, under the direction of the Executive Committee; he shall, further, keep a full copy of communications from and to him, in a book provided for that purpose; keep such correspondence on file, and report his correspondence, when called upon to do so, at any regular meeting of the Association.

ARTICLE VI.—It shall be the duty of the Treasurer to receive and keep all funds belonging to the Association, and pay out the same only on orders from the Chairman of the Executive Committee. He shall keep a faithful account of all moneys received and expended, in a book to be provided for that purpose, and report the condition of the finances, when called upon to do so, at any regular meeting.

ARTICLE VII.—The Executive Committee shall carry into effect all orders and resolutions of the Association, and shall devise and put into operation such other measures, not inconsistent with the object of this Association, as it shall deem best. It shall fix the time and place for holding all regular meetings of the Association, and shall appoint at least an annual meeting each year, secure speakers, and arrange business to come before the Association. It shall keep a full record of its proceedings, and present an annual report of the same to the Association.

ARTICLE VIII.—The Executive Committee shall hold its first meeting as soon after election as practicable. Four members of said committee shall constitute a quorum for business, and afterwards may meet on its own adjournment or appointment.

ARTICLE IX.—All funds raised for the Association shall be by voluntary contribution, and shall be expended under the direction of the Executive Committee, through its Chairman.

ARTICLE X.—Any teacher or active friend of education, male or female, may become a member of this Association, by subscribing to this Constitution, each male member paying the Treasurer the sum of one dollar.

ARTICLE XI.—Delegates appointed to attend the meetings of this Association, by county associations, whose object is in unison with ours, shall be considered as honorary members.

ARTICLE XII.—The officers of this Association shall be chosen by ballot, at the annual meetings of this Association, and shall hold their offices for one year, or until their successors are elected.

ARTICLE XIII.—This Constitution may be altered or amended by a majority of the members present at any regular meeting, where notice of such intended alteration shall have been given at the preceding regular meeting.

Article X, as amended, July 1855. Any Teacher or active friend of education may become a member of this Association by subscribing to this Constitution and paying to the Treasurer the sum of one dollar; and male members may retain the privilege of membership by the annual payment of one dollar.

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THE  
Ohio Journal of Education.

COLUMBUS, JANUARY, 1855.

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Introductory.

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WITH the opening of the year, the Journal enters anew upon its chosen mission. We tender to our patrons, to all the friends of universal education, a cordial greeting; and while we wish them a happy new year, we would contribute our utmost to aid them in the use of the proper means for securing the full fruition of all the pleasures arising from well-directed efforts for their own intellectual, social, and moral culture, and the improvement of those for whom they labor.

The great objects for which the Journal was established and for which it has, during the last three years, incessantly labored, are too well known to need explanation here. It will continue its efforts for the improvement of the means, and the success of the plans adopted, for the advancement of thorough education in all the institutions of our State and country.

The specific plans of our State Teachers' Association for the coming year can not be definitely announced till after the annual meeting; but the success of its labors during the past seven years, the steadiness with which it has gone forward in the advancement of its objects, is a sufficient guaranty that its course will be—onward. And this must be the motto of the Journal: regardless of the cry of "hard times," of the indifference with which the "hackneyed subject of *education*" is often met, we must go forward. Onward! As its echo resounds in the ear, we are cheered by the voices of the illustrious dead. Said the Father of our country, "In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened." "Make a crusade against ignorance," said Jefferson. "A well-instructed people, alone, can be a permanently free people," said Madison. "Good instruction is better than riches," was a motto furnished by William Penn. And so long as ignorance prevails in the land, so long as one hundred, or one hundred and fifty, thousand of the

youth of Ohio are known to be growing up in ignorance, we shall hope there are none who, through indifference or selfishness, will refuse to join the crusade proclaimed by the Sage of Monticello.

During the past year the Journal has made the acquaintance of some hundreds of new subscribers, of whom not one has signified a wish to have it discontinued. A large number of our patrons have taken it regularly from its commencement in 1852: from them we can not think of parting; and it is confidently hoped that the sum of one dollar (the material bond which seems to unite us) will not be allowed to sunder the agreeable relation hitherto existing between us.

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### Discipline and Order.

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There are several topics of a general character, bearing directly upon the prosperity of systems of classified schools, which deserve consideration both from school directors and teachers. Among these, are the subjects at the head of this article.

In order that any school system may accomplish the objects for which it is established, it is necessary, in the first place, that powers, sufficiently ample, should be conferred upon those entrusted with the administration of such system. In our own State, with a single exception, namely, the power to compel the attendance of idle, street children, such powers have been very liberally conferred. This topic may therefore, for the present, be dismissed from further consideration.

In the next place it is of essential importance that the local authorities who assume the duty of administering a school system, should not only have liberal and enlightened views of the ends to be attained, by the establishment of such school system, but that they should be deeply interested in its success, and give to it such an amount of attention and care, as shall secure for it the most entire public confidence and respect. Important, highly important and liberal powers have been delegated to the members of Boards of Education of our State, and much ability, much knowledge of human nature, much disinterestedness and business talent, are required to meet the trust reposed, in a proper manner. In employing and discharging teachers, in admitting pupils to the schools, or in classifying them and promoting them from grade to grade, and in the regular administration of all that portion of the discipline which lies beyond the legitimate prerogative of the teacher, there is constant re-

quisition for those higher qualities of calm judgment, decision of character and moral courage, which are supposed to be absolutely essential only to much more conspicuous public stations.

In addition to that intelligence and foresight which are requisite promptly to apprehend the principles and methods, necessary to the intellectual and moral advancement of children, the school directors need to possess the true idea of the relations existing between the governor and the governed, whether found associated in the school room or at the family fireside. As required of deacons in the churches, school directors ought "to rule their children and their own houses, *well*;"—ought ever be ready to afford that protection to timidity or injured innocence, or, dispense to "young America" that even justice, and to his blindly affectionate, indulgent mother, that wholesome admonition, which the circumstances of the case may require.

Now there is, we believe, considerable diversity of theory and practice, on many of the points just specified, among the local school authorities of the State; and, in as much as wrong theory and wrong practice on the part of those thus holding power, is likely to prove highly prejudicial to all true educational prosperity, notwithstanding the presence of all other good influences, these several topics seem to require a careful review. Let us commence with the consideration of a most ruinous, yet very prevalent policy in school interests, namely, *the doctrine of expediency*. While communities observe that the school systems of our State, or any of them, are administered upon this basis, in whole or in part, true prosperity seems to be out of the question.

If our public schools are ever to take rank in respect and true dignity, they must be conducted on principles of strict justice and impartiality. It should be constantly borne in mind, that while our schools may be *common*, and may be *free*, they are still *sacred public institutions*, established for the benefit of the *whole people*, and that they can not, therefore, be expected to humor individual caprices, promote private or selfish interests, or yield points of wholesome discipline, to correspond with the particular preferences of their warmest supporters and friends. Like the dew and the rain, they should dispense equal blessings to all, special favors to none.

Let us suppose that a teacher has been selected for one of our public schools without any favoritism whatever, but that, after a fair trial, he or she is found quite incompetent for the duties assumed. Will such teacher be promptly discharged and a better one sought? Quite possibly the teacher is a very amiable, worthy person—has a feeble consti-

tution—is without property or influential friends—and *needs, very much*, the employment and the *compensation* paid for it; or, the teacher, though manifestly incompetent, has a circle of *very influential friends* that will be alienated if he or she is discharged; or, a strong and open opposition will be made to the schools and school system, or, a direct attack commenced upon some tender point. Again, some rowdy boy, from some particular family, who has never submitted to restraint of any sort at home, can not see why this wholesome doctrine should be taught in the schools—in short, he is turbulent and rebellious—and authorities, finding his case surrounded with some difficulties, call a little *expediency* to their aid to carry them safely through. This is, by no means *universal*, with school authorities, but the tendency is quite too strong in this direction, both with respect to inefficient teachers and disorderly pupils. This temporizing policy is disastrous to the true prosperity of any school system. Come in what shape it may, it is to be condemned, despised, repudiated. It is vastly underrating the intelligence and moral sense of almost any community to yield palpable points of duty to expediency. Usually, the parties themselves to whom concessions have been made, are first to feel and to *exhibit* their want of confidence in a system thus conducted. Let us remember that we all bow, *from necessity*, to the administration of exact justice, however it may conflict with our selfish interests.

Leaving all persons to judge for themselves to what extent the foregoing remarks apply to their own locality, we proceed to speak of certain precautionary measures which seem to be worthy of the consideration of all, charged with the administration of a public school system.

A teacher is to be employed to take the charge of a school. The interests of the children of this school, and probably the interests of the children of other schools, are at stake in this choice. It is quite problematical, in the case of a stranger especially, whether the teacher selected will prove successful. A *general certificate* of qualifications, or a *general declaration* of ability to manage a school, seems to us quite insufficient to warrant the employment of any teacher, for any post. In view of all the *certainties* in the case on the one hand, and in view of all the *uncertainties* of the case on the other, we think there should be, in common justice to all parties, a *distinct specification* of what is required and expected of a teacher, before any contract is concluded. The precise *standard of order* expected, should be stated, and the question then put, *not* can you teach a school, but, *have you ever*, and *can you now* keep this standard of order in this school? If you can,

we want your services. If you can not, we must look elsewhere for a teacher. If the teacher is still confident that he or she can fully meet the requisitions, there should still be a condition that, in case of any dis-appointment or failure to do so, at the expiration of half a month or a month, the teacher should *voluntarily tender* his or her resignation to the Board. And in like manner with every duty. Let every thing required, be "nominated in the bond," and there will be little occasion or temptation to resort to *expediency* with respect to an inefficient teacher. It will be seen, of course, that all this implies oversight, *super- vision*, in some form, but how else can any extensive business oper- ations be conducted? Will schools be certain to prosper, when there is no watchful, intelligent guardianship around them? Will good teachers come, without invitation, to take the place of poor ones, thus relieving authorities from all care in the matter?

But the question may be asked, how can you *specify* school duties in such a manner as to leave little or no room for doubt or controversy?

The point of *order*, being as difficult as any to fix *specifically*, may, for illustration, be considered. The following is an extract from our printed circular, addressed to all teachers who engage to us—"Can you promptly suppress all whispering or communications among pupils dur- ing school hours, by the use of reasonable and appropriate measures?" This, in our estimation, serves to fix the standard of school order at the proper point, leaves little room for controversy, and secures, at the same time, an amount of professional skill, and experience, strength and decision of character, and moral worth, absolutely essential to the true prosperity of a school. Our teacher friends may, however, object that this stand- ard is too high, that the suppression of all communications, is unreason- able and unnecessary. With all such teachers we can only say that, on this point at least, we shall probably ever remain at variance. Our respect for this regulation is so sincere and profound, and our regard for its results, so high, that we shall be very slow in receding from it. There is a sort of *straight forwardness*, a commendable, manly independence of charac- ter, even in a child,—the dawning of a noble self-reliance, to be wit- nessed in the bearing of those pupils, who have, from an early period, and during the successive years of school life, practiced the golden pre- cept of *minding their own business*, that is worthy of great admiration. For an explanation of this, it is perhaps not necessary to penetrate deeper, or ascend higher in philosophical investigations, than to remem- ber that during all of our waking hours, we instinctively and irresistibly seek for enjoyments of some kind, and when absolutely cut off from those

of a trivial, superficial character, we are *driven inward*, driven into some degree of self-control,—driven to those higher exercises of the intellect which impart to it its true vigor and power. We do not, of course, presume to assert that there are no good schools, and no real proficiency in study, where this standard is not adopted, but we do say, that among all the instrumentalities employed in education, we do not think of any single one, combining so many advantages and possessing so many far-reaching tendencies, as the simple regulation of requiring, most emphatically and unconditionally, that EVERY PUPIL SHALL ALWAYS MIND HIS OWN BUSINESS; and, further, we exempt no age, or sex, or grade, or circumstances, from the operation of this rule. Let ALL communications among pupils, during school hours, be suppressed, and let the *ability* to suppress communications, be regarded as an essential qualification of every teacher.

Having, as we trust, shown how one of the more difficult duties of a teacher, may become a matter of distinct specification, in a contract with school authorities, we may safely leave the remainder to the discretion and judgment of parties interested. It will be comparatively easy to specify what scientific attainments are expected, and what miscellaneous duties are to be met. We only add, on this point, let every essential duty be well understood between the parties, and let the teacher resign or be discharged, when found incompetent to meet them.

There are, however, some further practical suggestions to younger teachers, which may or may not, be specified in a contract, that we think it well to present. There is often a very great error committed, in allowing any of the exercises of the school to proceed, while the order is in any degree below the proper standard. Let ever teacher, on the *first day* and *first hour*, and on all succeeding hours and days, see that there is *just the right standard* of quiet and order before any exercise is commenced, and let any and every exercise be promptly and entirely suspended, unless this standard is maintained. But, *how long* should the teacher wait for quiet to be restored? The spirit of our advice on this point may be gathered from the following reply of an eastern Railroad Superintendent, to the conductor of a train—"How long shall I wait at—station for the *up train*?" "Wait, sir, until the *axletrees of your carwheels have rusted off*—then get a new supply, and wait till they rust off." So let the teacher wait, until the solid walls of his school room shall crumble to decay, before proceeding with any sort of exercises in a disorderly school. Neither reading nor spelling, Algebra or Philosophy, are matters of such infinite consequence, that they are

to be taught at the expense of martyrdom of every thing else valuable. But we have one method to suggest, by way of securing and maintaining this order, and we then dismiss the topic. It is, the imperative, never-ceasing duty of the teacher to provide every child with *something to do*. All of the study hours of each class, with the *specific time set* for the preparation of each lesson, should be most carefully and judiciously arranged by each teacher. It is idle to expect that the simple announcement of a lesson to young children, will be sufficient to insure its proper proportion of attention, in comparison with, and in connection with, all other duties and lessons. It is, indeed, scarcely safe to leave this to the option of the older pupils in any school. If not absolutely *required*, the practice should be very strongly recommended to the most mature students, to have *fixed hours* for preparation for each recitation. With all the younger pupils, we regard this, in connection with what has been previously said respecting communications, as a sort of *starting point* to future success in teaching. And, we may add, that when we find a teacher, unable or unwilling to assume the duties heretofore specified, we regard it as conclusive evidence of incapacity to be useful as a teacher. Let all further negotiations be suspended.

It has not been our purpose, in the foregoing remarks, to speak of school discipline and order, in a strictly professional manner, but only to note such aspects of these topics as seemed to lie open to the consideration of both school directors and teachers. We believe, very firmly, that the interests of every school system demand that all time-serving policy,—the entire doctrine of *expediency*, should be promptly and forever abandoned in the administration of all its duties, and it has been with a wish to promote this object, that a few precautionary measures have been pointed out. We trust that our remarks will not be interpreted as favoring severity or injustice to teachers. We say, only, with reference to all these interests, as says a certain legal maxim, “those who demand equity *must do equity*.” In seeking, most earnestly, the prosperity of our classified, union schools, we can not do otherwise than seek the true interests of the teachers’ profession. We say still, therefore, let us have the same explicitness in contracts to teach, that we have in the specifications to erect a building, or any other undertaking, and then, in common justice, to the honor of all business principles, and with respect to and reverence for that sternly impartial judgment which the coming generation shall pronounce upon our conduct, **LET ALL PARTIES LIVE BY THE CONTRACT.** Let merit ever find its



reward, and let incompetency meet the same fate that it would among artisans or in commercial pursuits.

As before intimated, this course contemplates intelligence, vigilance and decision of character on the part of school authorities, but, we ask by what strange magic can a school system be expected to prosper, when, if the same looseness and vagueness should be practiced in the business principles which belong to commercial transactions, there would be inevitable bankruptcy and ruin? This leads us to the consideration of the subject of local supervision, a topic we propose to discuss in some future number of the Journal.

M. F. C.

SANDUSKY, O., December, 1854.

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### Evening Study.

In the December No. of the Journal, I noticed an article concerning the evil effects of boys being in the streets after nightfall—an extract from the Rural New Yorker—that contains much useful information very beautifully expressed, which, if properly appreciated by parents, would greatly lessen vice in our midst, and diminish the number whose grey hairs are yearly brought with “sorrow to the grave.”

Any one having had experience in teaching, can not have failed to notice the sad effects of this ruinous practice upon a school, individually and collectively; and he has, no doubt, tried various means for its abolishment. Of all the methods I have adopted, I think *evening study* the least inconvenient and the most successful—two qualities that ought to be a sufficient recommendation for its general use; and I am satisfied that any teacher giving it a fair trial, will be convinced of its efficiency, and astonished at the change that can be thus wrought in the minds of scholars. There is an important saying, by whom first expressed I know not, which, though we deem it, as the generality of such propositions, the result of no laborious investigation, yet is, in my humble opinion, no chance idea; as the better it is understood, the more lucid and impressive is its truth: *Man is a bundle of habits*. Since this is true, of what importance that children form proper habits. Man’s maturer years are as his early life: streams are as their fountain-head; if the latter be bitter and poisonous, the former can be nought else than deleterious.

Let us first notice the benefits accruing to those studying evenings:

there is no disadvantage, providing the mental and physical organism be not overtaxed, weakened and deranged. While night's dark pall envelops the earth, and the busy hum of the city is hushed to rest, Satan's emissaries plot and perpetrate their fiendish deeds; and children, being ever ready to learn evil, are more exposed, if roaming at large in the evening, to temptation and ruin. If they do not eventually fill felons' graves, they are apt, at least, to form habits that will incapacitate them to benefit their race, honor God, and thus fulfill the object of their creation.

Night study has the tendency to interest them in the pleasures of the fire-side; it creates a taste for reading, and thus gently restrains them from the bad associations that would lead them astray. By this means, also, a greater amount of knowledge may be acquired than if the evenings are not thus improved. Excepting the advantage of the pupil having a teacher, which he does in school, it would seem that he may learn as much in studying evenings as in the daytime—and more, indeed; for, at home, he is not subject to the confusion that more or less disturbs him in the school room.

But we are not left to vague and unsatisfactory theorizing. It is an incontrovertible fact, that nearly all the world's self-made men (and what self-made man is not great?) become so by evening study. By devoting his nocturnal hours to patient, determined studiousness, many a man of humble parentage, has filled some of the more honorable and enviable positions in civil and political life. Clay, the orator and statesman; Henry, the fiery patriot; Franklin, the sage philosopher; Harrison, the log-cabin boy; Clinton, the enterprising Governor of New York; Jackson, the iron-willed President; besides hosts of others, of our own country, whose revered names brilliantly shine among her literary stars, are noble examples whom our youths would do well to imitate.

An English friend of mine, with good facilities for knowing, informs me that most of the great men of England, owe their ability and renown to evening study. Obligated through the day to labor at their trades—if so fortunate as to have any—at night they pored over the few books they could secure; and thus, through difficulties almost unfathomable, and against obstacles by many deemed insurmountable, they struggled up to stations of trust, responsibility and emolument, which they filled with advantage to their employers and honor to themselves. It would be an endless task to enumerate all such examples; but I have one in mind that, I think, has never been mentioned this side of the swelling Atlantic.

A few years since, in one of the midland districts of his father-land, lived a poor, ignorant man, whose pursuit was farming. Among his children was a lad so lamentably stupid that he could render his father no assistance on the farm. He was sent to a neighboring parish school, in hopes that his dullness might be removed. At the close of the quarter, his father endeavored to reap some advantage from sending him to school, by putting him to work; but great was his surprise to find that he had forgotten all he had ever known concerning agriculture. Disappointed and mortified, he expressed his displeasure in the semi-barbarous dialect peculiar to England's lower classes:

"Thee dessent knu sa mech as thee ded bevoor thee vent to schule. Thee cussent 'arness a 'oss, nur yak an ax!"

An unpromising lad, certainly! There was a poor prospect that he would become noted in the scientific world; and yet, some of the neighbors urged the parent to send him to school again, and he consented. Afterwards, some noblemen chanced to hear him speak in language and with sentiments above his humble circumstances, and prevailed on his father to let him attend a seminary; and, finally, so well pleased were they with his proficiency while there, that they clubbed together and sent him to a university: this requires almost a fortune in monarchical countries. At the university, our little hero is distinguished for mathematical attainments, especially in the astronomical department; and the next we hear of him, he has discovered a new world larger than the earth, and nearly equal in size to Uranus. He now ranks among England's great scientific men; is a member of the Royal Society, which is tantamount to the Academy of Science in France; and, for three or four hours devoted each day to the instruction of a few noblemen's sons, he receives a salary of £2000.

Such is the career of the astronomer ADAMS, who first announced the discovery of the planet Neptune, and for the glory of the achievement, contended with the great French mathematician, Leverier. It is now believed that both are entitled to the honor, as neither had heard of the other's success, when he made the discovery; although Adams first detected the presence of such a body in the solar system, and announced his belief in its existence to the Royal Society, in advance of Leverier.

It is not necessary, however, to cross the Atlantic to find examples of individuals who have made themselves erudite and celebrated in literature and science, by evening study. Our country's history abounds in such instances. Some of our great men, when young, were not only compelled to study evenings, but to study by firelight or torchlight. A

Methodist minister of some note recently told me that his knowledge of English grammar was acquired by the light of a neighbor's log-heaps.

At a future time, I will endeavor to show how I induce my pupils to study evenings.

D. A. PEASE.

MAUMEE CITY, December, 1854.

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### Habe Parents a Right to do it?

A right to do what? the reader may ask. To send their children to school irregularly. Let us examine a moment.

When a number of men unite for the transaction of any business, no member of the firm has a right to do anything which will work to the injury of his copartners. The truth of this proposition is so evident, that it requires no argument to sustain it.

The public school is a species of copartnership entered into by all the householders of a community, the object sought, being the education of their children. All will at once admit, that no member of the community has a right to do the least thing which shall serve to defeat the object for which the school was established, but rather, it is the duty of each to do all that he consistently can to promote its usefulness. How is it with the parent who sends his children irregularly? Let us illustrate by presenting a sample of every day occurrence.

I have a boy and two girls, whom I send to school regularly, except in cases of sickness. They are desirous of learning, are pleased to attend school, yet become frequently vexed and discouraged. Why vexed and discouraged? They are arranged in classes, more or less members of which, are absent from recitation almost every day.—Although *they* may be prepared to proceed onward to-day, the whole class is detained while the delinquents of yesterday are brought up, so that all may move forward together. This annoys and depresses them, as they see it extends the time of their promotion, indefinitely.

I clothe and feed my children, and deprive their mother of their needed services at home, for the purpose of educating them as well as I am able: and I submit whether my neighbor has a *right* to detain his children from school, and thereby prevent me from receiving that return for my expenditures and sacrifices, to which I am justly entitled. To me it appears evident, he has no such right. With me, he has entered into the general copartnership for the education of our children, and

he may not, either by act of commission or omission, do aught which shall defeat or retard the accomplishment of our object. So long as our interests are united, he cannot as an honest man and a Christian, detain his children from school, to the injury of mine, without incurring blame.

My children inform me, that scarcely a day passes in school in which their teacher does not urge upon the pupils, the necessity or justice of prompt and regular attendance. It is to be hoped our citizens will take the subject into serious consideration; if they do so, we may rest assured our school will become more efficient and useful than it ever has been.—*Correspondent of Perrysburg Journal.*

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#### HOME EDUCATION.

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During the present season, while nearly all are feeling the necessity of economising in every possible way, it is greatly to be feared that many families will commence the work of retrenchment by diminishing their usual supply of books and papers, and thus cutting off the means for the intellectual culture, the social and moral improvement of their children. This, we believe, would be the poorest kind of economy. Hard as the times may be, if industrious and frugal, (and if blessed with health,) there are very few families in our favored land who need fear the lack of a sufficient supply of food for their bodies, and we hope that none will be inclined to allow their own minds or those of their children to famish for the want of wholesome reading.

In regard to mere political, or partizan papers, we have nothing to say; but such works as the Ohio Cultivator, or Farmer, the religious paper, the standard magazine, or the reliable newspaper from the county seat, the state capital or some eastern city,—these should no more be discontinued than the supply of needful food for the body.

The influence which books and papers may exert in a family, and the effect of withholding them entirely from children, are well illustrated in the following:

**SAD, BUT TRUTHFUL NARRATIVE.**—In the town of B., in the State of Pennsylvania, lived two farmers, each having a farm of one hundred and sixty acres, well tilled. Happiness reigned supreme under each roof, until the sons and daughters of one began to put aside that parental restraint, which, when properly exercised, so eminently contri-

butes to the happiness and good cheer of a rising family. There is a tide in men's affairs, which, if embarked upon with due caution and understanding, will lead them on to happiness and prosperity. The tide of fortune had now set in, and these two families launched upon it. Prosperity, with all her attending train of hopes, pleasures, and high-toned enjoyments, followed the family of one. Good morals, intelligence, and virtue, with her bright-eyed and modest retinue, were theirs. Affluence and honor were the world's offerings to them. The parents in this family lived to a good old age, saw their children grow up to manhood honored and honoring, and finally went down to quiet graves, rejoicing that they had lived.

On the other hand, the sons and daughters in the other family lived only to become a disgrace to their once fond and confiding parents, a nuisance in society, a burthen to themselves, and a canker upon the public body. One son filled a drunkard's grave, one expiated his crimes upon the scaffold, and the balance met a scarcely less ignominious death. The mother died with grief from her offspring, and the father lived only to suffer more bitterly the pangs of remorse; when, at length, lying down to death, he called his neighbors around him, and solemnly said: "My neighbor lived happily, saw his family rise up honored among men, and finally died rejoicing that he had lived; but the latter part of my life has been like the sting of a thousand scorpions; my family is ruined, disgraced, lost; and I am about to die, heart-stricken with ten thousand sorrows. The difference in our condition is easily explained. My neighbor cultivated his children mentally and morally, as well as physically; they were strangers to midnight revels, and grocery and ale-house smartness. Books and papers were their evening companions, and their most cherished guest was the family *newspaper*. My children knew no such teachings. They learned their morals in the street-brawls at night, and their knowledge of men and things from the low associations induced by their ignorance. I therefore beseech you, my friends and neighbors, not to do as I have done; but take warning from the wretchedness of my family; follow the example of my favored neighbor, make home the happiest resort of your children, and instructive books and papers their desired companions, and you will reap a reward of conscious joy. I do believe, that had I taken even my *county newspaper* and taught my children to read it, they might now be living in the full fruition of the esteem of friends and the love and admiration of a now disconsolate and dying father."

## PROFESSIONAL.

## The Science and Art of Teaching.

## NUMBER I.

The following is a Synopsis, or outline, of the course of instruction which the writer has been accustomed to give in the Teachers' Institutes during the past season.—A. D. L.

|           |           |                         |  |
|-----------|-----------|-------------------------|--|
| Teaching, | Theory,   | Objects, . . . . .      | <ol style="list-style-type: none"> <li>1. To awaken an earnest desire for knowledge.</li> <li>2. To impart instruction in the best manner.</li> <li>3. To discipline the minds of his pupils.</li> <li>4. To aid them in forming correct mental habits.</li> </ol> |
|           |           | Means, . . . . .        | <ol style="list-style-type: none"> <li>1. Directing the studies of his scholars.</li> <li>2. Assigning lessons and exercises.</li> <li>3. Conducting recitations.</li> <li>4. Oral instruction, lectures, etc.</li> </ol>  |
|           |           | Principles, . . . . .   |  |
|           | Practice, | Organization, . . . . . | <ol style="list-style-type: none"> <li>1. Opening exercises.</li> <li>2. Enrolling and seating pupils.</li> <li>3. Forming classes.</li> <li>4. Arranging the order of the exercises.</li> </ol>   |
|           |           | Instruction, . . . . .  | The details of teaching the several branches.  |
|           |           | Government, . . . . .   | <ol style="list-style-type: none"> <li>1. The nature of school government, etc.</li> <li>2. Its objects.</li> <li>3. The means for accomplishing them.</li> <li>4. Requisites for success in governing a school.</li> </ol>  |
|           |           | Management, . . . . .   | Principles to be observed, etc.  |

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### Geography.

In presenting the following outline, it is not supposed that it will be new to many in its main features. It is generally admitted, at the present time, that every teacher of Geography should be acquainted with some such method of presenting it. It may not be advisable to present the full subject thus classified, except to more advanced classes; but the teacher, who has a science systematically arranged in his own mind, will be able to select such topics as are adapted to the capacity of his pupils.

Geography is usually divided into three departments, Mathematical, Physical, and Civil. Mathematical Geography relates to those facts which are more closely connected with Mathematics, forming a basis for the development of the second department. Physical Geography treats of the natural facts and phenomena of the earth, bringing to its assistance all the natural sciences, more especially Geology, Mineralogy, Botany, Zoölogy, and Chemistry.

The object of Civil Geography is to develop the social characteristics of man, and more especially to point out the influence of Physical Geography upon the character, history, and destiny of different nations and races.

The following are the leading topics to be treated in Mathematical Geography :

I. The form of the earth,—an oblate spheroid ; which is proved,

1, By the appearance of receding and approaching objects ; 2, by circumnavigation ; 3, by eclipses of the moon ; 4, by the time of the sun's rising at different points ; 5, by the direction of the sun's rising at different times of the year ; 6, by the limit of vision from different elevations ; 7, by the appearance of the heavenly bodies ; 8, by the properties and tendencies of matter in motion ; 9, by the pendulum ; and 10, by the measurement of degrees.

The last four of these are employed for proving the exact form.

II. Its dimensions.

1, Diameters ; equatorial, 7,925 miles ; polar, 7,899 miles ; mean, 7,912 miles ; 2, Circumference, about 25,000 miles ; 3, Area, 197,000,000 of square miles.

III. Its density ; its specific gravity is  $5\frac{1}{2}$ , water being one.

IV. Its position, with reference to,

1, The planetary system ; the third from the sun—distance, 95,000,000 of miles.

2, The inclination of its axis,  $23^{\circ} 27' 40''$ ,—or  $23\frac{1}{2}$  degrees.

V. Its motions : annual, diurnal.

VI. Its divisions : equator, tropics, polar circles, parallels of latitude, meridians of longitude, zones, hemispheres.

VII. Modes of representing it : globes, maps.

VIII. Seasons and their changes : tropical, temperate, polar.

IX. Length of days.

X. Difference of time.

Physical Geography, treats of Surface and Climate.

I. Surface: Land, Water.

1. Land : topics. 1, Extent ; 2, Contour ; 3, Relief ; 4, Waters ; 5, Soils ; 6, Vegetable productions ; 7, Animal productions ; 8, Minerals.

2. Water : topics. 1, Extent ; 2, Contour ; 3, Depth ; 4, Temperature ; 5, Color ; 6, Taste ; 7, Specific Gravity ; 8, Currents ; 9, Vegetable productions ; 10, Animal productions.

II. Climate relates to the Temperature, Moisture, and Salubrity. It depends upon



1, Latitude; 2, Elevation; 3, Distribution of Rain,—Winds, position of bodies of water, elevations of the land; 4, Winds; 5, Nature of the country, as exposed to the winds or protected from them; 6, Nature of the soil; 7, Circumstances causing impurities in the atmosphere.

Civil Geography treats of, 1, Different races of men; 2, States of Society; Governments; 4, Religions; 5, History of different Nations; 6, Customs, manners, peculiarities, superstitions, etc.; 7, Internal improvements,—Science, Art, and Literature; 8, Intercourse and relations; 9, Influence of the natural development of a country upon its inhabitants, both as individuals and as a nation.

A. SAMSON.

COLUMBUS, December, 1854.

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**MATHEMATICAL DEPARTMENT.**

JOSEPH RAY, CINCINNATI, EDITOR.

SOLUTIONS TO QUESTIONS PUBLISHED IN THE NOVEMBER NUMBER  
OF THIS JOURNAL.

**QUESTION 1.** Solution by JAMES GOLDRICK.—A's profit for six months is  $\$300 - 240 = \$60$ , and  $\frac{60}{240} = \frac{1}{4}$ ; hence A's profit for six months was  $\frac{1}{4}$  of his stock; therefore, B's profit for twice six months, or twelve months, will be  $\frac{1}{2}$  of his stock. But B received  $\$600$ ; hence  $\$600$  is  $\frac{1}{2}$  of his stock, which is therefore  $\$400$ .

Again, C's profit for his time is  $\$260 - \$160 = \$100$ , and  $\frac{100}{160} = \frac{5}{8}$ ; hence C's profit for the required term is  $\frac{5}{8}$  of his stock. But for six months, like A's, it must be  $\frac{1}{4}$ . Hence C's time will be as many times six months as  $\frac{1}{4}$  is contained times in  $\frac{5}{8}$ ; that is,  $2\frac{1}{2}$  times;  $2\frac{1}{2}$  times six months = 15 months, C's time.

**QUESTION 2.** Solution by M. C. STEVENS.— $\frac{7}{4} = .7142085$  is incorrect, because it has *seven* different figures; whereas it can have but *six*, since when 7 is a divisor, there can be only *six* different remainders, giving six different quotient figures.

**QUESTION 3.** Solution by DELTA.—Let  $a$  = each man's daily provision, and  $x$  = number of men at first.

Then  $a(2x - 42) 4 = (8x - 168) a$  = stock of provisions.

$a(2x - 30) 3 = (6x - 90) a$  = stock on hand at the end of the 6th day.

$\therefore (2x - 78) a$  = remainder =  $366a$ .

Whence  $x = 222$ , and  $222 - 136 = 86 =$  No. men left off the Sally.

Let  $y =$  No. days provisions lasted afterwards.

Then  $\{172 - (y - 1)10\} \frac{1}{2} a = 366a$ ; or  $91y - 5y^2 = 366$ .

Whence  $y = 6$ , and  $86 - 60 = 26$ , the number of men remaining alive after the provisions were exhausted.

REMARKS.— $(2x - 42)4$  is thus found. We want to find the sum of the arithmetical series whose first term is  $x$ , number of terms 8, and common difference 6, which is  $(x + x - 42) \frac{8}{2} = 2x - 42)4$ . To get  $(2x - 30)3$ , it is necessary to find the sum of the arithmetical series whose first term is  $x$ , common difference 6, and number of terms 6, which is  $(x + x - 30) \frac{6}{2} = 6x - 90$ .

$136 = 100 + 6(6) = 100$  men killed at the end of the sixth day + the 6 men killed daily for six days.

$\{172 - (y - 1)10\} \frac{1}{2}$  is the sum of a decreasing arithmetical series whose first term is 86, common difference 10, and number of terms  $y$ .

$60 = 6 \times 10$ , the number lost by mortality in six days.

ACKNOWLEDGMENT.—All the questions were solved by M. C. Stevens, James Goldrick, Delta, and Boulder. Questions 1 and 2 were solved by Lowell H. Smith, and by "Annie," of New Lisbon.

#### QUESTIONS FOR SOLUTION.

No. 6. By BOWLDER.—The directors of a certain school employed a teacher on the following conditions, viz. : If his school averaged 30 pupils, he was to receive \$30 per month ; if 40 pupils, he was to receive \$35 per month ; and for any other number, in the same proportion. It so happened that his school averaged 38 pupils per month. What wages should he receive ?

No. 7. By LOWELL H. SMITH.—From a point within an equilateral, triangular field, there were measured the distances to the three angles ; and they were found to be  $12\frac{1}{2}$ , 10, and  $7\frac{1}{2}$  chains, respectively. Required the area.

This is an old problem, but a very good one. It will probably be new to many of our readers.

No. 8. By DELTA.—A statue, eighty feet high, stands on a pedestal fifty feet high, and, to a spectator on the horizontal plane, they subtend equal angles. Required the distance of the observer from the base, the height of the eye being five feet.

Correspondents furnishing questions, will please accompany them with their own solutions, when they can do so.

All communications for this Department should be addressed, "Dr. Joseph Ray, Cincinnati;" and to be in time, should be mailed by the first of the month preceding that on which they are expected to appear.

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MISCELLANEOUS.

*Esther Institute.*

LATE COLUMBUS FEMALE SEMINARY.

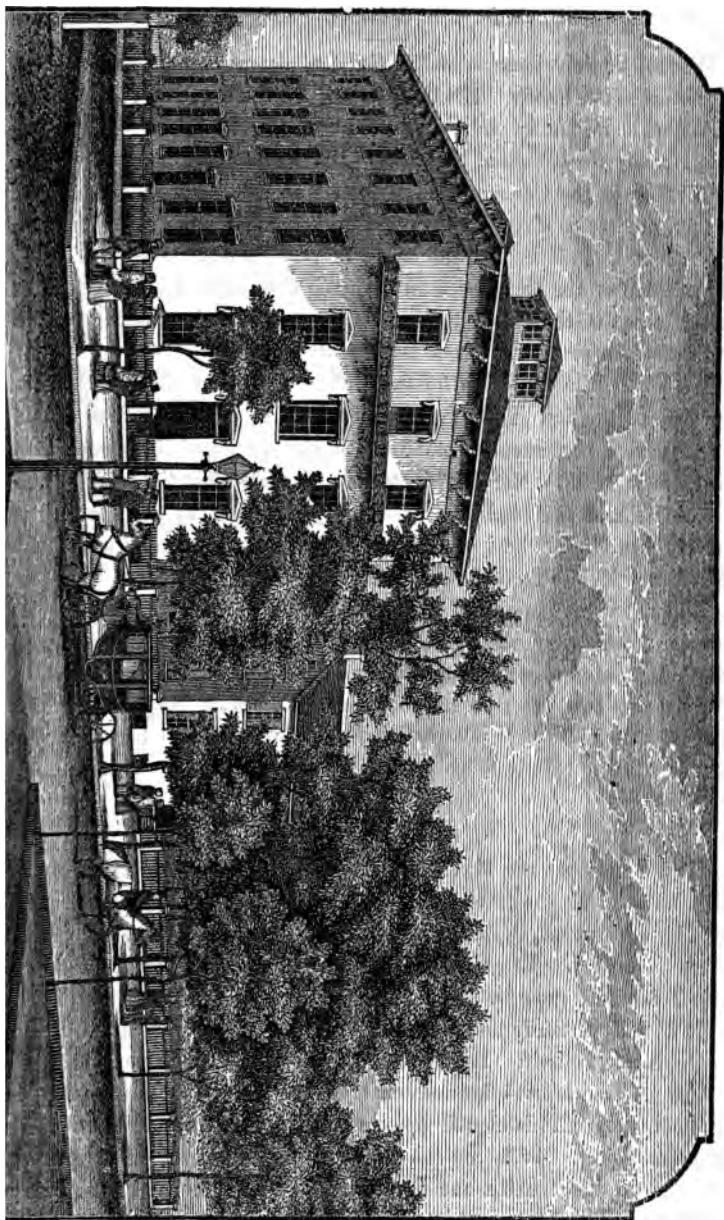
In accordance with the plan announced in our last, (of having an engraving of some school edifice in each number,) we present our readers with a view of the building recently erected by Mr. LEWIS HAYL, for a Female Seminary in this city. Those who have visited the Seminary, will bear witness to the correctness of the following description from the catalogue :

"The principal edifice is 90 feet long by 52 feet wide, and three stories high above the basement; each story being 16 feet between floor and ceiling. It is warmed by three of Chilson's hot air furnaces, and all the session, class, lecture and private rooms and halls, are supplied with ventilating flues and gas lights. The private rooms of boarders occupy the third story, and open into a commodious hall for recreation, eighty-seven feet long and nearly twenty in width. The building is also provided with convenient bathing rooms, for plunge and shower baths, to which the boarders have free access. The rooms of the Presiding Principal adjoin the main edifice.

The Session Rooms are furnished with neat desks, SINGLE for the Collegiate and Academic departments, and DOUBLE for the Primary department, and comfortable separate chairs for all the pupils; and the Lecture and Class Rooms with settees, all graduated to the ages of the occupants. All of these rooms are neatly carpeted.

The grounds of the Institution are supplied with a complete apparatus for gymnastic exercises, and there are also accommodations, besides the hall already mentioned, for exercise during unpleasant weather.

The Apparatus and Illustrations in Chemistry, Natural Philosophy, Physiology, Astronomy, Natural History and Geography, are unusually complete and extensive. For illustrating Physiology, there are, besides an entire set of "Cutter's Anatomical Plates," a skeleton, and another full size natural anatomical preparation, so dissected as to show the vital organs, principal arteries and veins, nerves, muscles, etc., in their true positions, together with separate natural preparations of the heart, brain, lungs, liver, eye, ear, etc."



### The late Nathan Guilford.

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We feel that the decease of Mr. Guilford demands more than a passing notice at our hands. His long services in the cause of education in Ohio should be known and appreciated by those who have been, and are still, reaping the benefit of his labors. Mr. Guilford has often been called the Father of the Common School system of Ohio, and doubtless few, if any, are better deserving of such an honor. Certain it is, that he was one of the pioneers in the cause of popular education. In 1825, as chairman of the Committee on Common Schools in the State Senate, he made one of the ablest Reports on the subject of education, which has ever been presented to our Legislature.

He labored indefatigably for the Public Schools of Cincinnati, from the time of the first efforts to introduce such schools in 1828 or 1829, till they were permanently established in the spacious buildings erected for them in 1835. Nor did his interest for them close till he saw their usefulness and respectability indefinitely increased by the opening of the Hughes High School in 1847, and the more recent addition of the Woodward Public High School in 1852.

When, for the purpose of giving to the schools the greatest possible degree of efficiency, the office of City Superintendent was created, in 1849, Mr. Guilford was the first who was elected to discharge its duties. For the past two years he has been in the office of Magistrate in the City of Cincinnati. It is to be hoped that some capable hand will yet render a fitting tribute to his public services.

A. D. L.

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HOW SCHOLARS ARE MADE.—Costly apparatus and splendid cabinets have no magical power to make scholars. In all circumstances, as a man is, under God, the master of his own fortune, so is he the maker of his own mind. The Creator has so constituted the human intellect, that it can only grow by its own action; and by its own action and free will, it will certainly and necessarily grow. Every man must, therefore, educate himself. His book and teachers are but helps; the work is his. A man is not educated until he has the ability to summon, in an emergency, all his mental powers into vigorous exercise to effect its proposed object. It is not the man who has seen most, or read most, who can do this; such a one is in danger of being borne down, like a beast of burden, by an overloaded mass of other men's thoughts.

## Answers to Questions on the School Law.

BY THE COMMISSIONER OF COMMON SCHOOLS.

**QUESTION 75.**—In a certain sub-district, there are three different denominations, or organized churches, who have no church building, belonging to either of them, but have, heretofore, used the school house, one Saturday and Sunday each month.

We now have a good new school house, nearly completed. About two-thirds of the district are in favor of using the new house, as the place of the regular meetings of their respective churches.

The other third, who have church buildings of their own, out of the district, oppose it. Those opposed, contend that they should not be compelled, by law, to support any "religious denomination," and they were compelled, by law, to build the new school house, but it was for *school purposes only*, and not for a church, for "religious societies," whose doctrines they may not believe, or wish to support.

The main point upon which we desire a *public answer*, is this :

Have the Local Directors authority to permit a religious society to use a school house, as a regular place of worship?

Or has the Township Board of Education power to permit a school house, in a sub-district, to be used regularly, by any religious society, as a place of worship for said society?

Should the Township Board, or Local Directors permit such use of any school house, in opposition to the wishes of a third, or *any number* of the citizens of such sub-district, what is the remedy of those who oppose it, or feel aggrieved in consequence?

**ANSWER.**—By Sec. 11, of the School Law, Township Boards of Education are invested, in their corporate capacity, with the title, care and custody of all school houses, school house sites, school libraries, apparatus, or other property, belonging to the school districts, as now organized, or which may be hereafter organized, within the limits of their jurisdiction, with full power to control the same, in such manner as they may think will best subserve the interest of the common schools and the cause of education.

By Sec. 22, Township Boards of Education are required, annually, to determine, by estimate, as nearly as practicable, the entire amount of money necessary to be expended in repairing, building, or furnishing school houses, in procuring school house sites, and for all school purposes, other than the payment of teachers, to make known the same, by a certificate in writing, etc., to the Auditor of the proper county, who shall thereupon assess the entire amount of such estimates on *all the taxable property in the township*, etc.

From the foregoing, it is obvious that school houses, etc., do not belong to the sub-districts in which they are located. but are the property of the township, and their use must, in accordance with the provisions of the school law, be subject to the control of the Township Boards of Education; and if used for any other than for school purposes, it must be with the assent and approbation of such boards.

The question to what uses school houses should be confined, by Boards of Education, is one of great delicacy, and demands much consideration. The general

principle in regard to questions of this nature, is this: that it is the duty of Boards of Education to exercise such a general supervision over the care and management of the school houses in the several sub-districts, as that the instruction of the pupils in the schools, shall not be embarrassed by any use of the houses, other than for school purposes; and that the school property of the township, the furniture, books, apparatus, papers, belonging to the schools, or the pupils, shall not be injured or destroyed. Any use of the school houses in subordination to these restrictions, and not inconsistent with the main purposes for which they were designed, must be left to the discreet determination of the Boards of Education, who should pay due regard to the reasonable wishes of the Local Directors and inhabitants of the sub-districts, remembering, meanwhile, that all the property of the township must, under the present school law, be taxed for building, furnishing, or repairing school houses.

School houses, then, are now the property of the township, and subject to the control of the Boards of Education, within the limitations of the law.

The purposes for which they were erected, must be pursued, and nothing should be permitted to interfere with these purposes. But, when these purposes are accomplished, there is neither reason nor law for prohibiting their application to any object of social or moral improvement, which the inhabitants may sanction and desire. Upon this principle, and subject to the restrictions and limitations referred to, they may be used, out of school hours, and when not wanted for any school purposes, for religious meetings, Sunday schools, lectures, debating societies, or any moral, literary or useful purpose, with the consent of the Board of Education, and with the approbation of the inhabitants and Local Directors of the sub-districts; and in many of the country districts it is, no doubt a very desirable privilege for the inhabitants to be permitted thus to use the school house.

**QUESTION 76.**—Are children of less than half African blood, entitled, as a matter of legal right, to the privilege of attending the common schools of this State?

**ANSWER.**—To answer the above question, it is necessary to ascertain the judicial construction of the term "*white*," as used in the Constitution of this State.

In the case of *Gray v. the State of Ohio*, found in Vol. IV Ohio Reports, page 354, it is held that persons nearer white than a mulatto, or half-blood, were entitled to the privileges of *whites*.

*Williams v. School Directors, etc.*, Vol., Wright's Reports, page 578: In this case, the question was, whether the children of a *white* mother and a *father* three-quarters white, are white children, within the meaning of the school law. Affirmative opinion given.

*Thacker v. Hawk et al.*, Vol. XI. Ohio Reports, page 376: In this case it was held that a person nearer white than a mulatto, is a *white* person, within the meaning of the Constitution.

*Lane v. Baker et al.*, Vol. XII Ohio Reports, page 237: Held, that youth of Negro, Indian and white blood, but of more than half white blood, are entitled to the benefit of the school fund.

According to the decisions in the cases cited, an affirmative must be given to the question propounded.

**QUESTION 77.**—The Board of Education of \_\_\_\_\_ township, directed their clerk to draw orders on the Township Treasurer, for the payment of their services as members of such Board, which orders were paid by the Treasurer. As soon as it was known that the present school law did not allow compensation to

members of Township Boards of Education, for their services, some of the members were willing to refund, but others were not. How shall the school funds thus improperly applied, be recovered back?

**ANSWER.**—Where money is paid out under a mistake, or a misapprehension of the law, the party paying the same, may recover it back in a suit, as "for money had, received, etc."

**QUESTION 78.**—By the mistake of a Board of Education, a tax of \$30 was assessed and levied upon the taxable property, in one of the parts of a fractional sub-district, whereas it should have been assessed upon the taxable property in all the parts of said sub-district. How shall the mistake be remedied?

**ANSWER.**—The Township Board of Education should direct the Township Treasurer to refund to the inhabitants, thus over taxed, the excess above what they would have paid, had the tax been properly assessed upon all the taxable property in the entire sub-district; or if the inhabitants thus over taxed do not object, the money already assessed, levied, and collected, may be used for school purposes in said sub-district; and hereafter, the assessments may be levied upon the property of the inhabitants in the other parts of said fractional sub-district, until the burdens of taxation, for school purposes, shall have been equalized. But the preferable way, in all such cases as the one submitted, is, to refund the amount of the excess or over-tax.

**QUESTION 79.**—How shall the wages of a teacher, employed in a sub-district composed of parts of four townships, be paid, and how shall the other expenses of such a school be defrayed?

**ANSWER.**—The Local Directors should give him a certificate, or certificates, of the amount or sums due him, from the Treasurers of each of said townships. These several sums can be easily ascertained; for the enumeration of youth of school age, resident in each of the parts of a joint or fractional sub-district, is required to be separately taken, and reported to the Clerk of the township in which such part is situated.

The amount of money necessary to be expended in a fractional sub-district, for school purposes other than for the payment of teachers, should be estimated by the Board of Education having the control and management of such joint school. The respective Boards of the adjoining townships so connected for school purposes, should certify their share of said amount to the Auditor of their county, as a part of their annual estimates, for school purposes, and draw orders on their respective township treasurers, for said shares, in favor of the Board of that township in which such school is located.

The teacher of a school, in a fractional sub-district, should file his report with the Clerk of the township in which the school house is located, or whose Board of Education has the control and management of said joint school, and obtain from said Clerk, a certificate of the fact of his having filed his report as required by law; which certificate he should exhibit to the Clerks of the other townships, when he applies to them for orders on the township treasurers, for the respective sums certified to be due him, by the Local Directors of said fractional sub-district.

H. H. BARNEY,

*Commissioner of Common Schools.*

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He who has received a good turn, should never forget it: he who does one should never remember it.

Franklin says, "A poor man must work to find meat for his stomach; a rich one, to find stomach for his meat."



## Editors' Portfolio.

At the commencement of a volume it may be well, for the information of the new subscribers, whose acquaintance it may have occasion to make, and for the convenience of those who write for our pages, to allude to the departments, or divisions, under which it has been customary to arrange our contents.

**GENERAL EDUCATION** is the first, which, as its name indicates, allows a very wide range of topics, and as great a variety in the mode of treatment.

**HOME EDUCATION**, intended for the benefit of parents and the family circle. It is believed that the work of social and intellectual culture must receive attention at home, or the efforts of the teacher will accomplish but little comparatively.

**PROFESSIONAL**.—This department is devoted to the consideration of topics more intimately connected with the theory of teaching, and the details of plans and methods of instruction.

**THE MATHEMATICAL DEPARTMENT** will furnish an opportunity for the presentation of curious and interesting questions, and the solution of these and other queries, which may be presented from time to time.

**SCIENTIFIC**.—Under this head, subjects of a purely scientific character will now and then be treated. Many of our correspondents are deeply interested in such themes, and no doubt many readers will be profited by their discussion.

**LITERARY—MISCELLANEOUS**.—Under these heads will, from time to time, be inserted, articles which do not come precisely under any of the preceding, and yet have more or less connection with our great objects.

**EDITORS' PORTFOLIO, TABLE, ETC.**—The character of the departments included under these heads will be readily inferred from their respective headings.

Under the notices of Schools and Colleges, and the personal items, we wish to chronicle every important fact and incident pertaining to the progress of schools and education in our own State, and in those in which the Journal circulates. Our friends will do us a great favor by mentioning, *definitely* and *explicitly*, any facts which they may think it desirable or proper to have appear in our pages.

It is earnestly hoped that editors and correspondents will forward their communications in season to reach Columbus by the 15th of the month. Those who send papers containing intelligence, will confer a favor by *marking* the articles in which it is found.

### Correspondence.

**MR. EDITOR:**—Permit me to call attention to the Classical Institute located at Barnesville, Belmont Co., O., under the direction of Professors Jno. I. Thompson, and S. Davenport. It has been in successful operation for about a year, and has done more, perhaps, toward supplying the schools of south-eastern Ohio, during the present winter, with Teachers—"good and true"—than any other institution of the kind in that region.

Prof. Thompson has long been known to the people of his section as a most successful and worthy teacher and earnest advocate of the cause of popular education. His associate, Prof. Davenport, graduated a few years ago with the highest honors at one of the most thorough colleges of the east. He is known to his pupils as a most thorough linguist, and an eminently scientific scholar. Added

to his ability, the mathematical accomplishments and tact of Prof. Thompson, together with his large experience, render the *Institute* one of the most thorough and practical in the country. We know of no place better suited to young men preparing themselves to teach, than the Barnesville Classical Institute. B.

We have a fine school this winter, 220 out of 300 children. The people say they intend to give us a larger house: at our next election a vote will be taken, and I feel confident that by next autumn I shall have the pleasure of inviting Dr. L. to deliver the Dedictory for the Felicity Union School. W. C., Clermont Co.

The Board of Education in the Township have already ordered fourteen copies of the Journal for 1855.—RES. EDITOR.

The Union School plan seems here to meet with general favor. Our county is making progress in the common school cause, and I believe the new Law as it becomes well understood and is properly executed will meet the expectations of its warmest friends. S. M. B., Ashland.

#### Notices of Colleges, Schools, etc.

Miami University.—We learn that Rev. J. W. HALL, D.D., the newly elected President, has already removed to Oxford, for the purpose of entering upon the duties of his office. The best wishes of the friends of this venerable Institution will attend his administration.

Hamilton College, N. Y.—We are indebted to Prof. A. J. UPSON, for the last catalogue; the College numbers 10 Law students, 148 in the College classes, and 40 Academic students: total 198. Rev. Dr. NORTH is still President, and the Faculty numbers six Professors and four Tutors and Lecturers.

PUBLIC SCHOOLS.—Bellefontaine.—We have heretofore announced the fact that a fine School House had been erected in this place. The regulations of the Board of Education and the course of study have been printed in pamphlet form, and the school commenced during the last month, under the supervision of Mr. D. PARSONS. The course of study is similar to that pursued in other Public Schools. In the High School it is extended to five years, and includes instruction in both the ancient and the modern languages.

During the past month, the Resident Editor had an opportunity to look into the Public Schools of Toledo for a few hours. The new High School House is all it was represented to be in our last, and Rev. Mr. SMYTH, the Superintendent, and the Teachers associated with him, are busily engaged in their great work.

At the Public School House in Sandusky City, we found on Saturday, the female Teachers and some of the older pupils busily engaged in furnishing the children of the needy with comfortable winter clothing. Finding that some of their pupils could not attend school in cold weather for want of suitable clothes, the Teachers had solicited from the citizens a quantity of partly-worn clothing, and they had now assembled for the purpose of making over and fitting the same to those who needed. On one Saturday, about forty children were prepared to appear decently at school or church: they were from every nation and of every different shade of color, and when newly arranged, were often so changed, that their own parents would hardly know them. Surely this is a noble project. Wearing as Teachers usually find themselves at the end of the week, we doubt whether such labors would not rather refresh than exhaust them; and we could not but think how careful these little shivering, but bright-eyed little ones would

be of disobeying or displeasing the kind lady who had fitted to them the garments, in which, perhaps, for the first time the feeling of *self-respect* had been awakened in their minds.

Fellow Teachers, by thus, or otherwise, laboring for the improvement and elevation of the children of the needy, as well as by informing their minds, may the most effectual course be taken to raise them from the condition in which their lot seems to be cast. And what more effectual method can be adopted to interest parents in the prosperity of our schools, and to attach the children of foreigners, and their parents also, to the institutions of our country?

#### Hints, Suggestions and Questions to Teachers.

Every school room should contain a map of the State, and, if possible, of the county; if you have none, perhaps some person in the district will lend one.

When scholars are learning the tables of denominate numbers, endeavor to give them clear ideas of the *things* whose names they learn: as the *inch, foot, yard, rod, mile*, etc. For this purpose, a foot rule, a yard-stick, as needed. To make them familiar with the *coins* named, show them the American coins as far as may be, and obtain a *coin chart* from some Counterfeit Detector: (this can usually be obtained from some neighboring merchant, after it is out of date.)

One of the best ways to make scholars familiar with the use of *capital letters, abbreviations, and punctuation*, is to require them to write names, addresses, etc., on the blackboard or on their slates. The teacher should give the exercise *orally*, and require them to write it properly; such as the following: *Rev. Wm. George Wood, D.D., will preach in the Evang. Luth. Ch. on Race St., on the 1st Sabbath in Nov., at 3 o'clock, P. M. The Hon. Thos. Corwin, M. C., went from Washington, D. C., to Providence, R. I., via of Philad. and N. Y.* By using the abbreviations scholars will soon learn to read and understand them properly when they are employed, and will not be in danger of reading *Mr. James Wallace, A. M., "Master or Mister James Wallace, Master of Arts, before noon, in the year of the world,"* as it was once read in our hearing; nor of reading Messrs. "*Gentlemen or Sirs,*" instead of *Misters*, as it should be read.

It is important that teachers should take special pains to guard their scholars against the use of incorrect expressions: such as, *he should have went, me and him done it, school has took up, it is him, he ain't*; and against such forms as, *illy, farthest, preventative, agriculturalist*, etc.

In some parts of the State, the terminations *ess*, and *est*, are pronounced as if spelled *uss*, *ust*, as *goodnuss*, *hardust*. Teachers must correct these errors, (not *wrrors*), or they will be as common twenty years hence as they are now.

*Can* and *not* should no more be written as one word than *would not*. The word *community*, meaning people, should always be preceded by an article or some limiting word.

Require every scholar to have a *slate*, (or at least a piece of a slate,) and a pencil; and let all have some exercises every day, in printing words, making figures, writing or drawing.

#### Selected Anecdotes.

**The Boy and the Man.**—A few years ago, there was in the city of Boston a portrait painter, whose name was Mr. Copley. He did not succeed very well in his business, and concluded to go to England, and try his fortune there. He had a little son, whom he took with him, whose name was John Singleton Copley.

John was a very studious boy, and made such rapid progress in his studies that his father sent him to college. There he applied himself so closely to his

books, and became so distinguished a scholar, that his instructors predicted that he would make a very eminent man.

After he graduated, he studied law. And when he entered upon the practice of his profession, his mind was richly stored with information, and so highly disciplined by his previous diligence, that he almost immediately obtained celebrity. One or two cases of very great importance being intrusted to him, he managed them with so much wisdom and skill as to attract the admiration of the whole British nation.

The king and his cabinet, seeing what a learned man he was, and the influence he had acquired, felt it important to secure his services for the government. They therefore raised him from one post of honor to another, till he was created Lord High Chancellor of England—the very highest post of honor to which a subject can attain: so that John Singleton Copley is now Lord Lyndhurst, Lord High Chancellor of England. About sixty years ago, he was a little boy in Boston. His father was a poor portrait painter, hardly able to get his daily bread. Now, John is at the head of the nobility of England: one of the most distinguished men in talent and power in the House of Lords, and regarded with reverence and respect by the whole civilized world. This is the reward of industry. The studious boy becomes the useful and respected man.

Had John S. Copley spent his school-boy days in idleness, he would probably have passed his manhood in poverty and shame. But he studied in school when other boys were idle: he studied in college when other young men were wasting their time: he ever adopted for his motto, "*Ultra pergere*," (press onward,) and how rich has been his reward!

You, my young friends, are now laying the foundation for your future life. You are every day at school deciding the question whether you will be useful and respected in life, or whether your manhood shall be passed in mourning over the follies of misspent boyhood.—*Rev. Jno. S. C. Abbott.*

Lesson for the Obstinate.—Joseph Bradford was for many years the traveling companion of Mr. Wesley, for whom he would have sacrificed health and even life, but to whom his will would never bend, except in meekness. "Joseph," said Mr. Wesley one day to him, "take these letters to the post." "I will take them," said Bradford, "after the preaching, sir." W. "Take them now, Joseph." B. "I wish to hear you preach, sir; and there will be sufficient time for the post after service." W. "I insist upon your going now, Joseph." B. "I will not go at present." W. "You won't?" B. "No, sir." W. "Then you and I must part." B. "Very good, sir." The good man slept over it. Wesley confessed to himself that he was wrong. He did more, he confessed to his Maker that he had been hasty, and erred. He met Mr. Bradford shortly after four o'clock in the morning, and accosting him, said, "Joseph, have you considered what I said—that we must part?" B. "Yes, sir." W. "And must we part?" B. "Please yourself, sir." W. "Will you ask my pardon, Joseph?" B. "No, sir." W. "You won't?" "No, sir." W. "Then I will ask yours, Joseph." Wesley did so. He confessed his error. Poor Joseph was instantly melted, smitten as by the rod of Moses, when forth gushed the tears, like the water from the rock. Higher than ever from that day stood Wesley in the estimation and affection of the good Joseph Bradford.

One day Henderson, the actor, met Dr. Johnson in Bolt court, and being introduced to him, the conversation turned on dramatic subjects. Henderson asked the Doctor's opinion of Mr. Reed's "*Dido*," and of its author. "Sir," said Johnson, "I never did the man any injury, yet he would read his tragedy to me."

### Selections.

Association an aid to Memory. — "I don't know," said a gentleman to the late Rev. Andrew Fuller, "how it is that I can remember your sermons better than those of any other minister, but such is the fact." "I cannot tell," replied Mr. Fuller, "unless it be owing to simplicity of arrangement: I pay particular attention to this part of composition, always placing things together which are related to each other, and that naturally follow in quick succession. For instance," added he, "suppose I were to say to my servant, 'Betty, you must go and buy some butter, and starch, and cream, and soap, and tea, and blue, and sugar, and cakes,'—Betty would be apt to say, 'Master, I shall never be able to remember all these.' But suppose I were to say, 'Betty, you know your mistress is going to have friends to tea to-morrow; and that you are going to wash on the day following; and that for the tea party you will want tea, and sugar, and cream, and cakes, and butter; and for washing you will want soap, and starch, and blue;'—Betty would instantly reply, 'Yes, master, I can now remember them all very well.'"

Coal is cheaper at twenty cents a bushel than wood at three dollars a cord. Also, for manufacturing purposes, it costs more to build and keep a dam in repair than to run a steam mill; hence steam mills all over Ohio, beside streams that formerly furnished the power.

Ohio is estimated to contain a coal field equal in extent to *twelve thousand square miles*, or one-third of the surface of the State. The eastern and southern boundary of the Ohio coal fields is the Ohio river; the western commences some ten miles above Portsmouth, and runs on a line a little east of north to the western line of Summit county. Within this limit are some counties, such as Fairfield, in which coal has not yet been found. It is nevertheless quite certain that coal underlies them, and probably at no great depth. The counties which at present produce most coal, are Meigs, Athens, Muskingum, Summit, Jackson, Jefferson, Trumbull, Tuscarawas, Belmont, Guernsey, Stark, Hocking and Vinton. Besides these, coal is found in Gallia, Washington, Coshocton, Licking, Morgan and Carroll. The present amount of coal *dug*, including that consumed on the spot, is estimated at the following amount:

| COUNTIES.             | BUSHELS.  | COUNTIES.            | BUSHELS.   |
|-----------------------|-----------|----------------------|------------|
| Meigs, - - - - -      | 8,000,000 | Athens, - - - - -    | 1,500,000  |
| Summit, - - - - -     | 4,000,000 | Stark, - - - - -     | 1,000,000  |
| Tuscarawas, - - - - - | 500,000   | Muskingum, - - - - - | 2,000,000  |
| Lawrence, - - - - -   | 2,000,000 | Jackson, - - - - -   | 1,000,000  |
| Vinton, - - - - -     | 300,000   | Coshocton, - - - - - | 300,000    |
| Jefferson, - - - - -  | 1,000,000 | Belmont, - - - - -   | 1,000,000  |
| Licking, - - - - -    | 200,000   | Trumbull, - - - - -  | 500,000    |
| Washington, - - - - - | 200,000   | Monroe, - - - - -    | 200,000    |
| Morgan, - - - - -     | 100,000   |                      |            |
| Aggregate, - - - - -  |           |                      | 23,800,000 |

The above is probably an under estimate, and certainly will be for the future, in which the demand and supply will probably be doubled in the next two or three years.

The following is the amount of coal *arrived*, as near as we can ascertain, in the chief towns of Ohio:

| TOWNS.                 | BUSHELS.  | TOWNS.                 | BUSHELS.  |
|------------------------|-----------|------------------------|-----------|
| Cincinnati, - - - - -  | 8,000,000 | Cleveland, - - - - -   | 6,000,000 |
| Columbus, - - - - -    | 1,000,000 | Chillicothe, - - - - - | 300,000   |
| Circleville, - - - - - | 200,000   | Dayton, - - - - -      | 120,000   |

Other towns consume enough to make in all twenty millions of bushels. The *town population of Ohio* will, in half a dozen years, amount to half a million,

and this will require fifteen millions for household consumption; while the foundries, factories, and shops of all descriptions, will require twenty-five millions, independent of furnaces and forges. We thus see that, independent of the coal consumed at the mines, by furnaces, forges, and other works, *forty millions* of bushels will be required in the towns; and this amount will be increased annually at a rapid rate.—*Railroad Record*.

Brotherly Kindness to the Erring.—A young woman, some time ago, entered a dry goods store and wished to look at several things, and among others at kid gloves. After looking at ribbons, laces, and sundry other articles, she made a purchase of some small matter for five or six cents. A gentleman in the store noticed that she had concealed one pair of the kid gloves which had been put on the counter for her examination. While the clerk was making change, the gentleman managed to notify the merchant of the theft. While many would have spoken very harshly and reproachfully to the young woman, or perhaps have charged her double for the gloves, a better spirit moved this excellent merchant. Wishing to speak with her aside for a moment, he told her that he was aware that she had yielded to a base temptation, and had taken a pair of gloves. She acknowledged her guilt, and would make any required compensation. But he would neither take the gloves back, nor any compensation for them. Kindly and brother-like, he desired her to keep them as a warning, hoping that no such temptation would ever overcome her again. Who could have done anything more noble, or more likely to reform or save from future errors?

Poor Economy.—“Neighbor Simple,” said Mr. Farsight, one bright July morning, when Mr. Simple was mowing in a lot, where the grass stood so thinly, that the spires looked lonesome,—“Why, neighbor Simple, you have a fine lot here with a strong soil, but your blades of grass are so far apart, that they might grow into hoop poles and not crowd each other.” “Yes,” said Mr. Simple, “I’ve been thinking I was almost a fool, for I ought to have sowed a bushel of good hay seed upon this piece, but the truth is, I bought only a peck and so I scattered it about so much the thinner, and now I see I’ve lost a ton or two of hay by it.” “Well,” said Mr. Farsight, “don’t you think you was about as near being a fool, when you voted, last town-meeting, against granting any more school money for sowing the seeds of knowledge in the minds of the children—as you was when you scattered a peck of hay-seed, when you ought to have sowed a bushel? Now, remember, neighbor Simple, what I tell you; next year, wherever there is not grass in this lot, there’ll be weeds.”—*Common School Journal*.

They should have followed his Example.—Mr. E. C. Delevan has stated, that when a young man, in Albany, there were fifty young men of his associates who were in the habit of visiting a refectory for refreshment, and occasionally a room adjoining in which liquor was sold. After resolving not to go there again, he one evening found himself on the way before he was aware. He paused, reflected a moment, and exclaimed aloud, “Right about face!” Forty-three of these young men now lie deep in the drunkard’s grave.—*Amer. Messenger*.

“Boys,” says a village pedagogue the other day, “what is the meaning of all this noise in the school?” “It is Bill Sikes, sir, who is all the time imitating a locomotive.” “Come up here, William, if you have turned into a locomotive, it is high time you were switched off.”

“What is the meaning of a backbiter?” said a reverend gentleman during an examination at a parochial school. This was a puzzle. It went down the class till it came to a simple little urchin, who said, “Pr’aps it be a flea.”

**The Will and the Way.**—Says William Cobbett,—“I learned Grammar when I was a private soldier on the pay of sixpence a day. The edge of my berth, or that of my guard bed, was my seat to study in; my knapsack was my book-case, and a bit of board laying in my lap was my writing table. I had no money to purchase candles or oil; in winter it was rare that I could get any light but that of the fire; and only my turn even of that. To buy a pen or piece of paper I was compelled to forego some portion of food, though in a state of half starvation. I had not a moment of time that I could call my own, and I had to read and write amid the talking, laughing, singing, whistling and bawling of at least half a score of the most thoughtless of men; and that too in the hours of their freedom from all control. And I say, if I, under these circumstances, could encounter and overcome the task, is there—can there be, in the whole world, a youth who can find an excuse for non-performance?”

**Logic.**—A man once offered to bet that he could prove that this side of the river was the other side. His challenge was soon accepted, and a bet of ten dollars made; when, pointing to the opposite side of the river, he asked: “Is not that one side of the river?” “Yes,” was the immediate answer. “Agreed,” said the man, “and is not this the other side?” “Yes,” said the other. “Then,” said the man, “pay me ten dollars, for by your own confession I have proved that this side of the river is the other side.”

Remember that punctuality is the mother of confidence. It is not enough that you fulfill your engagements; you must do what you undertake, precisely at the time, as well as in the manner you agree to.

A person passing a house where there was a funeral, stepped up to an Irishman and asked him if he could inform him who was dead. The Irishman replied: “I cannot exactly say sir, but I presume it is the man in the coffin.”

The school fund of Wisconsin is five millions of dollars, and the income from it 150,000.

The following will be readily understood as referring to a practice very common among some of the people of England:

**PETITION OF THE LETTER “H” TO THE INHABITANTS OF KIDDERMINSTER:**  
*Protesting.*

Whereas by you I have been driven,  
From 'ouse, from 'ome, from 'ope, from 'eaven,  
And placed by your most learned society,  
In hexile, hanguish, and hanxiety;  
And charged, without one just pretence,  
With harrogance and himpudence;  
I heré demand full restitution,  
And beg you'll mend your elocution.

**ANSWER OF THE INHABITANTS OF KIDDERMINSTER TO THE LETTER “H”**  
*Greeting.*

Whereas we've rescued you, ingrate,  
From 'anger, 'avoc, and from 'ate;  
From 'orse-pond, 'anging, and from 'alter,  
And consecrated you in haltar,  
And placed you where you'd never be,  
In honor, and in honesty;  
We think your talking an intrusion,  
And shall not mend our elocution.

## Editors' Table.

Exploration of the Valley of the Amazon, made under the direction of the Navy Department, Part I. by Lieut. WM. L. HERNDON; Part II. by Lieut. LARDNER GIBBON.

Report of an Expedition down the Zuno and Colorado Rivers, by Captain L. SITGREAVES, of the corps of Topographical Engineers.

These are some of the valuable contributions to Geography recently published by Congress. They should be in the hands of Teachers, and in our Public School Libraries.

We would again suggest to Teachers the propriety of writing to the members of Congress from their respective Districts and soliciting copies of all such works: among those referred to may be named, The Patent Office Reports, Mechanical and Agricultural; Andrews' Report on Colonial and Lake Trade; The President's Message and accompanying Documents; The Seventh Census — for 1850; Owens' Geological Survey of Iowa, Wisconsin and Minnesota; Stansbery's Expedition to the Salt Lake; Reports of the United States Coast Survey; Reports of the Smithsonian Institution, and the three Reports named above.

All of these can not, perhaps, be obtained, but it will be advisable for those who would like any of them to write to their Senator or Representative, and request the favor of any thing of the kind he may have to forward.

PERIODICALS.—The Massachusetts Teacher, the Conn. Common School Journal, the Michigan Journal of Education, and the Iowa Journal of Education commence their volume with the year. The price of each is one dollar. For the Massachusetts Teacher, address SAMUEL COOLEGE, Boston; for the Connecticut Journal, F. B. PERKINS, Hartford; for the Michigan Journal, J. M. GREGORY, Detroit; and for the Iowa Journal, R. SPALDING, Dubuque.

The pamphlet alluded to in the foot-note, page 357 of last volume, the author desires to say, will contain 48 pages, as stated, but only about two hundred questions, instead of three hundred and more, as first estimated. Price same as before stated—twenty cents.

DIED.—In Cincinnati, on the 18th ult., Hon. NATHAN GUILFORD, for many years one of the ablest advocates of popular education in Ohio, aged 68 years.

At Canal Dover, Mr. THOMAS H. QUANTRILLE, for the last four years Principal of the Union School in that place. He has left a wife and family. At a meeting of the teachers and pupils of the school, a fitting tribute of respect was paid to the memory of the deceased.

At his residence near Mt. Union, Stark Co., after a protracted illness, Mr. ISAAC BAILEY, aged about 38 years. Mr. Baily was a Teacher by profession, and was a man who bade fair to rank high in the employment he had chosen. He leaves a wife and four children. Thus are the useful and the true passing away! An admonition to the living to be faithful to their trust.



### Items.

Hon. HENRY BARNARD, LL. D., for many years the efficient Commissioner of Schools in Conn., has resigned the office. We are not informed to what his attention will hereafter be directed, but feel confident that he cannot forget the interests of popular education; nor will the friends of the cause easily forget him.

Mr. J. D. PHILBRICK, A. M., the Principal of the Connecticut State Normal School, has been appointed to the place vacated by Mr. BARNARD. We rejoice that the place has fallen to so worthy an incumbent: Mr. PHILBRICK will make his mark upon the schools of Connecticut, and make his influence felt beyond the limits of New England.

Mr. ALPHEUS A. KEEN, A. M., who has been, during the last five years, Principal of the High School in Marblehead, Mass., has been appointed Principal of Pomeroy Academy, (Meigs Co.) at a salary of \$900. Though a subscriber to the Journals of New England, Mr. KEEN has forwarded his subscription for our Journal. He will accept our thanks for his introduction, and the assurance that he will meet a hearty reception among the Teachers of Ohio.

Mr. THOMAS McCARTNEY has been appointed Principal of the Union School in Canal Dover, in place of Mr. T. H. QUANTRILLE, deceased.

A competent Teacher, of several years' experience, wishes to secure a situation in some good Academy or Union School. Inquiries may be addressed to A. D. LORD, Columbus.

TO BOARDS OF EDUCATION.—If any City or Township Boards are desirous to secure the Journal, but have not the money in hand to remit, they can order it, and forward the subscription price, one dollar per copy, when they receive the funds, in February next.

The third volume of the Journal, containing the School Law, and all the published Opinions and Decisions of the Commissioner of Common Schools, substantially bound in cloth, can be had for \$1.25 per copy. When six or more copies are ordered to one address, it will be sent free of expense to any place which can be reached by express, or to the nearest point on the Railroad.

December 1, 1854.

A. D. LORD.

### FOURTH VOLUME OF THE OHIO JOURNAL OF EDUCATION.

The first number of the fourth volume will be issued about the 20th instant: it will be sent to those only who have ordered it or signified a wish to subscribe for it. The volume will be published as heretofore, with such improvements as the experience of three years has suggested. Among these, it is the intention to insert in each number an Engraving representing some one of the fine School Edifices, either Public or Private, in the State.

Terms, \$1 per copy. The first, second and third volumes, neatly bound, can be had for \$1.25 each. If ordered by mail, 25 cents in stamps must be included for the prepayment of each volume. All orders should be addressed, A. D. LORD, Columbus, O.

THE  
Ohio Journal of Education.

COLUMBUS, FEBRUARY, 1855.

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Ohio State Teachers' Association.

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**T**HIS Association held its Seventh Annual Meeting in the city of Cincinnati, on the 27th and 28th of December, 1854.

The Association met in the Ninth Street Baptist Church, at 10 o'clock, A. M.

President Andrews, on taking the Chair, congratulated the Teachers assembled, on the favorable circumstance of holding the Seventh Annual Meeting of their Association, in a city that had been the first mover in the West for the establishment of Common Schools, and which had been so liberal, and had done so much in placing her own Free Graded Schools in the high position they now occupy. He then referred in a feeling manner to the decease of those eminent pioneers in the cause of free education in our State, Samuel Lewis and Nathan Guilford.

The Session was then opened with prayer by Rev. Mr. Shepardson, of Cincinnati.

On motion of Charles Rogers of Dayton, M. D. Parker, of Hamilton county, I. S. Morris, of Preble, A. W. Rogers, of Auglaize, and Jas. Marvin, of Trumbull, were appointed Assistant Secretaries.

The delegates from the different counties were then enrolled.

On motion, teachers and friends of education from other States, were invited to sit as delegates in the Convention, and participate in its proceedings.

At 11 o'clock, Rufus King, Esq., of Cincinnati, delivered the Annual Address: Subject, "The Responsibilities of Teachers."

On motion of Mr. J. Hurty, the thanks of the Association were tendered to Mr. King for his address.

Dr. Ray moved that Moral Education be a subject for discussion, from two to three o'clock in the afternoon session. Carried.

President Andrews read a letter from Cyrus McNeely, offering to the Association the house and grounds of his School, situate at Hope-

dale, Harrison county, and valued at ten thousand dollars, for the purpose of a Normal School.

The letter was referred to the Executive Committee.

AFTERNOON SESSION.

On motion of Mr. C. Rogers, a committee of five was appointed to nominate officers to serve the ensuing year.

The Chair appointed the following gentlemen: Chas. Rogers, of Dayton, A. Samson, of Columbus, S. S. Cotton, of Sandusky, and J. Lynch, of Circleville.

The Rev. Mr. Shepardson offered the following resolution:

*Resolved*, That we regard it an essential duty of every Teacher in our Public Schools, both to exemplify in person, and daily inculcate by precept, the great principles of morality and piety, which, while free from sectarianism, underlie all systems of faith, and enter as necessary elements into the formation of sound character.

Mr. Shepardson, in moving the adoption of the resolution, made some remarks on the importance of every teacher's devoting a portion of his time, daily, to moral instruction.

Dr. Lord followed, enforcing the same view of the subject.

Rev. Mr. McArthur, President of Muskingum College, contended that moral instruction need not necessarily be of a sectarian character.

Mr. Rickoff, Superintendent of the Public Schools of Cincinnati, wished to contribute something to forward the cause of moral education. He said that this subject had been discussed time and again. He believed the time for discussion had passed, and that the time for action had arrived. Mr. Rickoff, in conclusion, called on Mr. Cowdery, of Sandusky.

That gentleman took the floor, and spoke of the difficulty of teaching morality faithfully, and yet unexceptionably to all. He believed there is no morality worth teaching, not found in the Bible. He urged the necessity of appealing directly to the consciences of the pupils. He said moral instruction might be made more interesting, both to pupils and teachers, than any other subject. He also suggested some methods of instruction, which he thought might be pursued with advantage.

Dr. Ray then addressed the Association. He spoke warmly of the importance of moral and physical education accompanying intellectual. He said the great drawback on moral culture was the fear of sectarianism. He believed, however, that no man was fitted to be a teacher, who could not impart moral instruction without at the same time being

sectarian. He spoke of the importance of so educating the conscience, that pupils may be enabled to judge of the right for themselves.

Mr. Fry, of Cleveland, said, that although crime was desolating the country, yet he deemed the times not inauspicious, for everywhere, in all educational conventions, he heard this subject discussed.

The subject was then, on motion of Mr. Hurty, laid on the table.

Mr. Cady, of New York, addressed the Association on the subject of Music.

The thanks of the Association were tendered to Mr. Cady, and a copy of his address, and that of Mr. King, were solicited for publication.

The following resolution was offered by Mr. J. Lynch, and adopted :

*Resolved*, That a committee of three be appointed by the Chair, to make a report, at the next Semi-Annual Meeting of this Association, on the organization and management of Union Schools.

Mr. Lynch, Dr. Williams, of Lancaster, and Rev. A. Duncan, were appointed that committee.

On motion, the resolution on Moral Education, was taken up. Mr. Knowlton, of Cincinnati, spoke in its favor.

The resolution was then adopted.

#### EVENING SESSION.

President Andrews called the meeting to order. Prayer by Rev. Mr. Hansel, of Cincinnati. The choir of the Church then sung an anthem.

A letter was received from Rev. Mr. Tappan, Chancellor of the University of Michigan, stating that important business at home, would prevent his being present to address the Association, according to appointment. Dr. Lord then moved that the subject of establishing a Normal School, under the auspices of the Association, be taken up for discussion.

Dr. Lord, from the Executive Committee, made an oral report, but was not prepared to submit any definite plan. He spoke strongly of the benefits to be derived from the establishment of such schools.

Dr. Williams, of Lancaster, thought that the State should establish the Normal School, and that it should not be left to private enterprise.

Mr. Cowdery, of Sandusky, said that the diffusion of Union Schools' throughout the State, the work to which the Teachers' Association had been devoted for some four or five years, had been in a great measure accomplished ; and that it was now time to turn our attention to something else. He was forever opposed to the stand-still policy ; he was

in favor of progress, but he liked the word aggression better. We want improved methods of teaching. How are these to be obtained? He thought best by the establishment of Normal Schools. He believed the establishment of such a school practicable. He thought that teachers should go to work, and, of themselves, build up their profession; letting the State do what it may, but not waiting for it. He believed it did teachers good to contribute for professional purposes, and he would not, if he could, relieve them from the burden.

Mr. Edwards, of Troy, was as much in favor of progress as any one, but he wished that progress to be in the right direction. He felt proud of our schools, and he wished the Association to take no inconsiderate step that might injure their usefulness.

Mr. Rolfe, of Cincinnati, offered the following:

*Resolved*, That it is desirable to establish a Normal School in Ohio as soon as practicable.

Mr. Rolfe made some remarks on the resolution. He believed it was not desirable to call upon the State to establish such a school.

Dr. Ray spoke in favor of a Normal School, that should teach how to give instruction. He proposed a plan for a school, in which instruction should be given by the way of lectures.

The President made some remarks in regard to the offer made by Mr. McNeely, of the Hopedale property. He said the property was worth ten thousand dollars. He spoke in high terms of Mr. McNeely's efforts to advance the cause of education.

On motion, the subject was laid on the table, and made the special order for Thursday morning.

Dr. Ray moved that a committee of three be appointed to draft resolutions, for the action of the Association, relative to the death of Samuel Lewis and Nathan Guilford.

Dr. Ray, Mr. R. Fry and Mr. James Campbell were appointed the committee.

After Music by the Choir, the Association adjourned to meet at 9 o'clock on Thursday morning.

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#### THURSDAY MORNING, DEC. 28TH.

The Association met at 9 o'clock. Prayer was offered by Rev. Alex. Duncan, of Newark.

Mr. Rogers, of Dayton, Chairman of the Committee to nominate Officers for the ensuing year, made a report.

Mr. Cowdery, from the Committee appointed at the last session, to take into consideration the propriety of holding the next Semi-annual Meeting in one of the steamers on the Lake, reported that no definite arrangements had been made, but that there was no doubt but that one of the largest steamers could be chartered; one in every way commodious for holding the sessions of the Association. Mr. Cowdery then moved that the Executive Committee be empowered to make suitable arrangements for such meeting. Carried.

On motion of Mr. Lynch, Mr. E. E. White, of Cleveland, was added to the committee.

Dr. Ray, from the committee appointed to prepare resolutions expressive of the feelings of the Association, on the death of Samuel Lewis and Nathan Guilford, submitted the following :

WHEREAS, it has pleased Divine Providence, since the last meeting of the Ohio State Teachers' Association, to remove from the sphere of their worthy labors, two of the early and most distinguished benefactors of Education in the State of Ohio, Samuel Lewis, in July last, and Nathan Guilford, during the present month; be it therefore

*Resolved*, by the Ohio State Teachers' Association, That in the death of Samuel Lewis, we recognize the loss of the first Superintendent of Common Schools in Ohio, and one of the chief framers of the School Law of 1838.

*Resolved*, That Samuel Lewis, by long and untiring devotion to the cause of education; by his great personal labors, and his pecuniary sacrifices while Superintendent of Common Schools; by his procurement of the endowment of the Woodward College and High School; and by his labors in effecting a union of the Woodward and Hughes' Funds with the Common School Fund of this city, and the establishment of the Cincinnati, Woodward and Hughes High Schools has indelibly connected his name with the educational institutions of this city and State, and that his memory should be cherished as a public benefactor.

*Resolved*, That Nathan Gullford, by his efforts in procuring the passage of the first School Law in Ohio; by his long and unceasing labors to promote the success of the Common Schools of Cincinnati, first as a Trustee, and in after years as Superintendent; by his active coöperation with the Trustees in the establishment of the Cincinnati, Woodward and Hughes High Schools, has inseparably associated his name with the Public Schools of Cincinnati and of Ohio, and that his name should also be cherished as a public benefactor.

*Resolved*, That a copy of these resolutions, signed by the President and Secretary of the Association, be presented to the respective families of the deceased.

Dr. Ray accompanied the resolutions with a few remarks on the great value of the services that had been rendered in the cause of education, by the two truly eminent men who have so lately left their field of labor.

The resolutions were unanimously adopted.

Mr. Cowdery, Chairman of the Finance Committee, made his report. He submitted the question to the Association, as to the amount of sal-

ary that should be paid Dr. Lord, for his services during the past year as State Agent.

President Andrews urged the Association to be liberal in fixing the salary. He spoke from experience of the arduous labors that devolve on the State Agent.

Mr. Rickoff made an earnest appeal to the Association to increase the salary of the State Agent, and moved that Dr. Lord be paid at the rate of \$1,800 per annum for his services since he has been employed. The motion was carried.

Mr. Rickoff then spoke of the importance of continuing an agent in the field for the coming year.

Mr. Rogers, of Dayton, thought a large majority of the teachers were in favor of the appointment, and therefore offered the following :

*Resolved*, That this Association consider it necessary to employ a State Agent for the ensuing year, at a salary of \$1800 per annum.

Mr. Rolfe, of Cincinnati, spoke warmly in favor of the appointment, and read, for the encouragement of teachers, an extract from a letter of Prof. I. W. Andrews.

Mr Knowlton was in favor of the appointment ; but in order that our action might be in perfect harmony with that of the State, he moved so to amend the resolution as to make it read as follows :

*Resolved*, That in view of the burdensome labors of the State Commissioner, and for the purpose of seconding the late action of the State Legislature in favor of education, this Association consider it necessary to employ a State Agent for the ensuing year, at a salary of \$1800 per annum.

On motion of Mr. Hancock, the subject was laid on the table until after the address of Prof. Brainard, of Cleveland ; the hour for its delivery having arrived.

Mr. Hancock, on behalf of the Teachers and Trustees of the Public Schools, then invited the members of the Association to attend a festival, to be given in honor of their visit to the city, this evening at 7½ o'clock, in Greenwood Hall.

President Andrews read a communication from the Board of Directors of the Young Men's Mercantile Library Association, tendering to the members of the Teachers' Association the free use of their Library Rooms, during their visit to the city. A vote of thanks was returned.

Prof. Brainard then addressed the Association on "The relation the study of the Natural Sciences sustains to the course of education."

On motion of Mr. D. P. Mayhew, the thanks of the Association were returned to Prof. Brainard for his address, and a copy was solicited for publication.

Mr. Eaton, of Cleveland, made some remarks enforcing the views of the address.

On motion of Mr. Lynch, the resolution in regard to employing a State Agent, was taken up. After remarks by Messrs. Heslett, of Portsmouth, Shepardson, of Cincinnati, Parsons, of Logan, and Cowdery, of Sandusky, the resolution was adopted.

Mr. Lynch gave notice that he would move, at the next Annual Meeting, so to amend Art. 10, of the Constitution, as to make the fee of membership of this Association, including females, one dollar per year.

Mr. Fry, of Cleveland, offered the following :

*Resolved*, That the course pursued by our State School Commissioner, H. H. Barney, Esq., meets our hearty approbation, and that we will, individually and collectively, render him whatever assistance lies in our power, in his arduous labors.

It was moved to amend the resolution by adding the name of Dr. Lord. After some remarks, on motion of Mr. Cowdery, the resolution and amendment were laid over until the afternoon.

It was moved that the election of officers be made the order for 2½ o'clock in the afternoon. Carried.

#### AFTERNOON SESSION.

The Convention met—Mr. Nason, of Cincinnati, one of the Vice Presidents, in the chair.

A communication from the Ohio Phonetic Association was presented and read, inviting the teachers to attend a meeting of the Association on Friday, Dec. 29th. The invitation was accepted, and a vote of thanks tendered.

Mr. Rolfe, of Cincinnati, offered the following :

*Resolved*, That the subject of a Normal School be referred to the Finance Committee, with instructions to entertain further propositions, and report a plan at the next semi-annual meeting. Adopted.

Prof. Brainard, of Cleveland, offered the following, with some accompanying remarks :

*Resolved*, That this Association invite Prof. J. P. Kirtland, of Cleveland, to deliver the address before the scientific section of this body, at its next meeting. Adopted.

Mr. Lynch offered the following :

*Resolved*, That this Association recommend to the teachers of the State, to encourage the labors of the agent of the Ohio Phonetic Association, in his efforts to disseminate a knowledge of the *phonetic method* of teaching children to read the *common print*. Adopted.



Mr. Fry's resolution, commending the course of the State Commissioner, was taken up.

Mr. Knowlton spoke warmly in favor of the resolution. The motion being on the amendment to insert the name of Dr. Lord, and a call for the previous question being carried, the amendment was adopted.

After some discussion, in which Messrs. Knowlton, Andrews, Rolfe, and Crippen participated, the subject was again laid on the table, to take up the special order—the election of officers.

On motion, the rule requiring the vote to be by ballot, was suspended, and the election made *viva voce*.

The following gentlemen, whose names had been reported to the Association by the Nominating Committee, were elected, as follows :

*President*—ANDREW J. RICKOFF, of Cincinnati.

*Vice Presidents :*

| <i>Dist.</i>                   | <i>Dist.</i>                       |
|--------------------------------|------------------------------------|
| 1. Dr. Joseph Ray, Cincinnati; | 11. S. M. Barber, Ashland;         |
| 2. Cyrus Knowlton, “           | 12. A. Samson, Columbus;           |
| 3. Charles Rogers, Dayton;     | 13. Geo. W. Jenkins, Mt. Pleasant; |
| 4. Charles Forrest, Urbana;    | 14. M. D. Leggett, Warren;         |
| 5. J. R. Kinney, Defiance;     | 15. T. W. Harvey, Massillon;       |
| 6. A. Schuyler, Republic;      | 16. H. D. Lathrop, Gambier;        |
| 7. J. K. Parker, Clermont Co.; | 17. Abel Crum, Cherry Valley;      |
| 8. John C. Groom, Circleville; | 18. W. D. Woollard, Sandusky;      |
| 9. Charles Kingsbury, Ironton; | 19. A. Freese, Cleveland;          |
| 10. James Long, Chillicothe;   | 20. L. T. Covell, Zanesville.      |

*Recording Secretary*—William Mitchell, of Fredericktown, Knox Co.

*Corresponding Secretary*—James Marvin, of Warren, Trumbull Co.

*Treasurer*—D. C. Pearson, of Columbus.

*Executive Committee :*

Dr. A. D. Lord, of Columbus, Chairman.

|                               |                           |
|-------------------------------|---------------------------|
| Rev. A. Duncan, Newark;       | A. C. Deuel, Urbana;      |
| Dr. John Williams, Lancaster; | D. F. DeWolf, Tiffin;     |
| James Campbell, Dayton;       | W. T. Hawthorn, Franklin. |

*Financial Committee :*

M. F. Cowdery, of Sandusky, Chairman.

|                                 |                       |
|---------------------------------|-----------------------|
| Francis Hollenbeck, Perrysburg; | H. Anderson, Dayton;  |
| Asahel Page, Cincinnati;        | H. S. Martin, Canton. |

The discussion on the resolution in regard to the State Commissioner, was resumed.

Mr. Rolfe made some remarks, opposing not only this resolution, but resolutions of thanks generally.

President McArthur spoke in favor of the resolution. Mr. Fry spoke of the arduous labors of the Commissioner, and thought it the duty of every teacher earnestly to coöperate in these labors, and cordially to manifest his appreciation of them.

Mr. Rogers, of Dayton, urged the passage of the resolution, and *replied to the remarks of Mr. Rolfe*.

Mr. Lynch moved the previous question ; which was carried.

The resolution as amended, was then adopted.

A vote of thanks was tendered to the Choir for their music on Wednesday night ; also to the Trustees of the Ninth Street Baptist Church.

It was resolved, on motion of Mr. Lynch, that when the Association adjourn, it be to meet at the call of the Executive Committee.

Dr. Ray extended to the delegates of the Convention, an invitation to visit the House of Refuge : accepted.

The Executive Committee reported the following resolution, which was unanimously adopted :

*Resolved*, That our thanks be tendered to Mr. McNeely, of Harrison county, for the highly liberal proposition made to this Association, in the offer of buildings and grounds for the establishment of a Normal School ; and that the proper committee be instructed to consider this, in connection with any other propositions, that may be made for the same purpose.

Mr. Rickoff moved that a committee of three be appointed to obtain subscriptions for the purpose of republishing English books, and translating German and French works bearing upon the Profession of Teaching.

Messrs. Rickoff, of Cincinnati, Mayhew, of Columbus, and Heslett, of Portsmouth, were appointed the committee.

On motion of Mr. Lynch, a committee of three was appointed to take the necessary steps for the incorporation of the Association.

Messrs. Lynch, Sutherland, and Duncan were appointed the committee.

J. M. Root, Esq., of Sandusky, was elected to deliver the evening Address, at the next semi-annual meeting.

President Andrews then delivered his Valedictory Address. He spoke of the great necessity for more attention to moral culture in our schools ; of the great blessings likely to arise from the daily use, by the teacher, of the Bible in the school room, and of trying the merits of every moral question by this divine standard.

He concluded his address by urging upon teachers the necessity for harmony and coöperation in their labors for the advancement of the Common Schools of the State.

On motion, a vote of thanks was returned Mr. Andrews, for the manner in which he had discharged his duties as President of the Association.

After singing the Doxology, the Association adjourned to meet at the call of the Executive Committee.

JOHN HANCOCK, *Sec'y.*

## NEW MEMBERS.

The following persons became members by paying the fee of one dollar :

|                   |                   |                    |                     |
|-------------------|-------------------|--------------------|---------------------|
| Frederick Mott,   | S. S. Staley,     | A. F. Richards,    | W. H. Andrew,       |
| Geo. B. Grow,     | J. B. Nickerson,  | John Eastman,      | M. J. Fitch,        |
| A. B. Cornell,    | A. M. Baines,     | David E. McCoy,    | T. R. Bratton,      |
| M. S. Turrill,    | Warren Libbey,    | Levi H. Story,     | D. C. Cooper,       |
| Enos Adamson,     | John Long,        | John Fulton,       | T. M. Thompson,     |
| A. R. Boggs,      | W. H. Buchanan,   | Geo. C. Woollard,  | J. O. Marsh,        |
| James Long,       | Joshua Nickerson, | A. L. Kimber,      | Jacob Brown,        |
| Wm. R. Woolman,   | EdmundMcKinney,   | David Parsons,     | Edw'd B. Fairchild, |
| W. G. W. Lewis,   | John M. Edwards,  | J. H. Wallace,     | Wm. B. Kennedy,     |
| Alex. Duncan,     | S. G. Sterling,   | James A. Veale,    | E. J. Donham,       |
| Theodore Soden,   | J. G. Durbeck,    | J. P. Ellinwood,   | F. M. Browning,     |
| J. C. Douglass,   | Samuel Hart,      | C. N. Browning,    | J. M. Johnson,      |
| Benj. Gray,       | P. L. Harrison,   | S. M. Ward,        | Thos. W. Gordon,    |
| James F. Frazier, | R. M. Merrill,    | Jas. M. Kingery,   | J. T. Swartz,       |
| J. M. Anderson,   | J. K. Parker,     | Jno. R. Kingery,   | LawrenceM.Stevens,  |
| Smith Olney,      | C. W. Sears,      | Zadok Miller,      | C. H. Page,         |
| M. Hill,          | J. F. Pearce,     | Saml. K. Goldtrap, | J. H. Kirk,         |
| J. P. Wethee,     | Saml. H. Miller,  | James Marvin,      | J. L. Hills,        |
| Geo. W. Harper,   | R. Fry,           | Rufus King,        | E. McKinney,        |
| G. B. Stilley,    | S. L. Bingham,    | S. R. Forrest,     | J. C. Allen,        |
| Edward H. Allen,  | C. A. Burdick,    | George Messenger,  | John Eaton, Jr.,    |
| G. H. Grant,      | W. G. Crippen,    | J. G. Marchant,    | J. H. Pearce.       |

## MEMBERS AND DELEGATES IN ATTENDANCE.

*Ashtand County*—Ira G. Fairbanks, R. Q. Beer.

*Ashtabula*—Miss Lucy A. Goddard.

*Athens*—Cyrus Grant, J. P. Wethee, W. H. Young.

*Belmont*—E. B. Peirce, Eliza Fisher, Mary B. Stroud.

*Brown*—W. H. Andrews, G. Bohrer, E. C. Ellis, T. W. Gordon, M.D., William Hays, Martin Hill, J. W. King, O. P. Ralstin, W. Ure, Mrs. Andrews, Mrs. L. Bohrer, Mrs. P. Ellis, Mrs. E. White, Misses Mary J. Abbott, M. A. Anderson, M. M. Ervin, M. J. Kirk, J. A. Lowes.

*Butler*—Mr. Adams, C. H. Bingham, E. Davies, D. W. McClung, J. R. Burgett, J. P. Ellinwood, Alex. Beall, H. M. Keck, S. M. Ward, Col. Josiah Scott, A. M. Thornton, Benj. Wait, Mr. Sykes, W. H. Ingersoll, J. Bridge, Mrs. C. Ellinwood, Misses Robertson, McElroy, Burgett, Sperry, M. Ellinwood, Vandewater.

*Champaign*—A. C. Deuel, J. F. Pearce, S. S. Staley, Miss M. E. Eaker.

*Clermont*—W. H. Altman, C. N. Browning, F. M. Browning, E. Donham, J. Fee, Michael H. Fitch, J. Johnson, T. B. Lakin, A. Lockwood, Zadok Miller, A. McNair, J. C. Morris, J. Moss, Jas. K. Parker, J. A. Sloan, Lowell H. Smith, Misses Margaret M. Baker, Mary P. Parker, Harriet Blanchard, Charlotte T. Quinlan, Melle Stone, E. Donham, H. Donham, E. Bettle, C. Thompson, E. McWilliams, M. E. Griffith.

*Clinton*—J. C. Everist, James F. Frazier, Jesse Kirk, Samuel H. Miller, James Nickerson, Josiah Nickerson, Rev. J. A. Veale.

*Cuyahoga*—S. L. Bingham, C. S. Bragg, Jehu Brainerd, Robert Cather, Henry Childs, John Eaton, Jr., R. Fry, A. W. Price, Miss Mary E. Clemens.

*Erie*—M. F. Cowdery, S. S. Cotton, G. C. Woollard, Mrs. M. F. Cowdery, Mrs. S. S. Cotton, Misses Blanchard, Bondeli, A. M. V. Breck, Brown, Farwell, Gustin, F. Jennings, Norris, Perry.

*Fairfield*—C. T. Emerson, Wm. Whitney, Dr. J. Williams, Mrs. J. E. Whitney, Misses Harriet Hall, Mary Herron, M. M. Wilcox.

*Fayette*—Miss B. W. Edwards.

*Franklin*—G. C. Smith, I. W. Sutherland, M. B. Bateham, L. Barney, J. Geary, A. D. Lord, D. P. Mayhew, A. Samson, D. C. Pearson, D. H. Taft, Mrs. A. D. Lord, Mrs. D. C. Pearson, Mrs. M. F. Westervelt, Misses A. W. Beecher, S. A. Dutton, L. A. Huntington, L. E. Temple, S. J. Maxfield, S. D. Phelps, S. Johnson, M. Smith, H. A. Carter, C. B. Freeman, J. Fishburne, M. E. Robertson, C. George.

*Greene*—A. Amyx, T. R. Bratton, J. V. Champion, D. C. Cooper, D. Crist, D. Fauber, G. W. Fauber, S. Findley, W. S. Furay, P. H. Jaquith, W. Libby, J. T. Liggett, B. W. L. McClung, Rev. P. Neff, Jr., S. Olney, J. D. Stine, E. Story, L. H. Story, R. Story, T. Wright, Mrs. M. Jaquith, Mrs. M. Scott, Misses E. K. Andrew, M. Andrews, M. F. Anderson, M. M. Armstrong, M. Gilman, M. Hardie, E. L. Jackson, M. M. Jackson, A. Kneal.

*Guernsey*—J. C. Douglass.

*Hamilton*—M. S. Turrill, A. M. Barris, E. S. Davies, E. Jacobs, J. M. Anderson, H. Bushnell, Jr., Misses E. Jacobs, O. E. Patton, M. Frankland, M. H. Smith, A. J. Moore, A. M. Wright, M. Pyle, C. Van Ranseller, Z. M. Brown.

*CINCINNATI*—A. J. Rickoff, Dr. Joseph Ray, C. Knowlton, F. W. Hurtt, S. M. Case, J. Edwards, H. H. Edwards, J. Swartz, A. S. Reynolds, Wm. H. Hayford, W. F. Hurlbert, W. Denton, Wm. Espy, J. M. Ross, J. Hancock, A. Page, C. Nason, W. R. Woolman, U. Rico, T. J. Tone, — Sabin, — Johns, J. G. Marchant, G. Durbeck, G. Long, T. M. Thompson, J. Long, J. S. Highland, F. A. Adams, P. L. Harrison, J. Elliott, J. Wilson, M. D. Parker, G. W. Nye, T. Brunner, W. Strunk, Dr. J. L. Thornton, Joseph Herron, S. L. Massey, B. O. M. DeBeck, J. B. Trevor, W. G. Crippen, E. Y. Robbins, J. Locke, J. C. Belman, Misses S. T. Bailey, A. Gay, E. Cassat, S. Evarts, S. J. Moores, C. S. Hawkins, J. Garrett, M. H. Stevenson, M. E. Woods, M. D. White, D. Workrum, M. A. B. Steavenson, S. King, N. Claypool, M. Palmer, A. L. Farley, H. E. Jones, I. A. Burgess, L. S. Bingham, S. J. Attee, I. Newhall, R. Davis, E. Borton, E. Randall, M. Finley, M. Secrist, H. Knowlton, S. B. Glendenning, M. J. Johnson, A. Hoyt, S. Shoonmaker, F. Brown, F. Kendall, M. A. Cullen, H. Guisy, M. D. Epplert, R. P. Folger, A. M. Folger, L. Rynder, F. A. Brooks, A. E. Vallandingham, J. Cleveland, L. O. Nixon, M. Nixon, P. Woolsey, I. L. Black, M. Burris, H. N. Wilson, E. Craddock, E. Jonte, S. B. Swan, M. McCormick, M. Beutel, L. Garwood, A. E. Cumback, A. Howard, M. Hesler, A. R. Dekins, E. Gordon, M. Wheeler, A. E. P. Houghton.

*Hancock*—A. L. Kimber, S. A. Spear, Mrs. M. L. Spear.

*Harrison*—Edwin Regal.

*Highland*—Isaac Sams, J. C. Thompson, E. A. Moshier, S. P. Beall, J. T. Wright, D. E. McCoy, A. F. Richards, Misses P. P. Pomeroy, I. A. Wheeler.

*Huron*—A. B. Cornell.

*Jackson*—M. Gilmor, Rev. Mr. Page.

*Knox*—Lorin Andrews, A. R. Boggs, W. H. Buchanan, Wm. Mitchell, G. B. Stilley, C. Tracy, Mrs. L. Andrews, Miss F. H. Scott.

*Lake*—G. E. Howe, S. C. Metcalf, Misses E. M. Alford, E. J. Cook, S. E. A. Dascomb.

*Licking*—Rev. Alex. Duncan, L. P. Rose, Mrs. E. Rose.

*Logan*—David Parsons.

*Madison*—W. P. Gibson, Mrs. W. P. Gibson.

*Marion*—W. L. Tirrell, Mrs. J. L. Tirrell.

*Mercer*—W. F. George.

*Medina*—Wm. P. Clark.

*Meigs*—George B. Grow.

*Miami*—W. W. V. Buchanan, Wm. N. Edwards, Uriah Fordyce, E. G. Humaston, Robert Wilson, Misses Mary Buchanan, N. J. Buchanan, Mary Kelley, Mary Toy, Ann H. Collins, Louise Thorn, Annie G. Temple, Amanda Rose, Louisa Smith, Mary H. Rayner, Jane H. Bigger, Ann E. Hilliard, Virginia Mills.

*Montgomery*—Jas. Campbell, H. Anderson, Jas. Miller, S. R. Henderson, A. C. Tyler, J. A. Tyler, W. A. Green, Jacob Bower, Chas. Rogers, Misses A. Davis, H. Brown, Mary McQuade, M. J. Lewis, S. Q. Pierce, Ellen Sherwood, Mary J. Petticrew, Lizzie Denton, Hester Weidner, Abbie Naylor.

*Morgan*—Dr. W. C. Catlin.

*Muskingum*—Pres. S. McArthur, L. P. Marsh, J. P. McCartney, Mrs. M. J. Marsh, Miss D. H. Banes.

*Pickaway*—J. H. Groom, J. H. Wallace, Hon. J. Cradlebaugh, J. H. Lutz, J. Lynch, Misses A. E. Humaston, C. E. Minott, J. A. Stone, R. S. Bailey, A. Marsh.

*Portage*—E. B. Fairchild, Misses H. P. Norton, Sarah Udall.

*Preble*—Enos Adamson, John Eastman, H. B. Hardy, G. Jaqua, I. S. Morris, T. T. Stroud.

*Richland*—R. M. Merrill, C. S. Royce.

*Ross*—Edward K. Allen, T. C. Bowles, George K. Clark, John R. Chamberlin, James Long, Rev. J. A. I. Lowes, Mrs. M. J. Long, Misses Sarah A. Lowes, H. Emma Ware, Elizabeth Tuttle, L. M. Heads.

*Scioto*—Rev. E. P. Pratt, S. M. Heslett, Mr. Hickock, Martin Gilbert, Mrs. M. Gilbert, Mrs. Whigham, Mrs. Stone, Mrs. Johnston, Mrs. Thompson, Misses S. J. Wheelock, E. Gon, E. A. Huston, S. Huston, M. Huston, M. Wheeler, M. J. Grum, M. Robert.

*Seneca*—D. F. De Wolfe.

*Stark*—H. S. Martin, Misses Jane M. Becket, B. M. Cowles.

*Trumbull*—M. D. Leggett, James Marvin.

*Tuscarawas*—Thomas McCartney.

*Union*—Mrs. A. M. Lee, Miss C. A. Hough.

*Warren*—J. B. Hough, G. H. Grant, C. W. Kimball, J. O. Marsh, C. A. Burdick, Mr. Harford, W. T. Hawthorne, B. F. Jeffrey, J. B. Irwin, T. F. Welton, Ebenezer Witham, Chas. Witham, Wm. Hopkins, Wm. Hardy, J. W. Lowes, Misses E. L. Alverson, A. Clapp, M. Pierson, A. H. Crandall, R. A. Peacock, A. Peacock, L. Hawthorn, M. McArroy, A. S. Naylor, Sarah Evans.

*Wyandot*—Frederick Mott, J. H. Pearce, Ira Pool.

INDIANA—John Trimble, Jr., W. D. Henkle, Mrs. W. D. Henkle, Misses Anna R. Fitch, Margaret Lanian, Caroline Campbell, H. P. Henkley, E. F. Thompson.

KENTUCKY—J. Hurty, Rev. Mr. Page, Dr. G. W. Stewart, Prof. J. Berry, Geo. Charter, J. Boughman, Mrs. Lewis, Misses Mary Stewart, Baxter, E. Hidelay, L. P. Alverson, Newport; G. R. Hand, Misses V. M. Barber, S. Davis, Georgetown; G. W. Brown, Walter Scott, Covington; Miss M. London, Louisville.

NEW YORK—C. M. Cady.

BOSTON, MASS.—Dea. N. D. Gould.

MAINE—H. H. Smith.

## The Ohio Phonetic Association.

This Association met in the Hall of the Mechanic's Institute, Cincinnati, on the 29th of December. Over sixty delegates were in attendance, from different parts of Ohio, Indiana and Kentucky.

At 10 o'clock, A. M., Mr. Benn Pitman addressed the Association.

He took a hasty review of the progress of the reform up to the beginning of last year. During the last year much greater progress had been made than during any previous year. Early in the year questions, that had long been agitated, in reference to the form of some of the letters, and the spelling of large classes of words, were settled, for at least ten years, by a convention that met in Cincinnati, and, as the result, capital has been largely invested in publishing Phonetic works.

Already, the New Testament is stereotyped, and a large edition has been published in Phonotypy.

Other books have also sprung from the press. The Type of the Times, the organ of Phoneticians, now in the eighth year of its existence, will at the commencement of the new year, double its present size, and furnish sixteen quarto pages of reading weekly. A Phonetic Journal will hereafter make monthly visits to the public. But the crowning work of the year and of the age, is a PHONETIC DICTIONARY, which is in course of publication: one-third of which is already stereotyped.

Through the efforts of the Agent of the association, several of the best schools of the State have been induced to use Phonotypy in their primary departments for the purpose of teaching the common method of reading.

With these advances, and the present means of making still further advances, he thought that the friends of the cause might well make still greater efforts. Other remarks of a practical nature were presented.

W. D. Henkle, Prof. of Languages in Green Mount College, at Richmond, Ind., read a report upon the "Bearings Phonotypy will have upon the Etymology of our Language."

J. D. Cox, Esq., of Warren, Trumbull co., as chairman of a committee, presented a memorial, addressed to the American Bible Society, asking that body, which is now with great liberality sending translations of the Holy Scriptures to heathen countries, to print an edition of them in Phonotypy for the benefit "of the *full million* of uneducated ADULTS in our own land." The association endorsed this memorial,

and instructed the committee to present it to the American Bible Society, and also to the American Bible Union.

AFTERNOON SESSION.

Mr. Edwin Regal, of the Hopedale School, read a report upon the "Influence which the practical study of Phonetics will have in improving the Elocution of public speakers, and performers of vocal music."

The report of the Executive, and the Finance committees, the election of officers, and some discussions, occupied the remainder of the afternoon.

Among the officers we notice the names of Lorin Andrews, of Gambier, President; Adams Jewett, M. D., of Dayton, Treasurer; Wm. H. Smith, of Richmond, Ind., Sec'y; Chas. S. Royce, of Plymouth, Chairman of Ex. Committee, and traveling Agent; and Edwin Regal, of Hopedale, Chairman of Finance Committee.

In the evening, the association was ably addressed by Mr. Dan. S. Smalley, of Mass., compiler of the Phonetic Dictionary; and by Mr. Wm. Denton, teacher in the Public Schools in Cincinnati. The addresses and reports were ordered to be published in pamphlet form.

Mr. Andrews was elected to the office of President without his knowledge: in his letter of acceptance, he uses the following language:

I would very much have preferred that some more active and deserving friend of the cause had been elected to the position. As it is, however, I very cheerfully accept the unexpected honor.

The more I reflect upon the cause, in which you are so self-denyingly engaged, the more I am convinced of its importance, and of its ultimate triumph. I think the time has now fully come, when books in the Phonetic print should be introduced into all the primary schools of the State. Truly yours,

LORIN ANDREWS.

### Convention of School Examiners.

Delegates from Boards of Examiners from twenty-two counties and four Union Schools, met at the rooms of the School Board, in Cincinnati, on Tuesday, December 27th, 1854, and organized by calling Wm. N. Edwards of Miami county to the Chair, and appointing John Lynch of Circleville, Secretary.

After some appropriate remarks by the Chairman, the following delegates were enrolled:

|                               |                    |                 |                    |
|-------------------------------|--------------------|-----------------|--------------------|
| Brown county .....            | E. C. Ellis.       | Madison .....   | W. P. Gibson.      |
| Butler .....                  | Evan Davies.       | Meigs .....     | Geo. B. Grow.      |
| Clermont .....                | J. K. Parker.      | Miami .....     | Wm. N. Edwards.    |
| Champaign .....               | A. C. Deuel.       | Mercer .....    | W. F. George.      |
| Clinton .....                 | J. C. Everist.     | Montgomery..... | James Campbell.    |
| Fayette.....                  | J. J. Worthington. | Pickaway.....   | J. A. Lutz.        |
| Hamilton .....                | Henry Snow,        | Preble .....    | I. S. Morris,      |
|                               | W. H. Hurlburt.    |                 | G. Jaqua.          |
| Harrison .....                | Edwin Regal.       | Scioto .....    | Rev. E. P. Pratt.  |
| Highland .....                | Isaac Sams.        | Stark .....     | H. S. Martin.      |
| Huron .....                   | A. B. Cornell.     | Trumbull .....  | M. D. Leggett.     |
| Licking.....                  | Rev. A. Duncan.    | Warren.....     | C. W. Kimball.     |
| Circleville Union School..... |                    |                 | John Lynch.        |
| Eaton                         | "                  |                 | Rev. Enos Adamson. |
| Fredericktown                 | "                  |                 | Wm. Mitchell.      |
| Lancaster                     | "                  |                 | Dr. John Williams. |

A call was then made on the delegates to state their mode of examination, and the standard of qualifications adopted in their respective counties. This was a most interesting exercise.

On motion, a committee, consisting of Messrs. Deuel, Duncan, Regal, Sams, Lynch and Edwards, was appointed to prepare business for the Convention.

Adjourned to meet to-morrow morning at 9 o'clock.

#### WEDNESDAY, DECEMBER 28TH.

The Convention was called to order by the Secretary; and Mr. Campbell, of Dayton, appointed Chairman.

Mr. Duncan, in behalf of the committee appointed to prepare business, made the following report; which, after being discussed, was adopted:

The committee appointed by the Convention of Examiners, and upon whom was devolved the duty of presenting, for the consideration and final action of the Convention, such *general* principles as may tend to secure a better understanding and greater uniformity among the numerous boards of examiners in the State, and through them a higher standard of qualification on the part of teachers, and thus, ultimately, the steady upward advancement of all our common schools, beg leave to report, that they have given the subject such attention as the circumstances would allow, and are prepared to offer the following items, viz:

1. That in the estimation of your committee, private examinations, or such as may be held at times and places other than those previously and publicly announced, are plainly contrary to the spirit and letter of the law.
2. That testimonials of good moral character, satisfactory to the board of examiners, or a majority of them, should in all cases be required, as indispensable to the attainment of a certificate of qualification to teach.
3. That profane swearing, intemperance or dishonesty in a candidate, should every where be regarded as an evidence that such moral character is wanting, all certificates to the contrary notwithstanding.



4. That time should be given for a full and patient examination of every candidate, in the various branches designated in the law; and that to omit any one of them, because it may not have been taught, or is not desired to be taught, in particular districts, is a direct violation of the law applicable to the case.

5. That each board of examiners should adopt and carry out some regular system, by which directors and boards of examiners, and all parties concerned, may understand, by the certificates granted, the true relative merits of those who hold them.

6. That certificates of qualification to teach should not be renewed, whether by the board that originally granted them, or any other, excepting as the result of a new examination.

7. That the attainment and actual possession of a certificate of qualification to teach, for a certain period, should constitute no claim on any board of examiners to grant another, where the result of the examination does not indicate progress in knowledge, and in all that belongs to the teacher's profession; but, on the contrary, that the want of such indications should be regarded as a sufficient ground for denying a renewal of a certificate, where no other serious disqualification may be manifested.

To some it might seem desirable to have something more definite, on all or most of these points; for example, on what should constitute satisfactory testimonials of good moral character, on the best method of conducting examinations, as, also, on the manner of exhibiting, through the certificate, the relative merits of the holder of it. But in the present state of things, this appears to your committee impracticable. With regard to these points, different methods prevail in different counties. Some boards disregard all written testimonials of good moral character, and depend solely on such knowledge as they may personally have, or be able to gain, respecting the candidates who may appear before them. Others deem such testimonials sufficient; and others still demand these, and something additional. Your committee deem it hardly within their province, or even that of the Convention, to decide which of these, or whether any of them, should every where prevail; they may each be best suited to the meridians respectively where they are practiced. But while we hesitate to define the precise kind or amount of evidence requisite to establish a good moral character, in any location, we can not be too anxious or urgent that boards of examiners should adopt and apply some method of satisfying themselves, that those whom they license to teach, are *morally* qualified for that high and holy vocation.

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#### THURSDAY, DECEMBER 29TH.

The Convention met, Mr. Edwards in the Chair. After some remarks by Messrs. Williams and Davies, Mr. Leggett offered the following resolution, which was adopted :

*Resolved*, That we will use our influence, as examiners, to extend, as far as possible, the circulation of the Ohio Journal of Education among the teachers of the State.

On motion of Mr. Hurlburt, a committee, consisting of Messrs. Leggett, Hurlburt, Davies, Martin and Grow, was appointed to report a definite plan to secure a uniform standard of qualifications, to be required throughout the State.

*At half past one*, the committee reported. The report was accepted

(the Secretary was unable to get a copy of the report); and pending a motion to adopt it, article by article, it was recommitted to the committee, to report next July, at which time it was deemed proper to hold another meeting. Mr. Duncan, of Licking, was added to the committee.

On motion of Mr. Martin, it was

*Resolved*, That in the opinion of this Convention, the State needs a Normal School, in which teachers may be educated for their professional duties.

The Convention then adjourned, to meet at the same place with, and on the day previous to, the next semi-annual meeting of the Ohio State Teachers' Association.

JOHN LYNCH, Secretary:

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#### SCIENTIFIC.

### The Unity of Science.

We not unfrequently think and speak of the various branches of science, as though they were so many *distinct departments* of knowledge — as though a person might be deeply versed in *one*, and totally ignorant of the others. But nothing can be more untrue. Nature, like its Author, is *one*; and science, which is knowledge of nature, is also *one* and indivisible. It is a multitudinous whole, with all its departments most intimately connected. There is nothing like *isolation* here; no branch but has its kindred branch; no department but has an important connection with every other. Aye, more than this; there is not a mind in all the realm of God, from that of the highest archangel to the humblest intelligence, but is linked, by strong though invisible ties, with every other; not an atom in the Universe of matter, but stands related to every other, but plays its part in the great *time-drama*, obedient to the mandate of the great *I Am*.

If we apply our minds to the study of one branch, we soon find ourselves treading the pleasant paths of another. The Botanist finds himself side by side with the Geologist, and the Geologist finds himself with the Mariner at sea, and the Mineralogist and Meteorologist on land, while all need to snuff the fumes of the laboratory. The Astronomer may take his observations on his tower, but the Optician must first make

his instruments, and the Mathematician must reduce his observations or they are useless. He must gauge the atmosphere, know its temperature, measure the waters of the sea, study the tides, weigh the earth, examine its structure and know its composition; in short, he must call to his aid all other branches of science, or his labors are vain and profitless. And so it is through the whole range of sciences. To be deeply versed in one, is to be skilled in all.

Science is a knowledge not of facts merely, but of facts and the principles which link them all together. Now principles are of extensive, not to say universal application, and the longer one studies, the more deeply learned he becomes, the fewer are the principles he knows; the nearer we come to the fountain of all knowledge, the fewer are the streams which flow from it; the nearer we approach to a city, the fewer are the roads that lead to it.

Attention to what is here said, it is believed, will greatly facilitate the acquirement of knowledge, and forgetfulness of it, has, it is sure, been the cause of many a failure, on the part of both pupils and teachers.

GRANVILLE FEMALE SEMINARY.

S. N. S.

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### The Decimal Principle.

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The decimal principle has long been applied to the purposes of *currency*, and here its beauty and its utility are at once apparent and universally acknowledged. Every one among us admits, without hesitation, the great superiority of the Federal over the French, the English or any other currency. This superiority consists in its greater simplicity, in the fact that there need be no halves, thirds, quarters, or other vulgar fractions used in computing by it, in short, in consists in the *decimal principle*, on which it is based. No one need be told that it is easier to write down and to find the interest on \$112,53.5, than on 112£ 5s 5d 3qu., and no one need be told *why* it is easier, or why in so doing we are less liable to error. Every school boy knows the fact, and he need not be very precocious to *guess* the reason.

But may not a principle so manifestly advantageous in its application to the counting of money be applied with equal advantage to measuring and weighing those things for which money is counted? In other

words, may not this principle be as successfully, and with as much propriety, applied to weights and measures, as it now is to currency? I can see no reasons why it may not; if *others* can, they are invited to communicate them to the readers of the Journal. Let us briefly look at the advantages of such an application of this principle.

Instead of the ten or twelve different tables of weights and measures, with just enough similarity to confound the pupil and perplex the mass, we might have one simple, convenient table, answering, and in a better manner, the purpose of the whole.

We have under the present system, "Troy Weight," with its *grains*, pennyweights, ounces and pounds; we have "Avoirdupois Weight," with its drachms, ounces, pounds, quarters, hundredweight and tons; "Apothecaries' Weight" with its grains, scruples, drachms, ounces, and pounds; and although in each of these three tables of weights there are found the denominations pounds and ounces, in only two do either of these words indicate the same weight. So, too, with the words drachms, grains, &c., when they occur in different tables, or in connection with different classes of articles, they have entirely different significations. Here we have a fruitful source of annoyance to the student, and of error and inconvenience to the dealer. What reason is there in a system which makes a pound of *bread* weigh as much as 1 lb. 2 oz. 13 pwt.  $1\frac{1}{2}$  gr. of soda, or one pound (or 16 oz.) of iron, or lead, the same as 14 oz. 13 pwt.  $1\frac{1}{2}$  gr. of silver or gold?

But further inconsistencies are found in the tables of measures. We have "Cloth Measure," with its inches, nails, quarters, yards and ells; we have "Long Measure," with its inches, feet, yards, rods, furlongs, miles, etc. "Square Measure," with its sq. feet, sq. yards, sq. rods, roods, acres and sq. miles; "Surveyor's Measure," with its inches, links, poles, chains, etc.; "Cubic Measure," with its cubic inches, cubic feet, cubic yards, tons, cord feet and cord; "Wine Measure," with its, gi., pi., qt., gal., bar., tier., hhd., pi., and tun.; "Ale or Beer Measure," with its pt., qt., gal., bar., and hhd.; "Dry Measure," with its pt., qt., pk., bu., chal.; "Circular Measure," with its seconds, minutes, degrees, signs and circles; and "Measure of Time," with its seconds, minutes, hours, days, weeks, months, and years.\* Let this long list of measures and denominations of measures be carefully examined, and let it be observed, that though the same *words* occur in the different tables, they almost invariably have a different signification in one

\* There would, of course, be insuperable objections to a decimal division of years, months and days, and perhaps also some to such a division of the circle.

table from what they have in another, and few, I think, will be found to pronounce a system, which is made up of such irregularities and incongruities, philosophical, or worthy of further toleration, if a better and more philosophical one can be found. And is it not exceedingly unreasonable to suppose that a principle, so strikingly beautiful as is the *decimal* principle, is so limited as to be applicable only to purposes of currency? *Principles* are always of *extensive*, if not of *universal* application.

Suppose a table formed in which 1 indicates *any unit*,—a unit of *weight*, whether it be of *tea* or *tartar*,—a unit of *length*, whether it be *tape* or *timber*,—a unit of *capacity*, whether it be of *ale* or *apples*; and let this table extend from one *down* to tenths, hundredths, thousandths, and if desirable even lower; and upwards to tens, hundreds, thousands, and so on, *ad libitum*; making one of *any* denomination equal to *ten* of the next lower: e. g.

|                       |                      |           |          |
|-----------------------|----------------------|-----------|----------|
| 10 thousandths (.001) | make 1 hundredth     | (written) | .01      |
| 10 hundredths         | “ 1 tenth            | “         | .1       |
| 10 tenths             | “ 1 unit             | “         | 1.       |
| 10 units              | “ 1 ten              | “         | 10.      |
| 10 tens               | “ 1 hundred          | “         | 100.     |
| 10 hundreds           | “ 1 thousand         | “         | 1,000.   |
| 10 thousands          | “ 1 ten thousand     | “         | 10,000.  |
| 10 ten-thousands      | “ 1 hundred-thousand | “         | 100,000. |

Here is a table, simple, easily learned and comprehended, easily remembered, applicable alike to all things; minute enough for weighing *drugs* the most noxious, or *gems* the most precious; and extensive enough for weighing the grossest articles, even the earth and all things thereon.

Let now some one existing denomination of weight—the *pound* for example, be retained as *the unit of weight*; and some existing denomination of *length*, as *the yard* or *rod*, be retained as the *linear unit*; the *gallon* as the *unit of capacity*; the *rood* as the unit of surface; and the *foot* as the *unit of cubic measure*. If then the article weighed or measured were very small, its weight or measure would be expressed with the utmost ease and accuracy in tenths, hundredths or thousandths of *its* unit; but if the article were gross, it would then be expressed in tens, hundreds, thousands or other higher denomination.

I do not presume to offer this as *the best* form in which to apply the decimal principle to weights and measures, but as *one* form in which it

may be applied, and a form which not only illustrates my meaning, but is vastly more simple and philosophical than the system, or rather *want* of system — the chaos of weights and measures — which now obtains. That this is true will be shown in a future number.

GRANVILLE FEMALE SEMINARY.

S. N. S.

ABSTRACT FROM THE METEOROLOGICAL REGISTER, KEPT AT GRANVILLE FEMALE SEMINARY, BY S. N. SANFORD.

DEPTH OF RAIN AND MELTED SNOW.

|              | 1849. | 1850. | 1851. | 1852. | 1853. | 1854. | Average |
|--------------|-------|-------|-------|-------|-------|-------|---------|
| January..... |       | 4.37  | 1.12  | 3.00  | 1.60  | 2.85  | 2.59    |
| February.... |       | 2.75  | 6.37  | 3.75  | 5.42  | 3.25  | 4.31    |
| March.....   |       | 2.37  | 3.00  | 5.38  | 2.02  | 3.90  | 3.34    |
| April.....   |       | 4.44  | 2.69  | 6.50  | 3.87  | 3.86  | 4.34    |
| May.....     |       | 1.50  | 4.32  | 4.75  | 2.58  | 5.58  | 3.75    |
| June.....    |       | 11.12 | 3.50  | 6.00  | 1.30  | 4.04  | 5.39    |
| July.....    |       | 5.37  | 3.75  | 7.87  | 5.27  | 2.35  | 4.96    |
| August.....  |       | 9.44  | 2.37  | 2.25  | 4.06  | 1.50  | 3.92    |
| September... | 2.31  | 3.06  | 2.87  | 2.75  | 3.92  | .82   | 2.62    |
| October..... | 2.12  | 2.69  | 3.12  | 2.81  | 3.55  | 8.28  | 3.76    |
| November.... | 2.37  | 3.19  | 3.00  | 5.00  | 2.85  | 3.41  | 3.31    |
| December.... | 3.37  | 5.19  | .80   | 14.12 | 2.58  | 1.85  | 4.65    |
| Total.....   |       | 45.49 | 36.91 | 54.18 | 39.02 | 41.69 | 3.91    |

In an oration at Williams College, Hon. Edward Everett used the following language: — “I would rather occupy the bleakest nook of the mountain that towers above us, with the wild wolf and the rattlesnake for my neighbors, with a *village school* well kept at the bottom of the hill, than dwell in a paradise of fertility, if I must bring up my children in lazy, pampered, self-sufficient ignorance.”

## MATHEMATICAL DEPARTMENT.

JOSEPH RAY, CINCINNATI, EDITOR.

SOLUTIONS TO THE PROBLEMS PROPOSED IN THE DECEMBER (1854)  
NUMBER OF THIS JOURNAL.

No. 4. Solution by A. SCHUYLER.— $\frac{1}{100}$  of the required sum, equals the present worth for one year at 5 per cent. Hence  $\frac{1}{100} - \frac{1}{100} = \frac{1}{100} = \frac{1}{100}$  of the sum, equals the discount.

For like reasons,  $\frac{1}{100}$  and  $\frac{1}{100}$ , respectively, of the given sum, equals the discount at 4 and 6 per cent. Hence  $\frac{1}{100}$  and  $\frac{1}{100}$ , respectively, of the given sum, equals the discount of *half* the sum, at the rates of 4 and 6 per cent. Hence  $\frac{1}{100} - (\frac{1}{100} + \frac{1}{100}) = \frac{1}{100} = \frac{1}{100}$  the part of the sum, which, by the conditions = \$1.

If  $\frac{1}{100}$  of the required sum = 1 dollar,  $\frac{1}{100}$  of the sum =  $\frac{1}{100}$  of a dollar; and  $\frac{1}{100}$  of the sum, or the whole sum =  $57\frac{3}{4}$  dollars = \$11,575 20. *Ans.*

No. 5. Solution by BOWLDER.—Suppose each man to draw 1 ration daily. Let  $x$  = number of days the voyage was expected to last.

Then  $175x$  = the number of rations.

$x - 30$  = number of days after the scurvy broke out.

Hence  $175(x - 30)$  = number of rations at that time, which must equal the number of men who died, since there was no diminution of rations. But 3 died the first day, and 3 the second, and so on; hence 3 = first term, 3 common difference, and  $(x + 21 - 30)$ , number of terms, of an arithmetical series. Hence  $175(x - 30) = \left(\frac{x - 9}{2}\right)$

$$(3 + 3x - 27) = \frac{3x^2 - 51x + 216}{2}; \text{ or } 3x^2 - 51x = 7134; \text{ or } x^2 -$$

$$17x = 2378, \text{ or } x = 58.$$

$58 + 21 = 79$ , the days the voyage lasted.

$(79 - 30)3 = 147$ , the number of men who died.

$175 - 147 = 28$ , the number of men who survived.

ACKNOWLEDGMENT.—Both the questions were solved by Bowlder, T. Jamison, Delta, Gamma, A. Schuyler, Martin Stœdele, and I. P. Allen. Question 4th was solved by James Goldrick, P. A. Garriotte, and Lewis E. Holtz. We are glad to notice the increasing interest in this department of the Journal. There are now on hand a number of interesting problems, which will appear in due time.

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 QUESTIONS FOR SOLUTION.

No. 9. By BOWLDER.—From a given point without a given circle, to draw a secant line, making the part intercepted in the circle equal to a given line.

No. 10. By GAMMA.—The product of two numbers is unity; and the square root of the first minus the second, plus the square root of unity minus the second, is equal to the first. Required the numbers.

No. 11. By M. C. STEVENS.—Given  $x^4 + 192x = 400$ , to find  $x$  without a resort to the rules for the solution of equations of a higher degree than the second.

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## THE ORIGIN OF THE SIGN OF EQUALITY (=).

It would be exceedingly interesting if we could now trace each of the algebraic signs to its origin, and learn when it was first used, and why it was made in the particular form in which it now appears.

It is probable that we shall ever remain in ignorance in regard to some of these matters; but in my recent reading, I met with an account of the origin of the sign =, which is as follows. The sign of equality was introduced into Algebra by the first English author on the subject, Robert Recorde, in his "Whetstone of Witte," (a treatise on Algebra,) 1557. He gives his reason, in his own quaint manner, in the following words:

"And to avoide the tedious repetition of these words: *is equalle to*: I will sette as I doe often in worke use, a paire of parallels, or Gemowe lines of one length, thus:  $\text{=}$ , because noe 2 thynges can be more equalle."

For a long period afterwards, the French and German mathematicians employed the symbol  $\infty$ , which was, doubtless, a rapid formation of the diphthong  $\alpha$ , the initial of the phrase *aequale est*.

If any of our correspondents can furnish us with an account of the origin of any of the other signs, we shall be pleased to publish their communications.

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Correspondents furnishing problems, will please, at the same time, furnish solutions, when they can do so.

All communications for this Department should be addressed, "Dr. Joseph Ray, Cincinnati;" and to be in time, should be mailed on the first of the month preceding that on which they are expected to appear.



## MISCELLANEOUS.

## Public School House, Dayton.



This cut presents a pretty correct view of the School House erected in the sixth ward (eastern part) of the city of Dayton. The lot is 100 by 130 feet; and the house, built at an expense of some \$7,000, is a proof of the willingness of the City Council to do their part toward providing for

the educational wants of that growing city.

The main building is 70 by 50 ft., and the projection in front 30 by 15 ft. It is located on a small lot, 100 by 130 ft. A basement, 8 ft. in height, extends under the whole building. The first story is equally divided by a hall, passing through it laterally, and is entered by a door in the rear, front, and one on that side of the front projection not seen in the above view. There are two rooms on each side of the hall, of equal size, about 24 by 32 ft. The rooms are severally occupied by a German Primary Department, and the departments known in the Dayton schools as Junior Female, Junior Male, and Primary Departments.

The second story is entered by two stairways, starting from doors on each side of the front projection. This story is divided into three rooms. The main room, in which the pupils of the Senior Male and Female Departments are seated, is 52 by 48 ft., and contains seats and desks for 160 pupils. Adjoining it are two recitation rooms—one 16 by 35, and the other 16 by 13.

The house is warmed by two of A. Lotz's hot-air furnaces, which are located in the cellar. It has no provision for ventilation, except by the aid of the windows. The seats and desks throughout are made of varnished oak, and supported by iron frames. Each room is abundantly supplied with wooden black-boards, a teacher's desk, and chairs. Two sets of Pelton's outline maps, a map of Ohio, terrestrial globe, orthographic cards and phonetic charts, constitute about all the apparatus.

One fact which throws light on the character of the school is this: all the teachers are subscribers to the Ohio Journal of Education. How *many Union Schools* can say as much?

A. C. F.

## FINANCIAL DEPARTMENT.

## REPORT OF THE FINANCIAL COMMITTEE, FOR THE YEAR 1853.

The following sums, received from the sources indicated, were paid to Mr. L. Andrews, as Agent of the Association for 1853 :

|                                   |         |                                  |         |
|-----------------------------------|---------|----------------------------------|---------|
| Knox Co. Teachers' Institute...   | \$50 00 | James Elliott, Cincinnati.....   | \$ 5 00 |
| Delaware Co. ....do.....          | 30 00   | John Hancock, Cincinnati .....   | 5 00    |
| Stark Co. ....do.....             | 30 00   | John Ogden, Delaware.....        | 5 00    |
| Clinton Co. ....do.....           | 25 00   | Edward Olney, Perrysburg.....    | 5 00    |
| Pickaway Co. ....do.....          | 25 00   | C. S. Royce, Plymouth.....       | 5 00    |
| Carroll Co. ....do.....           | 23 00   | L. E. W. Warner, Chillicothe...  | 5 00    |
| Madison Co. ....do.....           | 20 00   | M. G. Williams, Urbana.....      | 5 00    |
| Warren Co. ....do.....            | 20 00   | J. C. Zachos, Dayton.....        | 5 00    |
| Jeff. & Harrison Co. ....do.....  | 15 00   | Prof. I. W. Andrews, Marietta..  | 3 00    |
| Licking Co. ....do.....           | 15 00   | A. C. Fenner, Dayton .....       | 3 00    |
| Clermont Co. ....do.....          | 10 00   | Rev. S. Findlay, Jr., Antrim.... | 2 50    |
| Hancock Co. ....do.....           | 10 00   | W. P. Clark, Norwalk.....        | 2 00    |
| Miami Co. ....do.....             | 10 00   | T. C. Hearne, Chillicothe.....   | 2 00    |
| Richland Co. ....do.....          | 9 00    | Cash .....                       | 2 00    |
| Coshocton Co. ....do.....         | 8 00    | B. C. Colburn, New Market....    | 1 00    |
| Board of Education, Hillsboro'..  | 20 00   | A. Greenleaf.....                | 1 00    |
| Citizens of Salem .....           | 8 35    | Thomas Hill, Springfield.....    | 1 00    |
| Columbus, Teachers of Public      |         | S. B. Page.....                  | 1 00    |
| Schools, per A. D. Lord.....      | 40 00   | J. H. Speakman, Canton.....      | 1 00    |
| Zanesville do, G. W. Batchelder,  | 37 50   | Harriet N. Wilson .....          | 1 00    |
| Sandusky do, M. F. Cowdery...     | 35 00   | Contributed by Teachers, in      |         |
| Tiffin do, C. C. Nestlerode ..... | 20 00   | small sums, at the annual        |         |
| Chillicothe do, L. E. W. Warner,  | 15 00   | meeting .....                    | 44 72   |
| Massillon do .....                | 15 00   | Journal of Education, Vol. I.... | 45 75   |
| Cleveland do .....                | 10 00   | Do.....Vol. II..                 | 222 48  |
| L. M. Morrison, Preble Co.....    | 15 00   | Do.....Vol. III..                | 203 70  |
| Wm. N. Edwards, Troy.....         | 11 00   | Fees of new Members.....         | 108 00  |
| James Campbell, Dayton .....      | 10 00   |                                  |         |
| A. C. Deuel, Urbana .....         | 10 00   | W. B. Smith & Co., Cincinnati..  | 70 00   |
| H. S. Martin, Newark.....         | 10 00   | Jenks, Hickling & Swan, Boston,  | 25 00   |
| C. Nason, Cincinnati.....         | 10 00   | Thomas, Cowperthwaite & Co.,     |         |
| S. N. Sanford, Granville.....     | 10 00   | Philadelphia.....                | 25 00   |
| John F. Stoddard, Pa.....         | 10 00   | Cornish, Lampart & Co., N. York, | 20 00   |
| Cash .....                        | 10 00   | Dr. C. Cutler, Warren, Mass....  | 20 00   |
| Wm. Travis, New Castle, Pa....    | 7 00    | A. W. Price, Cleveland.....      | 15 00   |
| Charles Rogers, Dayton.....       | 6 00    | J. H. Rolfe, Cincinnati.....     | 10 00   |
| S. M. Barber, Ashland.....        | 5 00    | Ira Patchin, New York.....       | 5 00    |
| S. F. Cooper, Akron.....          | 5 00    |                                  |         |
| S. S. Cotton, Sandusky .....      | 5 00    |                                  |         |
|                                   |         |                                  | 1500 00 |

From the foregoing, it appears that the funds for the support of the Agent for 1853, were received from the following sources :

|                                 |          |                               |          |
|---------------------------------|----------|-------------------------------|----------|
| From the Journal of Education.. | \$471 93 | From Publishers and Agents... | \$190 00 |
| Contributions of Teachers.....  | 401 72   | Fees of new Members.....      | 108 00   |
| From 15 Teachers' Institutes... | 300 00   | Board of Ed. and Citizens,    | 28 35    |

It is believed that all the money paid to the Agent and to the Financial Committee, for the benefit of the Association, for the year 1853, is included in the foregoing statements. Should any one discover an omission of a credit due to himself, he will confer a favor by giving notice to the undersigned.

M. F. COWDERY,

Ch'n Financial Committee, Sandusky City.

## PARTIAL REPORT OF THE FINANCIAL COMMITTEE FOR 1854.

The following sums, from the sources indicated, have been received for the support of the Agent during the past year :

|                                       |         |                                  |          |
|---------------------------------------|---------|----------------------------------|----------|
| Montgomery Co. Teachers' Inst..       | \$50 00 | S. N. Sanford, Granville.....    | \$10 00  |
| Preble Co.....do.....do.....          | 50 00   | W. P. Clark, Medina.....         | 5 00     |
| Clinton Co.....do.....do.....         | 40 00   | S. S. Cotton, Sandusky.....      | 5 00     |
| Columbiana Co.....do.....do.....      | 35 00   | James Elliott, Cincinnati.....   | 5 00     |
| Allen Co.....do.....do.....do.....    | 30 00   | S. M. Healet, Portsmouth.....    | 5 00     |
| Clermont Co.....do.....do.....do..... | 30 00   | H. D. Lathrop, Gambier.....      | 5 00     |
| Highland Co.....do.....do.....do..... | 30 00   | Jesse Markham, Plymouth.....     | 5 00     |
| Richland Co.....do.....do.....do..... | 30 00   | James Marvin, Warren.....        | 5 00     |
| Belmont Co.....do.....do.....do.....  | 25 00   | E. M. Merrill, Mansfield.....    | 5 00     |
| Pickaway Co.....do.....do.....do..... | 25 00   | Wm. Mitchell, Fredericktown....  | 5 00     |
| Seneca Co.....do.....do.....do.....   | 25 00   | I. S. Morris, Eaton.....         | 5 00     |
| Portage Co.....do.....do.....do.....  | 21 10   | C. Nason, Cincinnati.....        | 5 00     |
| Hancock Co.....do.....do.....do.....  | 21 00   | John Ogden, Delaware.....        | 5 00     |
| Warren Co.....do.....do.....do.....   | 20 00   | D. C. Pearson, Columbus.....     | 5 00     |
| Greene Co.....do.....do.....do.....   | 15 00   | E. B. Peirce, Martin's Ferry.... | 5 00     |
| Madison Co.....do.....do.....do.....  | 15 00   | J. H. Rolfe, Cincinnati.....     | 5 00     |
| Fayette Co.....do.....do.....do.....  | 4 00    | A. Samson, Columbus.....         | 5 00     |
| Lorin Andrews, Gambier.....           | 20 00   | J. W. Sutherland, Columbus....   | 5 00     |
| G. W. Batchelder, Zanesville....      | 20 00   | Citizens of Franklin, Warren co. | 5 40     |
| M. F. Cowdery, Sandusky.....          | 20 00   | G. C. Woollard, Sandusky.....    | 3 00     |
| Andrew Freese, Cleveland.....         | 20 00   | J. J. Saddler, Rootstown.....    | 2 00     |
| John Lynch, Circleville.....          | 20 00   | John White, Martin's Ferry....   | 2 00     |
| D. P. Mayhew, Columbus.....           | 20 00   | E. Story, Bowersville.....       | 1 00     |
| A. W. Price, Cleveland.....           | 20 00   |                                  |          |
| A. J. Rickoff, Cincinnati.....        | 15 00   | Rec'd from Teachers' Inst..      | \$466 10 |
| S. M. Barber, Ashland.....            | 10 00   | Received from Teachers..         | 278 00   |
| Wm. N. Edwards, Troy.....             | 10 00   | Total received to January 27th.. | 749 50   |

## Answers to Questions on the School Law.

BY THE COMMISSIONER OF COMMON SCHOOLS.

**QUESTION 80.**—In sub-district No. —, in — township, no annual meeting for the election of a local director, was held on the second Monday of April last, and the township clerk filled the vacancy by appointment. Was the appointment legal?

**ANSWER.**—It was not; for it is provided in sec. 2, of the school law, that "each local director shall continue in office until his successor is elected and qualified."

Although the term of office of a local director may regularly expire on the second Monday of April, and no election be held, yet no such vacancy is thereby created as is provided for in sec. 3, of the school law. The vacancies referred to in that section, are those occasioned by the death, refusal to serve, removal out of the sub-district, resignation, or incapacity of such officer.

Whenever the time for holding the annual meeting in a sub-district, for the election of a local director, shall pass without such election being held, it is declared, in sec. 4, to 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 such directors, on first giving five days' notice, in writing, of the time and place of holding such meeting," etc.

It is evident from the provisions contained in the second, third and fourth sections of the school law, that it was not the design of the Legislature to deprive

the electors in a sub-district of the privilege of electing at least one local director annually.

QUESTION 81.—In case a local director refuses to continue in office until his successor is elected and qualified, and the vacancy occasioned by such refusal is filled by appointment, for what length of time is the local director thus appointed entitled to hold his office?

ANSWER.—For the same length of time which his predecessor might have continued in office, viz.: until a special meeting shall be called, and a local director duly elected and qualified, as provided for in sec. 4.

QUESTION 82.—Mr. J—, a teacher in the common schools of the town of M—, has been prosecuted for inflicting corporal punishment on one of his scholars, who had repeatedly transgressed the rules of his school. It is not pretended that the punishment was disproportionate to the offense, or that the scholar received any personal injury; for the teacher struck him only three blows with an ordinary rod.

What is the law in regard to the right of a teacher to inflict corporal punishment on his scholars? Are there any cases or decisions which settle this question?

ANSWER.—The question as to the right of a teacher to inflict corporal punishment upon scholars, has never come before the Supreme Court of this State. Teachers have been prosecuted in this as well as in other States for inflicting such punishment, and the question as to their legal right to do so, has been frequently raised; but the decisions have, very generally, been in favor of such right. The teacher being in *loco parentis*, and responsible for the government and proper discipline of his school, is clothed with the same power to punish scholars for refractory conduct, which is allowed by law to a parent in the government of his children. The decisions of all the cases of this kind, within the knowledge of the undersigned, have generally turned on the point, whether the punishment was reasonable or not.

In a case which came before John C. Spencer, one of the ablest jurists of the State of New York, while he was superintendent *ex officio* of common schools, he decided that "the authority of the teacher to punish his scholars, extends to acts done in the school room, or on the play-ground. The teacher of a school has, necessarily, the government of it, and he may prescribe the rules and principles on which such government will be conducted. The trustees should not interfere with the discipline of the school, except on complaint of misconduct on the part of the teacher; and they should then invariably sustain such teacher, unless his conduct has been grossly wrong."

A similar decision was made by John A. Dix, a distinguished statesman and jurist, while he was superintendent of common schools. He said: "The teacher is responsible for maintaining good order, and he must be the judge of the degree and nature of the punishment required, where his authority is set at defiance. At the same time, he is liable to the party injured for any abuse of a prerogative which is wholly derived from custom."

In Kent's Commentaries, seventh edition, vol. ii, page 212, note, the following decision may be found: "A schoolmaster, who stands in *loco parentis*, may, in proper cases, inflict moderate and reasonable chastisement." The State *v.* Prendergrass.

The subjoined cases are somewhat analogous. "The master of a vessel may inflict moderate correction on his seamen for sufficient cause; yet if he exceeds the bounds of moderation, and is guilty of unnecessary severity, he will be liable for a trespass." 14 Johns. Rep. 119. "A maaster may justify the chastisement

of his apprentice, servant or scholar, if it is done with a proper instrument and in a proper manner." 3 Salkeld, 47.

In Wharton's American Criminal Law, page 464, the following principle is laid down: "It is admissible for the defendant to show that the alleged battery was merely the correcting of a child by its parent, the correcting of a servant or scholar by his master, or the punishment of the criminal by a proper officer; but if the parent or master chastising the child exceed the bound of moderation, and inflict cruel and merciless punishment, he is a trespasser and liable to be punished by indictment. The law confides to schoolmasters and teachers a discretionary power in the infliction of punishment upon pupils, and will not hold them responsible criminally, unless the punishment be such as to occasion permanent injury to the child, or be inflicted merely to gratify their own evil passions."

From the foregoing opinions and decisions, the principle would seem to be pretty well settled, that the power allowed by law to the parent over the person of his child, is, by the act of sending the child to school, delegated, for the time being, to the teacher; and that the same circumstances which would justify a parent in resorting to corporal punishment, in order to subdue a disobedient child, will also justify a teacher in the use of the same means to control a refractory scholar.

There has been, it is true, much diversity of opinion among eminent educationists and others, as to the necessity, expediency, or even utility of corporal punishment as a means of school government; but the right of the teacher thus to punish his scholars, for stubborn and continued resistance to his authority, has not been judicially denied.

H. H. BARNEY,

*Commissioner of Common Schools.*

## Editors' Portfolio.

The late Anniversary of our State Association was all that was expected: the attendance was large, and the interest in all the exercises well sustained. The full report of the Secretary gives a very correct idea of the proceedings, but no written or oral description can enable those who did not attend, to appreciate the interest of the session. The excellent arrangements made by the local committee, for the accommodation of those who attended, gave satisfaction to all; and the interest manifested by the citizens was highly gratifying. Indeed, had such proof been needed, their attendance in such numbers furnished conclusive evidence that the cause of education is strongly entrenched in the hearts of the people of Cincinnati.

The Festival on Thursday evening furnished an excellent opportunity for social intercourse: some eight hundred or more assembled in Greenwood Hall, and spent several hours in renewing former acquaintances, or making new ones. The Entertainment, furnished by the Teachers of the city, was one of the finest and most imposing ever provided on such an occasion. Till eleven (the hour at which we left), every thing passed most agreeably and appropriately; and the impression left upon our mind is one of unmingled pleasure.

Teachers from a large number of counties in Indiana, and representatives from nearly all its Colleges and prominent institutions of learning assembled at Indianapolis, on the 25th of Dec. last, for the purpose of forming a State Teachers' Association. The meeting was large, and the session deeply interesting: the

spirit manifested was such as to make us feel entirely at home. If those who were in attendance are specimens of the Teachers of the State, we feel that Ia. has reason to be proud of the Teachers to whom is entrusted the training of her children.

During the session of the State Association, a meeting of Teachers from Montgomery, Warren and Preble counties was held, for the purpose of considering the propriety of holding a joint Normal School or Institute for the south-western counties of the State, during the summer vacation of 1855. Mr. C. Rogers, of Dayton, presided, and W. T. Hawthorn acted as Secretary. After a free interchange of opinions, Messrs. G. Jaqua, of Eaton, S. J. Henderson, of Dayton, and W. T. Hawthorn, of Franklin, were appointed a committee to correspond with Teachers in Butler, Preble, Montgomery, Greene, Miami and Warren counties, in regard to such a school. We think this an excellent plan, and see no reason why the counties named, and several others in that section, could not unite and hold a session for three or four weeks, with great profit.

At a meeting of Teachers in Salem, Columbiana co., on the 25th of Dec. last, a Society was formed whose name is "The Teachers' Exchange." Its object is to encourage the collection of materials for Cabinets of Natural and Artificial Substances, and to facilitate the exchange of all such materials. "Any person may become a member by pledging himself to reply to all communications, addressed to him by members, requiring such reply." Prof. J. BRAINARD, of Cleveland, was elected President, A. HOLBROOK, of Salem, Actuary, and A. H. BATTIN, of Salem, Secretary.

Reports of the annual meeting of the Pa. State Teachers' Association, of the session of the American Association for the advancement of Education, in Washington, and of the Iowa State Teachers' Association, have been received, but notices of them must be postponed till our next number.

#### Correspondence.

DR. LORD:—In company with Mr. Hawthorne, I have just returned from a meeting of the Montgomery Co. Teachers' Association. Among other business it was resolved to instruct the finance committee to assess its members one per cent. on the gross amount of their salaries for the support of the Agent of the State Teachers' Association.

This resolution was offered by Mr. C. Rogers, who in alluding to his reasons for offering it said; that, Montgomery county would by some means continue to do her share towards sustaining the Agent. But *all* are alike benefited by his labors. This benefit is too marked not to be seen. The action of the State Association has awakened an interest which is felt in every part of our county. In city and country, teachers' salaries have increased, and continue to increase, notwithstanding the embarrassment that is felt by every other branch of industry. He cited cases illustrating this increase; and among others, he stated that where he once taught, after some years of experience, at the rate of forty dollars for thirteen weeks, now they are paying a young man, from his school, without experience, ninety-one dollars for the same time.

If teachers had not received the benefits of this increased demand for good teachers, it was their own fault: *they* had stood still while *others* were moving onward. Again, the visits and labors of the Agent make School Examiners more faithful; and hence the advantage that the qualified teacher has over the unqualified. When the Agent first came there to hold an Institute, three years ago, but thirty-five members were in attendance; two years ago there were one hun-

dred; and last year there were eighty-five in the Normal class, and seventy in the Institute.

The resolution was unanimously adopted; and all present made the pledge of one per cent.

FRANKLIN, January, 1855.

CHAS. S. ROYCE.

Dr. LORD: I thank you for the kind information you so kindly and promptly furnished me in regard to the expenses of the publication of the Journal, etc. In view of all the difficulties, Dr. GRIMSHAW has undertaken the publication of the DELAWARE SCHOOL JOURNAL. He is an enthusiast in the cause, and his acknowledged ability will command the respect of all the true men in our little State. The justice of the cause advocated is now beginning to be felt by all, while no one can deny the necessity of action; and I think we may predict a triumphant success for the enterprise. Ohio now takes the lead in the great work of reform. Will not her noble Teachers afford our Journal a little *encouragement*? I know they will help us; *for we need it, and they are able.* VERITAS.

#### Notices of Colleges, Schools, etc.

Marietta College.—ISRAEL WARD ANDREWS, late Prof. of Mathematics, has been elected President in place of Dr. SMITH, whose resignation we announced in December. This is an appointment most fit to be made, and we honor the Board of Trustees who are disposed to appreciate real merit, and reward long and faithful services. For sixteen years Prof. Andrews has labored in the College, and for fifteen has held the Professorship which he is now to vacate. Instead of calling from some other State, and from a different employment, some stranger, the Trustees have promoted a man known as widely as the College itself, and as favorably as widely known. We believe that no college officer in the State has manifested a deeper interest, or labored more efficiently for the improvement of Public Schools, than Prof. Andrews.

PUBLIC SCHOOLS.—St. Louis.—First Annual Report of the General Superintendent of the Public Schools of St. Louis, for the year ending July 1st, 1854. Mr. John H. Tice, the Superintendent, has our thanks for this report, an elaborate document of 120 pages. Beside the report for the year, it contains a history of the Public Schools from their organization in 1833. The schools are 28 in number: 13 Primary, 14 Grammar, and 1 High School: seventy-five Teachers are employed, beside a Teacher of Music; and there are accommodations for 4,193 pupils. The average attendance is 3,791. The cost of tuition for each scholar in daily attendance is \$9.75. The compensation of Teachers varies from \$300 to \$1,300: the salary of the lowest assistant is \$300; the lowest salary of a Principal of a male Grammar School is \$750, the highest, \$1,100; the Principal of the High School receives \$1,300, and the Superintendent \$1,500.

Cleveland.—The report for the year 1853-4, containing some 48 pages, is replete with valuable information. Fifty-seven Teachers are employed, 3,955 pupils were enrolled, and 2,997 attended daily, making an average of 55½ to each Teacher. The cost of tuition is \$6.21 for each pupil instructed, and \$7.97 for each one in daily attendance. The salaries of female teachers vary from \$250 to \$300, according to qualifications; and those of males from \$600 to \$800: the Superintendent receives \$1,000.

Martinsville, Belmont Co.—The schools of this place were organized in the Spring of 1854. The Regulations have been published in pamphlet form: the school consists of five departments—Primary, Secondary, Intermediate, Grammar and High School. Mr. E. B. Peirce is Superintendent, and Principal of the

High School, and Mr. John White Principal of the Grammar School: a preceptor is also employed in the High School, and a female in each of the three lower grades. The teachers are hired for seven hours per day, and one hour each day is to be spent in professional improvement, under the direction of the Superintendent.

## Editors' Table.

**Rights and Duties; or Practical Moral Lessons for Schools and Families.** By M. F. Cowdery, A. M., Superintendent of the Public Schools of Sandusky City. The first part of this work, making a pamphlet of 48 pages, has been issued and can be had, by addressing the Author, for 20 cents per copy, or one dollar for six copies. The character of the work is already known, to some extent, to our readers, from the specimen chapters which have appeared in the Journal. It consists of a series of Questions involving some of the most important moral principles and distinctions arising in the details of every-day life. Without any array of definitions, or formal statement of principles, it appeals directly to the conscience for the decision of every question. In the hands of a Teacher interested in the subject and desirous to develop the moral powers of his pupils, it will be a most valuable work.

The First Annual Report of the Wisconsin Teachers' Association, with the Constitution, and Proceedings, and the Addresses delivered at the annual meeting, held in Madison, on the 9th and 10th of August, 1854.—A neat Pamphlet of 32 pages, under the foregoing title, gives evidence that the Teachers of Wisconsin are awake and active. We shall hope to make selections from the Addresses hereafter. Mr. J. G. McMynn, of Racine, is President, and D. Y. KILGORE, of Madison, Secretary. We wish our brethren in that young but enterprising State, abundant success in their efforts for professional improvement and the advancement of the cause of education.

**PERIODICALS.**—The Medical Counselor; or Weekly Gazette of the Medical Sciences.—This is the title of a very neatly printed octavo of 16 pages, edited and published by Dr. R. HILLS, late of Delaware, at \$2.00 per year, or \$1.00 for six months. The appearance of this Magazine is highly creditable to the Editor: we can not but think that he has made a fortunate move, in commencing its publication. Communications and remittances should be addressed, Dr. R. Hills, Columbus, O.

The Type of the Times is now published weekly on a large sheet, at \$2.00 per year. Though devoted primarily to the advancement of Phonetic reform, it is intended to supply the place of a Family Newspaper. Address, Longly & Brothers, Cincinnati.

American Phonetic Journal, edited and published by R. P. Prosser, A. B., Cincinnati, at \$2.00 per year.—The first number of this Journal, a fine octavo of 48 pp., has been issued: it is devoted to the cause whose name it bears. The report of the State Phonetic Association shows that this cause is advancing rapidly in Ohio and the west.



### Items.

Mr. GEORGE SHERWOOD, a graduate of the Conn. State Normal School, has been appointed Agent of the State Teachers' Association, and entered on his duties: he resides at New Britain, Conn.

Rev. S. NEWBURY, of Dubuque, has been employed as the Agent of the Iowa Teachers' Association during the past year.

Mr. L. T. COVELL has been compelled, by the state of his health, to resign his place as Superintendent of the Public Schools of Zanesville.

Mr. Wm. McLAIN, late of Salem, has taken the supervision of the Schools of Wellsville, Columbiana co.

During the last two months, our exchanges have contained notices of the examinations of Public Schools in nearly all the towns in the State; these indicate, in all, a healthy progress, and an improvement in the character and efficiency of the schools; and, as a natural consequence, the schools are constantly rising in the esteem, and commanding more and more entirely the confidence, of the people.

An Appeal to the Young.—A young man has lately been convicted in Virginia of robbing the mail, and has been sentenced to the penitentiary. There is an affecting and melancholy incident connected with this young man's criminal history, which goes to exhibit the strength of parental affection. When the father heard that his son had been arrested on the charge of robbing the mail, he exclaimed: "Have my gray hairs come to this?" and then fell. He was taken to his bed, and died in a few days of a broken heart. If the young would not bring the gray hairs of their parents to the grave in sorrow, let them avoid the first enticements to sin. Once on the downward path, they know not where they will stop.

A Noble Boy.—A boy was once tempted by some of his companions to pluck ripe cherries from a tree which his father had forbidden him to touch.

"You need not be afraid," said one of his companions: "for if your father should find out that you had them, he is so kind that he would not hurt you."

"That is the very reason," replied the boy, "why I should not touch them. It is true, my father would not hurt me; yet my disobedience would hurt my father, and that would be worse than any thing else."

Exchange of Specimens.—Teachers and others who have specimens of *Indian relics*, such as *stone axes, pottery, etc.*, that they would like to exchange for minerals,—especially strontian, gypsum, or limestone fossils, are informed that a proposition of this kind, made to M. F. Cowdery, Sandusky, O., will meet with prompt attention.

A competent Teacher, of several years' experience, wishes to secure a situation in some good Academy or Union School. Inquiries may be addressed to A. D. LORD, Columbus.

#### FOURTH VOLUME OF THE OHIO JOURNAL OF EDUCATION.

The next volume will be published as heretofore, with such improvements as the experience of three years has suggested. Among these, it is the intention to insert in each number an Engraving representing some one of the fine School Edifices, either Public or Private, in the State.

Terms, \$1 per copy. The first, second and third volumes, neatly bound, can be had for \$1.25 each. If ordered by mail, 25 cents in stamps must be included for the prepayment of each volume. All orders should be addressed, A. D. LORD, Columbus, O.

THE  
Ohio Journal of Education.

COLUMBUS, MARCH, 1855.

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Report of the Executive Committee

OF THE

OHIO STATE TEACHERS' ASSOCIATION: FOR THE YEAR 1854.

IN presenting their seventh annual Report, the Committee congratulate the Association upon the harmony which has so uniformly prevailed in its councils, and the success which has attended its efforts for the promotion of Education in our State.

During the year 1847, in which our society was formed, the whole sum appropriated by the State for the education of 754,193 children and youth of school age, was \$288,660.55, or a little more than 38 cents per scholar. How many were benefited by the schools of that year is not known, as the number of scholars enrolled was reported from only 10 counties, and the average attendance, from only 46 of the 83 counties: judging from those reported, about 500,000 were enrolled, and the average attendance was about 140,000. During the past year the number of children enumerated was 811,957, the whole sum appropriated by the State was \$1,233,276.26 or \$1.51 for each youth between five and twenty-one years: the number enrolled in the schools was 612,185, and the average daily attendance 367,594. So that the State paid \$2.01 for each child instructed, and \$3.35 for each one in actual daily attendance.

At the commencement of 1847, there was not a single well organized Public High School in the State; now there are more than 40 in which a thorough academic education is given, beside nearly an equal number in which instruction is given in some of the higher branches. Then no city or town in the State, except Cincinnati, had a system of regularly classified Public Schools: now about 100 towns are enjoying the benefits of such schools. But the interest felt in the cause of education and the appreciation of its benefits may perhaps be judged more correctly by the salaries paid to Teachers, than by any other standard. At that time, the highest salary paid to any Teacher of Common Schools was

\$600, and it is believed that no Teacher out of Cincinnati received a salary of more than \$540. During the past year, at least four Superintendents and Principals have received a salary of \$1,500; some five or six have been paid \$1,200; some twenty have received \$1,000 or more; and a large number have been paid \$600 or more. A similar increase of the compensation of females, and of Teachers of every grade has been made, though it is not possible to determine the average salaries paid to Teachers of district schools in 1847, for the want of the statistics.

This increase of compensation to Teachers, and the change of public sentiment which has caused people in a large number of districts to pay \$100, or more, per quarter for the services of a Teacher, (when seven years since they were less willing to pay \$45 or \$50 for the same length of time,) may be attributed mainly to the efforts of our Association for the professional improvement of Teachers; since even to the present time, the State has done next to nothing to encourage this work. Previous to 1847 only 11 Teachers' Institutes had been attended, in which 1,270 Teachers had been instructed: during that year some 13 were held, which were attended by some 1,200 Teachers. Since that time an average of more than 3,000 have been instructed in these schools each year. The expense of attending these sessions of one week is not less than an average of \$5.00 to each Teacher: multiplying this by the number who have attended them, we have \$15,000 as the lowest estimate of the sum which has yearly been expended in this manner, for Teachers, for their professional improvement.

#### JOURNAL OF EDUCATION.

The financial condition of the Journal stands thus:

|  |            |
|--|------------|
| Received during the year, for volume I. \$60.90, |            |
| for vol. II, \$108.85, vol. III, \$1,730.25..    | \$1,900 00 |
| Received for advertising.....                    | 808 50     |
|  | —————      |
|  | \$2,708 50 |
| Paid for printing and binding.....               | 2,477 20   |
| “ for postage and express charges.....           | 31 30      |
|  | —————      |
|  | \$2,508 50 |
|  | —————      |
| Leaving in hand a balance of.....                | \$200 00   |
|  | =====      |

The resources of the Journal may be estimated as follows:

|                                      |         |
|--------------------------------------|---------|
| Bound copies and sets of vol. I..... | \$250 0 |
| “ “ “ “ “ II.....                    | 1,400 0 |

|  |            |
|--|------------|
| Bound copies and sets of vol. III..... | 1,350 00   |
| Due from subscribers to vol. III.....  | 200 00     |
|  | \$3,200 00 |

Three thousand copies of the first volume, and 4,500 copies of the second and third were printed.

The finances of the Journal at the end of the first volume were reported as follows :

|  |            |
|--|------------|
| Rec'd from subscribers \$1,176.70, for advertis'g \$761.00.. | \$1,937 70 |
| Paid for editing, printing, binding, etc.....                | 1,889 85   |
|  | \$47 85    |

Report at the close of volume II :

|   |            |
|---|------------|
| Paid for editing, printing, binding, etc.....               | \$2,864 20 |
| Rec'd on subscription \$1,765, for advertising \$1,083..... | 2,848 00   |
|   | \$16 20    |

In adopting the plan of printing so large an edition of the Journal, the Committee have been influenced by the following considerations: during every year quite a number of persons, not previously so regarded, take rank as Professional Teachers, many of whom wish to obtain complete sets of the Journal; beside, many Boards of Education desire to include it in their School Libraries. So that, it is confidently believed that there will continue to be a demand for the back volumes; and, as the price of printing them after the type is set is comparatively trifling, it has been thought a good investment. That it is so, will appear evident when it is observed that the actual receipts for the current volumes pay the expense of printing the whole edition, so that the surplus copies are virtually obtained without expense.

The decrease of advertising last year is due to the fact that several large Publishing Houses have given to the Michigan and Iowa Journals of Education a portion of the patronage which ours had previously received.

At the meeting of the Committee immediately after their appointment, (in Dec. 1853,) it was unanimously deemed advisable to continue the Agency which the Association had sustained during the three preceding years. In this opinion Mr. Barney, the Commissioner elect, fully concurred, adding that it would be impossible for him to attend

many Teachers' Institutes in addition to the other duties devolved upon him.

The Committee therefore urged the Chairman to enter this field, and he accordingly resigned his place as Superintendent of the Schools of Columbus, and commenced his labors as the Agent of the Association on the first of April. In the discharge of his duties he has traveled 6,500 miles in Ohio, and including his visit to the Normal Schools of the Eastern States and Upper Canada, and the meeting of the Indiana Teachers' Association, 8,820 miles. He has labored in 20 Teachers' Institutes, visited some 30 counties to address citizens or advise with Teachers and School Officers, delivered more than 60 public addresses in more than 20 different towns and cities.

The correspondence incident to his office, as Chairman of the Committee, Editor, and Agent, is of course large, and constantly increasing; and as his duties require him to be absent from home so many weeks in the year, it is impossible for him to attend to it, in all cases, as promptly as would be desirable.

From the statements in this report it appears that our Association has expended, since its commencement, the sum of \$7,261 in the publication of the Journal of Education: in addition to this \$5,500 has been paid for the support of the Agent; making an aggregate of \$12,761, appropriated by our instrumentality to the promotion of the cause of Education in Ohio. To these direct contributions may be added the sums expended by our Teachers in attending the meetings of our Association, which are sustained for the benefit of the cause, as well as the improvement of the individual members: supposing that an average of only 300 persons have attended its fourteen annual and semi-annual meetings, we have an aggregate of 4,200 persons, whose expenses at \$10 each, (an estimate much below the probable average,) would amount to \$42,000. In addition to this it is believed that not less than one hundred of our Teachers annually visit schools and attend conventions in other States at an expense of more than \$50 each, or an annual expenditure of more than \$5,000. Though Boards of Education have in a few instances defrayed the expenses of their Teachers or Superintendents in such cases, the greater portion have paid their own bills.

It is to this liberal disposition on the part of Teachers and active friends of Education that the rapid improvement of our schools, the great change in public sentiment, and the revision of our whole Common School System are to be attributed. None can withhold respect from the competent Teacher, who is earnestly and heartily devoted to

his work. No community, favored with such a Teacher, can long remain uninterested in the work to which they perceive that his entire energies are faithfully and conscientiously devoted.

The results which have followed our labors, gratifying as they seem, are only what might reasonably have been expected. Let them stimulate us to to increased fidelity and efficiency: let them encourage us to go forward, to omit no effort which can be made to improve the Teachers and the schools, and to advance the cause of Education in our beloved State: let them inspire us with an abiding confidence that the people will ultimately appreciate every act of self-sacrifice on our part, and second every judicious plan for the improvement of the means for educating in the best possible manner the teeming thousands of youth who are soon to control the destiny of Ohio, and exert a potent influence in the councils of the nation.

In behalf of the Committee, A. D. LORD, *Chairman.*

EXECUTIVE COMMITTEE.

|                   |                 |                     |
|-------------------|-----------------|---------------------|
| G. W. BATCHELDER, | JOSIAH HURTY,   | S. M. OVIATT,       |
| ANSON SMYTH,      | JAMES CAMPBELL, | SAMUEL FINDLAY, jr. |

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PROFESSIONAL.

The "Eternal Now."

Miss Ophelia's "eternal Now," the great primary principle and *natural cause* of all true Yankee enterprise, is the sole and only foundation upon which to rear any superstructure, which shall be permanent and complete. It may, perhaps, be an immaterial one,—a building-up of noble thoughts and beautiful imaginings, or of profound reasonings and laborious compilings,—all are alike framed together upon the immutable basis of this efficient moving cause. In all regulations of society, in all affairs of business, this element claims its legitimate influence, and sure failure and disorder must exist without its presence. The truly disciplined, methodical mind, in whatever department it labors, bases its genuine strength and effective dispatch upon the force of this habit,—this unvarying energy which forms a plan and acts upon its details with unerring precision and promptness. Especially is its full virtue and power displayed in a well regulated school, whose varying exercises and *allotted employments* follow each other in happy order

the "eternal now" being ever kept in mind as the best and most appropriate time for the discharge of each duty and the accomplishment of each defined purpose. Here indolence can find no tempting boudoir,—no luxurious club-room,—but must stand aghast as labor and progress march securely forward, hand in hand.

*Now* is the time, and the only time, for each apportioned exercise and the evil and the wrong of neglecting to improve every passing moment is deeply impressed by this stern and unquestioned obedience to the claims of the present. The teacher has no opportunity for nervousness or frowns. The unchangeable "*now*" which constitutes the discipline of his school regulates the preparation of lessons, and failures seldom occur. All feel that *so* much is lost forever, if they neglect the ever-flying present. The school in all its departments moves without a clash. Each item of its comely exterior fills its designed niche and is evidently a portion of some thoroughly tested plan. Well may we ask, "Whose handiwork is this?" The operator sits calmly: at his lightest touch the machine moves and he smilingly notes each changing phase as it occurs. He is not tortured by impatience,—he remains not in sullen majesty, as a slumbering volcano,—he is not wan with excessive fatigue,—he bears not the accumulated burdens of a multitude of years upon a troubled brow;—he is at ease, and imparts his own earnest, unclogged spirit to those who are the subjects of his now unquestionable experiments.

How came he thus? To what scathing, seething process was he condemned to be able to concentrate so much wisdom, prudence and system into such beautiful working-order? Can he regard his employment an irksome, unpromising task, which he must attempt to perform or perforce, starve? Can he have built his true and great success upon an undisciplined mind, an unenlightened conscience, or upon ill defined and careless habits? Can a green, flourishing tree spring from the arid desert, or tropical fruit from the barren rock? No, indeed,—for long years has the unyielding "*now*" been his watchword and decree. At the fireside, he first learned this lesson,—it was enforced in the school-room, and it now appeals to his judgment and heart in all cases and under all circumstances. It guides him in the most trivial matters, and enables him to accomplish with ease in a brief time, the work of many a life-time. His ideas are clear and tangible. He comes before his pupils with a finished thought,—an invariably correct conclusion. He keeps pace with each moment,—he is an active, useful, honored, *practical* man. He has studied his own nature,—he has investigated *the plan of his own mind*,—its wants and wishes,—and is prepared to

control other minds by his knowledge. He can do it *now*, — no time need be lost.

Perchance his early youth was unfortunate or misspent, — he nobly retrieved his boyish errors and acquired by perseverance all those elevated attributes, which exalt him so infinitely above the crushed manhood which often finds vent in our school-rooms in the form of the instructor. How idle and vain to hope for an improved and advanced coming generation when so many who lack energy of character, force of right principle and correctness of thought and information are permitted to shape the tender minds of the young! How false the belief that mere statistical knowledge is *alone* sufficient for the teacher, — that the study of teaching, its theory and practice, should not have been a subject of careful investigation and steady research! The weary experience of many years must be endured before he who, unprepared, enters this arena of action, can (if he has any moral sensibility) satisfy himself with his success and progress.

We have seen the vast influence and benefit of this unflinching “*eternal now*” in one scene of life’s unread drama, and yet it is *but one*. We think of the uncertain future,—of certain dissolution,—of our great moral delinquencies, and responsibilities, and are reminded that “*now* is the accepted time,” and that beyond this we are not taught to believe or hope. May we all remember in our attempt at a faithful discharge of duty, and in our earnest search for truth, that “*understanding* is a well-spring of life to him that hath it!”

CLEVELAND, December, 1854.

L. A. T.

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“*Mr. — says so.*”

“O! how *fearful* and yet how *pleasing* it is to be thus quoted! It is ‘pleasing’ to know that we have the confidence of our pupils, and to know that our words made an impression upon their tender minds, for it assures us that we have the ability to exert an influence upon them, powerful and lasting; but O! it is ‘*fearful*’ to reflect that we *possess* such a power over immortal minds; and more fearful still to know, that we *must*, whether we will or not, exert that power, for the eternal weal or woe of those committed to our care.” Thus soliloquised a teacher, who had, by chance, just overheard one of his best and most advanced pupils, in an animated discussion with her mates, say, with *triumph*, “*Mr. — says so; and whatever he says I believe.*” He heard no more; *but these few words* were enough to fill his mind



with mingled emotions, in which, even yet, pain and pleasure strive with each other for the mastery.

“Can it be,” he continued, “notwithstanding all my efforts to lead my pupils to *think for themselves*, to take nothing for granted, the proof or disproof of which is within their reach, to remember that not all, nor a half, of what is written or spoken is true, that both teachers and text-books are liable to be, and frequently are, in error, and hence all that they say may and should be, respectfully submitted to the test of thought and investigation, — can it be, that notwithstanding all this, they place such implicit confidence in my words? Can it be, that my position as teacher places me in such a light before my pupils, as that my words fall like oracles upon their open, willing ears? ‘Yes,’ reason, experience and observation answer, ‘yes, verily.’ But may I not choose *which* words, of all that I have uttered, or may hereafter utter, shall sink deep in their impressible minds, and there leave their lasting impress? ‘No,’ respond the trio, ‘*every* word spoken, must leave its impress: nor is this all; every act performed and every thought conceived in the innermost recesses of the heart, must make an indelible impress on thine own character, and on the plastic minds committed to thy care. For as it is ‘out of the abundance of the heart’ that ‘the mouth speaketh;’ and as no stream can rise higher than its source, so no character can be more *pure*, or exert an influence more *elevated*, than the thoughts or the heart which gives them birth.’”

Fellow teacher, whoever you may be, male or female, have you ever reflected—deeply, seriously reflected—upon the mighty power, the unbounded influence, which your office of teacher gives you over the *scores* of plastic minds under your care, and the weight, almost crushing, of responsibility which the possession of this power devolves upon you? Have you ever *realized* that every word, look and action of yours leaves traces, unmistakable and indelible, on the mind of each pupil? See how they watch your movements, listen to your words, drink in your sentiments, copy your expressions both of thought and of countenance; hear them quote your opinions, as infallible proofs; observe that they refer all important matters in dispute to your arbitration, and that to be able to say “Mr. — says so,” or “Miss — says so,” is, to them a triumph. Have you ever realized that if you have not, and do not exercise this power for the greatest possible good of your pupils, you have buried your talent in the earth, and will be held accountable at the great day for so doing? Have you ever reflected that your immense influence *must* be exerted, *and will be*, whether you *will* or not; *and that if it be not for good*, it most assuredly will be for evil? A

word, a look, a toss of the head, or a turn of the eye, may start a train of thought, or kindle a desire, which may lead a pupil, after a long course of crime, to end his mortal career in the felon's cell, or on the gallows, and to launch into the ocean of eternal despair and misery; or it may lead one through a life of active benevolence and usefulness, and a death of happiness and of triumph, to mansions of bliss in the presence of God.

Who, in view of such considerations as these, can hear himself quoted by his pupils but with mingled emotions of pleasure and pain? He who can, is unfit for his responsible post.

GRANVILLE FEMALE SEMINARY.

S. N. S.

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### The Study of Botany.

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Since the schools of our State, as well as those of all adjoining States, have very generally adopted Wood's Class-Book of Botany, and the "First Lessons," and since thousands of scholars and teachers will soon again be engaged in this pleasing study, I have thought it incumbent on me to make a few suggestions through the medium of the Journal in relation to the best modes of study and instruction in this department of science.

In this Institution (Ohio Female College) we commence the study of Botany in the month of February, in time to acquire a good knowledge of its scientific terms and principles before the full opening of the Spring. In the more Northern States, however, March is sufficiently early. But the study of botany in the abstract is liable to become dull, and in the absence of living illustrations, the teacher will find it necessary to enliven his recitations by black-board drawings, dried specimens, cuttings of wood, etc.

But no artificial preparations will satisfy the learner in Science. As the indications of Spring multiply, he goes forth into the fields and forests to watch and welcome the first open blossom of the season. This, with us about Cincinnati, is the well known "Pepper and Salt," (*Erigenia bulbosa*, *Nutt.*) The first discovery of this little Spring-born plant is a triumph, and the delight which our young botanists express on that occasion is altogether extravagant, and quite surprising to the uninitiated.

The appearance of the first flower of Spring, then, brings us our first relief from the dry abstractions of science, and affords us our first

exercise in botanical analysis. When assembled again in the class-room, each pupil bearing a specimen of the plant in hand, the teacher directs them all to examine attentively the several parts of it, and to ascertain the nature of the root, stem, leaves, and other appendages, until they are able to describe with promptness, in appropriate terms, when called. A few interrogatories will show whether these things have been correctly learned. Then, in succession, they each resolve the several steps in the analysis according to the "Synoptical View of the Natural System," (commencing on page 131, of the Class-Book.) This process if conducted without error, leads promptly to the Natural Order of the plant under examination. The same process with the "Conspectus of the Genera" under that Order, conducts to the *genus* of our plant.

In order to confirm the results of the analysis, we recommend to the student the careful comparison of his specimen with the characters given at the head of the Natural Order, before proceeding to the analysis of the genera; and the same comparison with the generic characters before the study of the species.

This method of analysis conducted according to specific rules, and leading to a speedy and accurate result, affords an exciting, rational amusement, as well as an invigorating intellectual exercise; and may often be exchanged in the class-room for the ordinary recitations, with much advantage to the learners. For, in tracing this little plant (*Erigenia*) to its proper place in the Natural System, we do effectually learn its every important character, and put to the test nearly all the science we have previously acquired. Thus the student learns to recognize at once and forever, the *tuberous* root, the hollow stem, sheathing petioles, the umbel, involucre, etc. of the UMBELIFERAE. So with regard to any other plant.

In the use of our analytical tables, the student will soon learn the necessity of keeping the *right track*. A single erroneous decision turns him aside from the true course, and all his subsequent search for the place and name of his plant, until that error be retrieved, will prove in vain. And yet, it must be confessed, that very few botanists are able in all cases to avoid these errors in analysis, so numerous are the disguises which plants may naturally or accidentally wear. To fortify the learner as far as possible against these errors, I had designed to point out the sources, and to refer briefly to those plants in our Flora most liable to be thus misunderstood in their characters. But I must reserve these remarks for a future lesson.

ALPHONSO WOOD.

COLLEGE HILL, Feb. 23d, 1855.

### Mr. Cowdery's Moral Lessons.

MR. EDITOR:—A few days since a copy of a little work in pamphlet form, and designed as a precursor to a larger one, entitled "Rights and Duties, or Practical Moral Lessons for Schools and Families," by M. F. Cowdery, Superintendent of Public Schools, Sanduky, Ohio, fell into my hands, and I have examined it with so deep an interest, that I feel a strong desire to call the attention of teachers to the same.

It is, I think, destined to do a good work, and should be possessed by the teachers of Ohio not only, but by those elsewhere located; since it will serve to open to their view, and place in the hands of many of the profession, a means of adding to their present efficiency;—to furnish them with that, which, if before thought of, they may have found difficult to bring into effective operation.

Teachers have been and perhaps still are, too much inclined to regard the maintenance of order, and the assigning and hearing of recitations, as covering their entire field of duty;—whereas, the responsibilities of their calling require them to labor for the *perfection of the man*,—to secure the full and harmonious development of all his powers, physical, intellectual and moral; so that he may go forth upon the theater of active life efficient and reliable.

This view of the subject, I am inclined to believe, is not clearly apprehended by a large portion of those, who at the present time, occupy the highly responsible position of teachers of youth; and of those, who rightly apprehend it, but few, I fear, find themselves capable of devising and carrying into effective operation, a system of measures competent to secure the result desired.

It is in this connection, that I look upon the work of Mr. Cowdery as destined to exert an important influence, if once placed in the hands of those interested; since it furnishes them with a large variety of questions, involving the right and wrong of actions in almost every relation of life, adapted to familiar school-room discussion, and calculated alike to awaken and enlist the sympathies of the youth and scholar.

And, Mr. Editor, allow me to inquire, whether we are not authorized to attribute the fact, that a large portion of the business men of the world, in their dealings with each other, forget to do to others as they would have others do to them, to the deficient moral training received in youth both at home and in the school room?—to a want of that training, that shall awaken and cherish into vigorous growth, a supreme

regard for truth and justice. Let the engraftings upon the youthful heart be sedulously watched, for in due time they will produce their legitimate fruit.

Upon what foundation can the youth, or the man of business, or man in any sphere of life, stand, that shall contribute so much to his real dignity of character, to his capacity for substantial enjoyment, and to all that can exalt and ennoble human nature, as that of truth and verity? — of rendering to every man that which is just and equal? And if, as all will admit, true dignity, substantial enjoyment, and efficient usefulness, can be secured on no other basis, should not the parent and the teacher combine their influence for the attainment of so desirable a result?

The interest the work alluded to has excited in my breast, is attributable to the fact, that it seems to me to be eminently adapted to effect untold good in this direction, if its scope and design are once fully understood and appreciated.

C. T.

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SCIENTIFIC.

The Decimal Principle,

APPLIED TO WEIGHTS AND MEASURES.

No. II.

In the last No. of the Journal, I showed, under the above head, some of the incongruities and complexities of our present system, or systems, of weights and measures; and proposed a form, or mode, of applying to *these*, as well as to currency, the decimal principle. Chiefly as an illustration of my meaning, a table was given, designed for universal application, and extending from “a thousandth” up to “hundred-thousands,” through the intervening denominations of “hundredths,” “tenths,” “units,” “tens,” “hundreds,” “thousands,” and “ten-thousands.” The plan proposed but one unit of *weight*, the *pound*; one *linear* unit, the *yard*; one of *capacity*, the *gallon*; one of *surface*, the *rood*; and one of *cubic* measure, the *foot*.

To this it might be objected, and surely with some show of reason, that it is easier, far, to use *integers* than *decimals*, and that this plan proposes, for all small weights and measures, the use of decimals.

In reply to this objection, it may be *repeated*, that the plan proposed was not given as *the best*, but only as one “vastly more simple and philosophical than the system, or rather want of system—the chaos of

weights and measures, which now obtains." But other answers to the objection, are at hand. The "thousandths," "hundredths," "tenths," "tens," "hundreds," etc., or whatever words, or abbreviations, might be used in their stead, would soon come to have a specific meaning, as the words "dime" (meaning a tenth); "cent" (meaning a hundredth); and "mill" (a thousandth), long since have. Then it would be perfectly explicit, and certainly easy and simple, to write a "tenth" of a pound, e. g. as "1 *th*," instead of "1 lb.," or 1 *hdth.*, instead of .01 lb., or 1 *thth.*, instead of .001 (as we now write 1 ct., instead of .01 of a dollar), thus avoiding the use of decimals to the same extent as we do in currency. Or, if this be not sufficient to satisfy the objector, the names of denominations now in use, may be retained; and a table like the following may be substituted for all the tables of weights and linear measure at present in use:

| WEIGHTS.                  | MEASURES.                    |
|---------------------------|------------------------------|
| 10 grains make 1 scruple, | 10 barley corns make 1 inch, |
| 10 scruples " 1 drachm,   | 10 inches " 1 foot,          |
| 10 drachms " 1 ounce,     | 10 feet " 1 yard,            |
| 10 ounces " 1 pound,      | 10 yards " 1 rod,            |
| 10 pounds " 1 decem,      | 10 rods " 1 furlong,         |
| 10 decems " 1 hundred,    | 10 furlongs " 1 mile,        |
| 10 hundreds " 1 ton.      | 10 miles " 1 ———.            |

Be it understood, however, that no such reformation as *this*, is advocated by the writer; but it is believed that even *this* would be a vast improvement on the present tables; though open to incomparably greater objections, than is the plan proposed.

But let us proceed to illustrate the superiority of the decimal table of weights and measures, over the tables now in use.

The following examples are wrought by both the *present* and the *proposed* methods, and they are designed to be *identical*, or at least equally minute.

What is the sum of 36 bush. 2 pks. 5 qts. 1 pt., and 19 bush. 3 pks. 7 qts. 1 pt. ?

| <i>Present Method.</i>       | <i>Proposed Method.</i> |
|------------------------------|-------------------------|
| 36 bush. 2 pks. 5 qts. 1 pt. | 293.375 gal.            |
| 19 " 3 " 7 " 1 "             | 159.875 "               |
| 56 " 2 " 5 " 0 "             | 453.250 "               |

In working this very simple example by the present method, about four times as many figures have to be made, and much more than four

times as much mental labor has to be expended, as in working it by the proposed method.

Suppose now that the second be subtracted from the first :

|                              |              |
|------------------------------|--------------|
| 36 bush. 2 pks. 5 qts. 1 pt. | 293.375 gal. |
| 19 " 3 " 7 " 1 "             | 159.875 "    |
| 16 " 2 " 6 " 0 "             | 133.5 "      |

Here again we see the same advantage on the side of the decimal method, it requiring only about one-fourth the time and labor required by the other.

But again :

|  |               |
|--|---------------|
| Multiply 38 lbs. 11 oz. 10 pnts. 12 grs. | 38.9604       |
| by                                       | 6             |
| 233 " 9 " 3 " 0 "                        | 233.7624 lbs. |

Here there is a still greater difference in the number of figures, and the amount of labor required by the two methods.

If we divide :

|                                 |              |
|---------------------------------|--------------|
| 6)233 lbs. 9 oz. 3 pnts. 0 grs. | 6)233.7624   |
| 38 " 11 " 10 " 12 "             | 38.9604 lbs. |

we shall find that by the *proposed* method more than eleven-twelfths of the labor is saved.

If it be required to reduce the lbs. oz. pwts. etc., to the lowest denomination mentioned, it is accomplished in the one case by a *series of multiplications*, while, in the other, it is done by simply changing the place of the decimal point.

But the great saving of time and labor is not by any means to be regarded as the only, or indeed, the chief advantage of the decimal method. The security from errors which it affords is one of the strongest reasons for its adoption.

And now what is necessary in order to bring about this much to be desired reformation, in our system of weights and measures ?

Let the Ohio State Teachers' Association, and every similar Association in our country ; let every Mercantile Association, and Board of Trade in the land ; let the American Associations for the Advancement of Education and Science ; let all these earnestly petition Congress to establish a national system of weights and measures based upon the decimal principle. Congress would, without doubt, ere long, give the petition a favorable consideration, such a National System would be established, and when thus established, it would gradually supplant

the present system, and come, ultimately, without the shock of a great and sudden change, without loss or inconvenience to any one, into universal use and approbation.

S. N. S.

GRANVILLE FEMALE SEMINARY.

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## Powers of the Human Mind.

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“The mind of man, in its progress towards its higher destiny, is tasked with the physical earth as a problem, which, within the limits of a life, it must struggle to solve. The intellectual spirit is capable of embracing all finite things. Man is gifted with powers for studying the entire circle of visible creation ; and he is equal, under proper training, to the task of examining much of the secret machinery which stirs the whole.

“In dim outshadowing, earth’s first poets, from the loveliness of external nature, evoked beautiful spiritualizations. To them the shady forests teemed with aërial beings—the gushing springs rejoiced in fantastic sprites—the leaping cataract gleamed with translucent shades—the cavernous hills were the abodes of genii—and the earth girdling ocean was guarded by mysterious forms. Such were the creations of the far-searching mind in its early consciousness of the existence of unseen powers. The philosopher picked out his way through the dark and labyrinthine path, between effects and causes, and slowly approaching towards the light, he gathered semblances of the great Reality, like a mirage, beautiful and truthful, although still but a cloud-reflection of the vast Unseen.

“It is thus that the human mind advances from the Ideal to the Real, and that the poet becomes the philosopher, and the philosopher rises into the poet ; but at the same time, as we progress from fable to fact, much of the soul sentiment which made the romantic holy, and gave a noble tone to every aspiration, is too frequently merged in a cheerless philosophy which clings to the earth, and reduces the mind to a mechanical condition, delighting in the accumulation of facts, regardless of the great laws by which these are regulated, and the harmony of all Telluric combinations secured. In science, we find the elements of the most exalted poetry ; and in the mysterious workings of the physical forces, we discover connections with the illimitable world of thought—in which mighty minds delight to try their powers—as strangely com-



plicated, and as marvelously ordered, as in the psychological phenomena which have, almost exclusively, been the objects of their studies."—*Introduction to Poetry of Science.*

"We tremble when the thunder cloud bursts in fury above our heads. The poet seizes on the terrors of the storm to add to the interest of his verse. Fancy paints a storm-king, and the genius of romance clothes his demons in lightnings, and they are heralded by thunders. These wild imaginings have been the delight of mankind; there is subject for wonder in them; but is there anything less wonderful in the well-authenticated fact, that the dewdrop which glistens on the flower, that the tear which trembles on the eyelid, holds locked in its transparent cells an amount of electric fire equal to that which is discharged during a storm, from a thunder cloud?"—*Ibid.*

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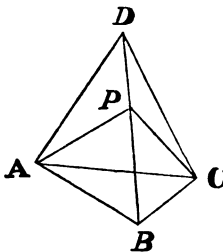
**MATHEMATICAL DEPARTMENT.**

JOSEPH RAY, CINCINNATI, EDITOR.

SOLUTIONS TO QUESTIONS PUBLISHED IN THE JANUARY NUMBER  
OF THIS JOURNAL.

QUESTION 1 (No. 6). Solution by GAMMA.—If the school average 30 pupils, the teacher receives \$1 each; but if 40, he receives only  $\$ \frac{1}{4}$  each; hence  $10 : \frac{1}{4} :: 8 : \frac{1}{10}$ , the amount 8 would reduce the price per pupil. Therefore the price per pupil for 38 would be 90 cents, and his wages would be 90 cts.  $\times$  38 = \$34.20.

QUESTION 2 (No. 7). Solution by A. A. KEEN.



CONSTRUCTION.—With the then given distances, construct the triangle PBC; on PB, the longest side, describe the equilateral triangle APB; join AC, and on it describe the equilateral triangle ACD, and it will be the triangle required.

DEMONSTRATION.—Join PD; then, since AP and PC are equal by construction to two of the given distances, it only remains to prove PD = BC, the third distance. In the triangle DAP and CAB, we have DA = AC, and AP = AB; also the angle DAP = CAB, since each is equal to  $60^\circ - \text{PAC}$ ; hence PD = BC.

CALCULATION.—In the triangle PBC, we have all the sides given to

find the angle  $PBC = 53^\circ 8'$ ; hence  $ABC = 60^\circ + 53^\circ 8' = 113^\circ.8$ .  
 Next, in the triangle  $ABC$ , we have given two sides, and the included angle, to find the side  $AC = 16.92$  chains. Hence the area is easily found = 12 A. 1 R. 23.44 P.

QUESTION 3 (No. 8). Solution by M. C. STEVENS.

Let  $x$  = the required distance.

Then  $\sqrt{x^2 + 25}$  = distance of the eye from the base;

and  $\sqrt{x^2 + 15625}$  = " " " the top of the station.

Hence Leg., Book iv, Prop. 17:

$$80 : 50 :: \sqrt{x^2 + 15625} : \sqrt{x^2 + 25};$$

$$\text{or } 64 : 25 :: x^2 + 15625 : x^2 + 25.$$

$$\text{Whence } 39x^2 = 389025,$$

$$\text{and } x = 5\sqrt{399} = 99.874922 \text{ feet.}$$

ACKNOWLEDGMENT.—All the questions were solved by Bowlder, Delta, Gamma, T. Jamison, and N. P. Waring. A. A. Keen and M. C. Stevens solved the 7th and 8th, and A. Schuyler solved the 8th.

James Goldrick gave an approximate solution to the 7th, finding for the area 12 A. 3 R. 38.46 P.

#### QUESTIONS FOR SOLUTION.

No. 12. By BOWLDER.—It is required to prove that the base of any triangle is, to the sum of the other two sides, as their difference is to double the distance between the middle point of the base, and foot of the perpendicular let fall from the vertex upon the base.

No. 13. By W. H. ANDREWS.—Given  ${}^3\sqrt{a+x} + {}^3\sqrt{a-x} = 6$ , to find the value of  $x$  by Quadratics.

No. 14. By GAMMA.—Given  $x^4 - 8x^3 - 12x^2 + 84x - 63 = 0$ , to find the value of  $x$  by Quadratics.

Correspondents furnishing questions, will please accompany them with their own solutions, when they can do so.

All communications for this Department should be addressed, "Dr. Joseph Ray, Cincinnati;" and to be in time, should be mailed on the first of the month preceding that on which they are expected to appear.

## MISCELLANEOUS.

## Incentives to Evening Study.

In an article written for the January number of the Journal, I mentioned some of the benefits accruing to those who make use of evening study as a means of intellectual advancement; and I promised to state, in a future number, some of the incentives that teachers may use to induce pupils to spend at least a portion of their evening hours in this manner.

Perhaps I should say at the outset, that different scholars require unlike treatment; and different teachers adopt various methods of dealing with the same pupil: this is owing to a dissimilarity in age and disposition, as regards both teacher and scholar. All will agree, however, unlike as may be their means, that their object is the same—the greatest good to the greatest number of those under their jurisdiction. Now, in order that they may progress rapidly in their studies, it is necessary that all things of a vain and trivial nature be prevented from preëccupying and monopolizing their attention. I need not again urge that evening is the time when this mental dissipation most naturally occurs; but I will proceed to say that—

First of all, every scholar, young or old, should have the advantages of evening study clearly and impressively explained to him: this alone will induce all well disposed and ambitious pupils to assent to any reasonable requisition by the teacher, in this respect; so that only the rebellious and slothful will need special rules for their government; and then of course, the seditious must be subdued, while the powers of the indolent need to be energized. The desideratum here, as in all other cases in school, is that the general sentiment be favorable to the plan proposed by the instructor: unless he can render his system popular with those for whose benefit it is to be applied, he had better discontinue it at once. Every successful teacher is necessarily sufficiently acquainted with human nature generally, and the dispositions of his scholars in particular, to foreknow what will meet the approval of the greater number of those whom he instructs.

Again: though the teacher may make such rules as he pleases, provided they are not unreasonable, for the government of his pupils in school, he can not compel them to study evenings, unless he secures *the consent* and coöperation of their parents or guardians. I am aware

that there are teachers who think a large share of determination and menacing will enable them to govern their scholars out of school; but it seems to me that such a course is unnecessary, and hence unwarrantable. At all events, such teachers generally fail to obtain the good will and confidence of their pupils, without which I look upon the vocation as excessively unpleasant and wearisome.

As to those scholars who can study evenings, if they choose, but whose parents will not enforce the practice, I adopt the following method: At the beginning of the term, I announce that every pupil will be expected to study at least one hour each evening; and that unless he do, or bring an excuse from home, I shall mark him low in *diligence*. At the close of each day, I take the time each studied the evening before, which record I preserve carefully, and at the end of the term, read the total amount of study by each scholar, with other items that I note down concerning every pupil under my charge; such as attention during the time of recitation, neatness and order, general conduct and his credit in each study. Of course, before such an announcement, I explain fully as I can, the benefits arising to scholars from their studying evenings.

The result of all this is, that out of a school of sixty pupils, I have not half a dozen that disobey the requirement. Several of those under my care study from three to five hours every evening, and one or two study as much out of school as during school hours, and thus actually get the benefit of two terms' schooling every term. In the place of the hooting and yelling that once made "night hideous," proceeding from my pupils, any one passing through our streets is not disturbed by such rowdyism; and should he call at the residence of their parents, he will find them book and slate in hand, quietly surrounding the study-table, and there laboring to master the lessons given them during the day.

D. A. PEASE.

MAUMEE CITY, January 1855.

At the late meeting of the American Association for the advancement of Education, noticed on page 86th, the Executive Committee were empowered to employ an Agent to labor for the promotion of Education in the United States, at large; and to establish a quarterly paper as the organ of the Association.

The next session is to be held in the city of New York, during the last week in August.

### Public School House, Lancaster.

The accompanying engraving presents the front elevation of school house built in the north part of Lancaster, in 1849.

The building is 80 by 56 feet: each story is divided into four rooms and the house will accommodate about 400 scholars. The main entrance opens into a spacious hall, in which are the stairways leading to the second story; and in both stories are convenient ante-rooms to each school-room, used for the deposit of hats, cloaks, etc. The cost of the house and lot was about \$6,000.

A similar building has since been erected in the south part of town, and the schools are efficiently organized under the supervision of Dr. John Williams, and the instruction of an able corps of Teachers.



### Anniversaries.

The Second Annual Meeting of the Pa. State Teachers' Association was attended in Lewistown during the last week in December. The attendance was large, and the session deeply interesting. Reports were presented on the following subjects: "The importance of the study of the Ancient Languages as a discipline for the mind," by Mr. O. C. Davies, of Lancaster; "on Physiology, as a branch of Common School Education," and "on the Ventilation of School Houses," by Mr. J. N. Laughlin, of Mifflin; "on the Co-education of the Sexes," by Mr. J. H. Brown, of Philadelphia; "on Normal Schools," by Hon. Thos. H. Burrowes, of Lancaster. Evening addresses on various important educational topics were delivered by speakers from Philadelphia, Pittsburg, and other towns in the State, and the session closed with a complimentary entertainment, given in honor of the occasion, by the ladies of Lewistown. Among the resolutions adopted, was one recognizing the necessity of enlisting the local press of every county in the cause of education, and requesting editors to provide an "educational column," to be devoted to the subject.

The Association will hold its next semi-annual meeting at Pittsburg, on the 7th of August next. The Executive Committee report 48 Conventions and Institutes during the year: they were attended in 22 different counties; seven of them for one week, seven for three days, three for two days, and thirty-one for one day.

#### IOWA STATE TEACHERS' ASSOCIATION.

On the 27th and 28th of Dec. last, this Association, formed, in May 1854, held its second meeting, in Iowa City. The Agent, Rev. S. Newbury, reported that two Institutes had been held: one at Denmark, for three days, attended by 140; and one at Dubuque, for one week, attended by 40. Mr. Newbury having resigned, Mr. Wood, of Iowa City, was elected Chairman of the Executive Committee and Agent.

The Association resolved to hold a larger number of Institutes the coming year; to petition the Legislature for aid in sustaining them; to employ the whole time of the Agent, if funds could be raised to sustain him; to use all appropriate means to secure the general adoption of the "American System of Free Graded Schools;" to petition the Legislature to establish a Normal School; and to hold a State Teachers' Institute in connection with the annual meeting to be attended in Davenport, commencing on the first Tuesday in September next.

## AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF EDUCATION.

This Society met in Washington, D. C., on the 26th of Dec. last. Professor A. D. Bache, of the United States Coast Survey, presided. The sessions were held in the Smithsonian Institution, the Secretary of which, Prof. J. Henry, gave the address as retiring President. Reports were presented by Hon. H. Barnard, just returned from Europe, and several other gentlemen.

## NEW JERSEY STATE TEACHERS' ASSOCIATION.

The anniversary of this body was attended in Trenton, on the 18th and 19th of January. About 100 Teachers attended. Several addresses and papers were presented. Dr. C. C. Hoagland, of Somerset, was elected Agent of the Association: the "N. Y. Teacher" was adopted as its organ, and Prof. David Cole, of Trenton, chosen editor for New Jersey. The Association adjourned to meet in Newark, at the call of the Executive Committee.

## FINANCIAL DEPARTMENT.

## PARTIAL REPORT OF THE FINANCIAL COMMITTEE FOR 1864.

The following sums, from the sources indicated, have been received for the support of the Agent during the past year :

|  |  |
|--|--|
| Montgomery Co. Teachers' Inst..\$50 00 | S. N. Sanford, Granville.....\$10 00   |
| Preble Co.....do..... 50 00            | W. P. Clark, Medina..... 5 00          |
| Clinton Co. ....do..... 40 00          | S. S. Cotton, Sandusky..... 5 00       |
| Columbiana Co.....do..... 35 00        | James Elliott, Cincinnati..... 5 00    |
| Allen Co. ....do..... 30 00            | S. M. Heslet, Portsmouth..... 5 00     |
| Clermont Co. ....do..... 30 00         | H. D. Lathrop, Gambier..... 5 00       |
| Highland Co.....do..... 30 00          | Jesse Markham, Plymouth..... 5 00      |
| Richland Co. ....do..... 30 00         | James Marvin, Warren..... 5 00         |
| Belmont Co. ....do..... 25 00          | R. M. Merrill, Mansfield..... 5 00     |
| Pickaway Co. ....do..... 25 00         | Wm. Mitchell, Fredericktown... 5 00    |
| Seneca Co. ....do..... 25 00           | I. S. Morris, Eaton..... 5 00          |
| Portage Co. ....do..... 21 10          | C. Nason, Cincinnati..... 5 00         |
| Hancock Co. ....do..... 21 00          | John Ogden, Delaware..... 5 00         |
| Warren Co. ....do..... 20 00           | D. C. Pearson, Columbus..... 5 00      |
| Greene Co. ....do..... 15 00           | E. B. Peirce, Martin's Ferry.... 5 00  |
| Madison Co.....do..... 15 00           | J. H. Rolfe, Cincinnati..... 5 00      |
| Fayette Co.....do..... 4 00            | A. Samson, Columbus..... 5 00          |
| Lorin Andrews, Gambier..... 20 00      | J. W. Sutherland, Columbus..... 5 00   |
| G. W. Batchelder, Zanesville.... 20 00 | Citizens of Franklin, Warren co. 5 40  |
| M. F. Cowdery, Sandusky..... 20 00     | G. C. Woollard, Sandusky..... 3 00     |
| Andrew Freese, Cleveland..... 20 00    | J. J. Saddler, Rootstown..... 2 00     |
| John Lynch, Circleville..... 20 00     | John White, Martin's Ferry..... 2 00   |
| D. P. Mayhew, Columbus..... 20 00      | E. Story, Bowersville..... 1 00        |
| A. W. Price, Cleveland..... 20 00      |  |
| A. J. Rickoff, Cincinnati..... 15 00   | Rec'd from Teachers' Inst..\$466 10    |
| S. M. Barber, Ashland..... 10 00       | Received from Teachers.. 278 00        |
| Wm. N. Edwards, Troy..... 10 00        | Total received to January 27th..749 50 |

Received during the past month :

|   |                                       |
|---|---------------------------------------|
| Dr. C. Cutter, Warren, Mass.....\$20 00 | C. R. Shreve, Roscoe..... \$5 00      |
| A. H. Bailey, College Hill..... 10 00   | G. C. Smith, Columbus..... 5 00       |
| J. A. Sloan, Batavia..... 10 00         | Total rec'd to Feb. 28th.....\$799 50 |

## Answers to Questions on the School Law.

BY THE COMMISSIONER OF COMMON SCHOOLS.

QUESTION 83.—In the sub-district No. —, in — township, an individual holding a proper certification, was duly employed by the local directors of said sub-district to teach the school therein, for the term of four months. After teaching two months and a half, several of the inhabitants became quite dissatisfied with him and the school; and the local directors informed him that they had determined to close the school, and that his services would no longer be required. But he insisted that he had a legal right to teach the school until the expiration of the time for which he had been engaged. The local directors then locked the school house door, and thus prevented him from continuing the school. The local directors were then notified that he was ready to resume and go on with the school whenever the door of the school house should be opened.

Out of this transaction, two questions have arisen, viz:—1. Whether an incompetent or negligent teacher can legally be dismissed before the expiration of the term for which he was employed, without first procuring from the County Board of Examiners a revocation of his certificate?

2. How can a teacher obtain redress when he has been improperly dismissed?

ANSWER.—By Sec. 6, of the School Law, it is made the duty of Local Directors to employ teachers, and to dismiss them, *at any time*, for such reasons as they may deem *sufficient*.

From this language it is quite obvious that, under proper circumstances, Local Directors may legally dismiss a teacher before the expiration of the time mentioned in their contract with him, and without first procuring a revocation of his certificate. But in as much as it is declared in said section that such dismissal must be for *reasons deemed sufficient*, a general rule of law demands that such reasons must be good, valid and substantial, and not mere prejudices, or groundless dissatisfaction. If the moral character of the teacher referred to, or his general management of the school, were such as, in the estimation of all candid, judicious men, to render him an unfit person to take charge of a school, whether such unfitness resulted from a want of learning, ability or industry, the action of the Local Directors was clearly right, and the teacher cannot recover wages for the whole time embraced in his contract. In other words, if the teacher was incompetent, the Local Directors were legally empowered to dismiss him, and to rescind the contract made with them. They employed him as a well qualified, fully competent teacher, and the moment he ceased to be such, there was a failure of the consideration for the contract.

If, however, it should be made evident on the trial of a suit against the Directors, to recover wages for the unexpired time, that he was well qualified, both in respect to moral character and learning, to teach said school, and that he did actually teach a good school, then the Directors would be personally liable to pay him for the balance of the time covered by his contract. When Local Directors are so unfortunate as to employ an incompetent teacher, the law vests in them a choice of remedies. They may either dismiss him at once, or they may bring the case before the County Examiners, with a written specification of the complaints against him, and request a revocation of his certificate, or, at least, an investigation of the case; and the revocation, if made, would be tantamount to a dismissal. But Local Directors are not required to take this cir-



cautious and dilatory mode of getting rid of an incompetent teacher. In all cases, however, where there is any reasonable doubt as to the qualifications and fitness of the teacher, it would be preferable to let the Examiners investigate the facts and decide the question of his competency. By the provisions contained in Secs. 6 and 45 of the School Law, two safeguards are thrown around the common schools, viz: 1st, The power of Local Directors to dismiss teachers who fail to sustain a good moral character, or to teach a good school; 2d, the authority vested in the County Examiners to revoke the certificates of teachers for negligence or incompetency.

QUESTION 84.—Among the sub-districts in — township, some diversity prevails in regard to boarding teachers. In some of the sub-districts, teachers board themselves, and the expense of their board constitutes a part of their monthly or quarterly salaries; but in other sub-districts the inhabitants who send their children to school, gratuitously board the teachers. The question has therefore arisen, whether any portion of the State School Fund, or of that raised in the township for the purpose of prolonging the schools, can legally be expended in paying the board bills of teachers?

ANSWER.—If by the terms of the contract made with the teacher, the latter engages to teach the school for a given sum per month, or by the quarter, and board himself, it is very evident that his salary or wages includes the cost of his board, and the State or township school fund can legally be applied in payment thereof. But if the teacher is boarded by the inhabitants of the sub-district, or, in other words, if he “boards round,” as the practice is usually termed, his board must be regarded as a gratuity on the part of the inhabitants, and can not properly be considered as any part of his wages, to be paid for out of the State or township school fund, which is made applicable to the payment of teachers’ wages only.

While the undersigned would not desire to interfere with any arrangement between teachers and Local Directors, made with a view to lengthen out the school funds and prolong the schools, yet it is proper to state, that there is no legal authority for making a contract with a teacher that he shall “board round,” because such a contract can not be enforced on the inhabitants of a sub-district. But as the people in some parts of the State are reluctant to relinquish a custom to which they have been for a long time habituated, there can be no serious objection to its continuance, provided all the inhabitants of the district agree to it, and provided also, the custom is uniform throughout all the sub-districts in the township. If, however, in some of the sub-districts of the township, the salaries of teachers include the expense of their board, but not in others, great inequalities, in regard to the benefits derived from the township school tax, must inevitably result; for the law requires such a tax to be assessed on all the taxable property in the township. It would seem desirable, then, that the teachers in all the sub-districts should “board round,” or else all should board themselves.

Where Township Boards of Education can not induce the inhabitants to adopt the same mode of providing for the board of teachers, the inequalities arising from the want of uniformity in this respect, may still be obviated as follows:— Let the Local Directors contract with the teacher for a specific sum per month, or by the quarter, including, of course, the expense of board; and then let a further agreement be made that if satisfactory board shall be furnished him by those who send their children to school, he will pay them whatever sum per week shall be agreed on. Unless, however, the practice of “boarding round” can be adopted in all the sub-districts, it would be decidedly preferable to aban-

don it in all, as it is usually attended with many disadvantages to the school, and much embarrassment and loss of time to the teacher.

The teacher needs a steady home, that he may have opportunity for study, and that special preparation for each day's work, which is indispensable to the highest success in teaching. The custom of "boarding round," had its origin in a desire to diminish the amount of the rate-bills which were formerly assessed on the inhabitants to defray the expenses of the school. But since the present school law has abolished the system of rate-bills, the custom of "boarding round," may, with great propriety, be abolished also.

QUESTION 85.—It is claimed by some of the citizens of the village of —, that a teacher has no legal authority to punish his scholars for disorderly, immoral, or improper acts done while on their way to or from school, or at noon. If such is the law, how shall those be restrained, who abuse their school mates, and use profane and other unbecoming language in their presence, before or after school, or at noon?

ANSWER.—The legal right of the teacher to punish his scholars for disorderly acts done in the school room or on the play-ground, before the opening of the school, after its close, during morning or afternoon recess, or at noon, has been fully recognized by the courts of this country. But whether his authority to punish his scholars extends to immoral or disorderly conduct elsewhere, is not so fully established. By some it is contended that the legal right of the teacher to inflict corporal punishment upon a scholar in any case, is derived from the fact that he stands in "*loco parentis*," and therefore it can not be extended to acts done before this relation has commenced, or after it has terminated, without the express consent of the parent. It is further contended that this delegation to the teacher of the power allowed by law to the parent over the person of his child does not take place till the child has reached the school premises, and must end when he leaves for home. On the contrary, it is maintained by others, that the right of a teacher to hold his scholars responsible for improper conduct on their way to and from school, is fully sanctioned by usage. Under all the circumstances, it is believed that the most prudent course for a teacher to take in a case like the one presented, would be to notify the parent of the misconduct complained of, and if his permission to punish the offending scholar can not be obtained, and the disorderly behavior be repeated, then to refer the matter to the Board of Education.

There can be no doubt that Boards of Education possess the legal power to make and enforce such rules and regulations as in their judgment may be necessary for the best interests of the schools within their jurisdiction; and it is their duty as well as their right to cooperate with the teacher in the government of the school, and to aid him to the extent of their power and influence in the enforcement of reasonable and proper rules and regulations, and to dismiss a scholar from the school whenever he uses at school, or on his way to or from the same, such rude, vulgar or profane language, and exhibits such a degree of moral depravity generally, as to render his association with other scholars dangerous to the latter, or whenever he manifests such violent insubordination as to render the maintenance of discipline and order in the school impracticable or extremely difficult. It is also the duty as well as the legal right of the Local Directors to see that the general character, usefulness, and prosperity of the school are not impaired by allowing those to remain in it, whose whole influence, conduct, and bad character, have forfeited all claim to the enjoyment of its privileges.

QUESTION 86.—Does the new School Law empower the householders, the

Local Directors, or the Township Board of Education, to select and purchase sites for school houses in sub-districts ?

**ANSWER.**—It empowers Township Boards of Education, unquestionably. This is evident from the provisions contained in the first, eleventh, fourteenth and fifteenth sections of the law.

By the eighth section of the School Act, passed March 7th, 1838, the Board of Local Directors and their successors in office, in each school district, was declared to be a body politic and corporate in law, and, as such, capable of contracting and being contracted with, suing and being sued, pleading and being impleaded in any court of law or equity in this State, and of receiving any gift, grant, donation or devise, made to, or for the use of such district, and also of receiving a deed of conveyance or lease for any land whereon to erect a school house or houses, &c. By Sec. 10, of the present School Law, the same is declared in regard to Township Boards of Education. By Sec. 9, of the act of 1838, it was declared that the Board of Local Directors should have power to divide their district into sub-districts, and select sites for school houses and purchase the same. By the last clause of Sec. 14 of the present School Act, the same power is conferred upon Township Boards of Education; for it is there declared to be "the duty of the Board to establish a school in each sub-district of the township of such grade as the public good in their opinion may require; and in the *location of primary schools or schools of higher grade*, the Board shall have reference to population and neighborhood, &c."

Under the present law, then, Local Directors are not bodies corporate and politic, etc., nor are they empowered to select or purchase sites for school houses, except under the direction and subject to the rules and regulations prescribed by the Township Board of Education.

By reference to the School Acts passed in 1821, 1825, 1829, 1831, 1834, 1835, 1838, and in 1853, it will be seen that the mode of selecting school house sites, as well as that of deciding upon the erection and cost of school houses, has undergone frequent changes. Prior to the passage of the School Act of 1838, either a majority, or two-thirds, or three-fifths of the householders, or tax payers, or qualified voters of a school district, at the annual meeting, or at a special meeting called with ten, or twenty, or thirty days' notice, determined upon the location of the site, as well as upon the erection and cost of the school house. By the School Act of 1838, the power to select and purchase school house sites, was given to Local Directors; but the right of deciding whether a school house should be erected or not, and what amount of money should be expended therefor, was still left with the householders of the several school districts.

By the present School Act, Township Boards of Education are empowered to select and purchase school house sites, to determine the cost of new school houses, to make estimates therefor, and to certify the same to their County Auditors. In short, the township school system is analogous to the graded or Union school system, which has been so generally adopted in cities and towns. In both cases the Boards of Education form, change, or alter the sub-districts, provide for the erection of school houses and determine the grades of the schools. The Local Directors, Trustees, or special committees, attend to the details of the business, and see that the orders of the Board, and all the rules and regulations prescribed by them for the management and government of the schools, are carried into full and efficient execution.

The undersigned would, however, impress upon Boards of Education the importance of exercising great care and mature deliberation in the alteration of

school districts, the selection of sites for school houses, and in determining the dimensions and plans of school houses.

Boards of Education should also take the utmost pains to secure the general coöperation of all the directors and inhabitants interested, and to avoid, as far as possible, all those sources of contention and discord, which often prove so fatal to the prosperity, harmony and efficiency of the school. It is often better to submit, for a time, to many inconveniences, than to hazard the disastrous results which uniformly follow any general dissatisfaction with the alteration of school districts, the changing of school house sites, and the tax imposed for the erection of new school houses. A little patience and delay will generally enable the good sense of the inhabitants ultimately to perceive what will redound to their best and true interests.

H. H. BARNEY,

*Commissioner of Common Schools.*

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## Editors' Portfolio.

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For reasons which, it is hoped, will be deemed satisfactory, it has been thought advisable to separate the Report of the Agent from that of the Executive Committee. The Agent's Report, containing the statistics of the Institutes attended last year, and of the Union Schools, etc., will appear in the April number.

During the past month, the Agent has conducted Institutes in Jackson and Scioto counties, and visited the schools, and delivered addresses in Chillicothe and Ironton. About 40 Teachers, and candidates for the office, attended the Institute in Jackson, and nearly an equal number were present at Portsmouth. The attendance of citizens upon the Lectures in all the places named was highly encouraging.

The engagements of the Agent in Institutes render it necessary to issue the April number before the first of the month. Editors, correspondents, and advertisers will confer a favor by forwarding their communications by the 15th of March.

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### Correspondence.

"NEWPORT UNION SCHOOL."—MR. EDITOR:—It may be of some interest to the friends of Education in Ohio, where the battle has been so well fought, and victory so glorious, securely achieved; to know what progress is being made elsewhere. The cause of "Free Schools" is ultimately to triumph in every State in our Union, and the time of its accomplishment only rests upon the energy and efficiency of its friends in urging on the work.

The city of Newport was the first in Kentucky to adopt the "Free School System." A few enterprising men introduced and carried forward the work. Most prominent among them, were Hon. Ira Root and Judge F. A. Boyde, whose noble efforts are now fully appreciated by a discerning people. The school for a time was but imperfectly organized and poorly classified. In 1853, a large, commodious building was erected on a half square in a central portion of the city, donated years ago, for school purposes, by Col. James Taylor. This build-

ing is 75 by 45 feet, three stories high, above the basement. The stories are 16 and 18 feet high. It is warmed by furnaces and stoves, and accommodates over 700 children daily, with first class facilities for education free of tuition. Beside this, there is a branch of the school in another part of the city; and other buildings and schools will soon be prepared to meet the wants of the school interest. In September last, the school was for the first time, organized on the "Graded System," and scholars classified according to their attainments, and all placed under the care of a superintendent.

This advance was effected mainly by J. Berry, Esq., a gentleman of large soul, and much intelligence, and a spirit of progress in all matters pertaining to the good of mankind.

This school now has the respect and confidence of the best citizens in the city, and is encouraged and patronized by them. Indeed no one pretends that any better facilities can be afforded, than are here enjoyed by the children of the rich and the poor, in the same classes, free of tuition. At a recent examination the large Hall, (the entire upper story,) was filled to excess for three evenings by an intelligent and highly delighted audience. By the resolution of the Board, the schools are all dismissed at 3 o'clock, each Friday afternoon, and the remainder of the day is spent in instructing the teachers in methods of teaching and discipline. The salaries paid, are from \$300 to \$1,000 per annum. The school is under the supervision of Mr. J. Hurty, assisted by a faithful corps of teachers.

The city of Covington has free schools also, but not a thoroughly "Graded System," not a superintendent. Prof. Drury is Principal of the High School, and is doing a good work. Lexington has good Free Schools also. The work will not stop here. Already the preparatory measures have been taken for organizing a "State Teachers' Association." Rev. Dr. Matthews is State Superintendent. He is an able lecturer, and a devoted champion of "Free Schools" for all.

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## AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF EDUCATION.

This Society met in Washington, D. C., on the 26th of Dec. last. Professor A. D. Bache, of the United States Coast Survey, presided. The sessions were held in the Smithsonian Institution, the Secretary of which, Prof. J. Henry, gave the address as retiring President. Reports were presented by Hon. H. Barnard, just returned from Europe, and several other gentlemen.

## NEW JERSEY STATE TEACHERS' ASSOCIATION.

The anniversary of this body was attended in Trenton, on the 18th and 19th of January. About 100 Teachers attended. Several addresses and papers were presented. Dr. C. C. Hoagland, of Somerset, was elected Agent of the Association: the "N. Y. Teacher" was adopted as its organ, and Prof. David Cole, of Trenton, chosen editor for New Jersey. The Association adjourned to meet in Newark, at the call of the Executive Committee.

## FINANCIAL DEPARTMENT.

## PARTIAL REPORT OF THE FINANCIAL COMMITTEE FOR 1854.

The following sums, from the sources indicated, have been received for the support of the Agent during the past year :

|  |  |
|--|--|
| Montgomery Co. Teachers' Inst. \$50 00 | S. N. Sanford, Granville.....\$10 00   |
| Preble Co.....do..... 50 00            | W. P. Clark, Medina..... 5 00          |
| Clinton Co.....do..... 40 00           | S. S. Cotton, Sandusky..... 5 00       |
| Columbiana Co.....do..... 35 00        | James Elliott, Cincinnati..... 5 00    |
| Allen Co. ....do..... 30 00            | S. M. Heslet, Portsmouth..... 5 00     |
| Clermont Co. ....do..... 30 00         | H. D. Lathrop, Gambier..... 5 00       |
| Highland Co.....do..... 30 00          | Jesse Markham, Plymouth..... 5 00      |
| Richland Co. ....do..... 30 00         | James Marvin, Warren..... 5 00         |
| Belmont Co. ....do..... 25 00          | R. M. Merrill, Mansfield..... 5 00     |
| Pickaway Co. ....do..... 25 00         | Wm. Mitchell, Fredericktown.... 5 00   |
| Seneca Co.....do..... 25 00            | I. S. Morris, Eaton..... 5 00          |
| Portage Co. ....do..... 21 10          | C. Nason, Cincinnati..... 5 00         |
| Hancock Co. ....do..... 21 00          | John Ogden, Delaware..... 5 00         |
| Warren Co. ....do..... 20 00           | D. C. Pearson, Columbus..... 5 00      |
| Greene Co.....do..... 15 00            | E. B. Peirce, Martin's Ferry.... 5 00  |
| Madison Co.....do..... 15 00           | J. H. Rolfe, Cincinnati..... 5 00      |
| Fayette Co.....do..... 4 00            | A. Samson, Columbus..... 5 00          |
| Lorin Andrews, Gambier..... 20 00      | J. W. Sutherland, Columbus.... 5 00    |
| G. W. Batchelder, Zanesville.... 20 00 | Citizens of Franklin, Warren co. 5 40  |
| M. F. Cowdery, Sandusky..... 20 00     | G. C. Woollard, Sandusky..... 3 00     |
| Andrew Freese, Cleveland..... 20 00    | J. J. Saddler, Rootstown..... 2 00     |
| John Lynch, Circleville..... 20 00     | John White, Martin's Ferry.... 2 00    |
| D. P. Mayhew, Columbus..... 20 00      | E. Story, Bowersville..... 1 00        |
| A. W. Price, Cleveland..... 20 00      |  |
| A. J. Rickoff, Cincinnati..... 15 00   | Rec'd from Teachers' Inst..\$466 10    |
| S. M. Barber, Ashland..... 10 00       | Received from Teachers.. 278 00        |
| Wm. N. Edwards, Troy..... 10 00        | Total received to January 27th..749 50 |

## Received during the past month :

|   |                                       |
|---|---------------------------------------|
| Dr. C. Cutter, Warren, Mass.....\$20 00 | C. R. Shreve, Roscoe..... \$5 00      |
| A. H. Bailey, College Hill..... 10 00   | G. C. Smith, Columbus..... 5 00       |
| J. A. Sloan, Batavia..... 10 00         | Total rec'd to Feb. 28th.....\$799 50 |

## Answers to Questions on the School Law.

BY THE COMMISSIONER OF COMMON SCHOOLS.

QUESTION 83.—In the sub-district No. —, in — township, an individual holding a proper certification, was duly employed by the local directors of said sub-district to teach the school therein, for the term of four months. After teaching two months and a half, several of the inhabitants became quite dissatisfied with him and the school; and the local directors informed him that they had determined to close the school, and that his services would no longer be required. But he insisted that he had a legal right to teach the school until the expiration of the time for which he had been engaged. The local directors then locked the school house door, and thus prevented him from continuing the school. The local directors were then notified that he was ready to resume and go on with the school whenever the door of the school house should be opened.

Out of this transaction, two questions have arisen, viz:—1. Whether an incompetent or negligent teacher can legally be dismissed before the expiration of the term for which he was employed, without first procuring from the County Board of Examiners a revocation of his certificate?

2. How can a teacher obtain redress when he has been improperly dismissed?

ANSWER.—By Sec. 6, of the School Law, it is made the duty of Local Directors to employ teachers, and to dismiss them, *at any time*, for such reasons as they may deem *sufficient*.

From this language it is quite obvious that, under proper circumstances, Local Directors may legally dismiss a teacher before the expiration of the time mentioned in their contract with him, and without first procuring a revocation of his certificate. But in as much as it is declared in said section that such dismissal must be for *reasons deemed sufficient*, a general rule of law demands that such reasons must be good, valid and substantial, and not mere prejudices, or groundless dissatisfaction. If the moral character of the teacher referred to, or his general management of the school, were such as, in the estimation of all candid, judicious men, to render him an unfit person to take charge of a school, whether such unfitness resulted from a want of learning, ability or industry, the action of the Local Directors was clearly right, and the teacher cannot recover wages for the whole time embraced in his contract. In other words, if the teacher was incompetent, the Local Directors were legally empowered to dismiss him, and to rescind the contract made with them. They employed him as a well qualified, fully competent teacher, and the moment he ceased to be such, there was a failure of the consideration for the contract.

If, however, it should be made evident on the trial of a suit against the Directors, to recover wages for the unexpired time, that he was well qualified, both in respect to moral character and learning, to teach said school, and that he did actually teach a good school, then the Directors would be personally liable to pay him for the balance of the time covered by his contract. When Local Directors are so unfortunate as to employ an incompetent teacher, the law vests in them a choice of remedies. They may either dismiss him at once, or they may bring the case before the County Examiners, with a written specification of the complaints against him, and request a revocation of his certificate, or, at least, an investigation of the case; and the revocation, if made, would be tantamount to a dismissal. But Local Directors are not required to take this cir-



cutious and dilatory mode of getting rid of an incompetent teacher. In all cases, however, where there is any reasonable doubt as to the qualifications and fitness of the teacher, it would be preferable to let the Examiners investigate the facts and decide the question of his competency. By the provisions contained in Secs. 6 and 45 of the School Law, two safeguards are thrown around the common schools, viz: 1st, The power of Local Directors to dismiss teachers who fail to sustain a good moral character, or to teach a good school; 2d, the authority vested in the County Examiners to revoke the certificates of teachers for negligence or incompetency.

QUESTION 84.—Among the sub-districts in — township, some diversity prevails in regard to boarding teachers. In some of the sub-districts, teachers board themselves, and the expense of their board constitutes a part of their monthly or quarterly salaries; but in other sub-districts the inhabitants who send their children to school, gratuitously board the teachers. The question has therefore arisen, whether any portion of the State School Fund, or of that raised in the township for the purpose of prolonging the schools, can legally be expended in paying the board bills of teachers?

ANSWER.—If by the terms of the contract made with the teacher, the latter engages to teach the school for a given sum per month, or by the quarter, and board himself, it is very evident that his salary or wages includes the cost of his board, and the State or township school fund can legally be applied in payment thereof. But if the teacher is boarded by the inhabitants of the sub-district, or, in other words, if he "*boards round*," as the practice is usually termed, his board must be regarded as a gratuity on the part of the inhabitants, and can not properly be considered as any part of his wages, to be paid for out of the State or township school fund, which is made applicable to the payment of teachers' wages only.

While the undersigned would not desire to interfere with any arrangement between teachers and Local Directors, made with a view to lengthen out the school funds and prolong the schools, yet it is proper to state, that there is no legal authority for making a contract with a teacher that he shall "*board round*," because such a contract can not be enforced on the inhabitants of a sub-district. But as the people in some parts of the State are reluctant to relinquish a custom to which they have been for a long time habituated, there can be no serious objection to its continuance, provided all the inhabitants of the district agree to it, and provided also, the custom is uniform throughout all the sub-districts in the township. If, however, in some of the sub-districts of the township, the salaries of teachers include the expense of their board, but not in others, great inequalities, in regard to the benefits derived from the township school tax, must inevitably result; for the law requires such a tax to be assessed on all the taxable property in the township. It would seem desirable, then, that the teachers in all the sub-districts should "*board round*," or else all should board themselves.

Where Township Boards of Education can not induce the inhabitants to adopt the same mode of providing for the board of teachers, the inequalities arising from the want of uniformity in this respect, may still be obviated as follows:— Let the Local Directors contract with the teacher for a specific sum per month, or by the quarter, including, of course, the expense of board; and then let a further agreement be made that if satisfactory board shall be furnished him by those who send their children to school, he will pay them whatever sum per week shall be agreed on. Unless, however, the practice of "*boarding round*" can be adopted in all the sub-districts, it would be decidedly preferable to aban-

don it in all, as it is usually attended with many disadvantages to the school, and much embarrassment and loss of time to the teacher.

The teacher needs a steady home, that he may have opportunity for study, and that special preparation for each day's work, which is indispensable to the highest success in teaching. The custom of "boarding round," had its origin in a desire to diminish the amount of the rate-bills which were formerly assessed on the inhabitants to defray the expenses of the school. But since the present school law has abolished the system of rate-bills, the custom of "boarding round," may, with great propriety, be abolished also.

QUESTION 85.—It is claimed by some of the citizens of the village of —, that a teacher has no legal authority to punish his scholars for disorderly, immoral, or improper acts done while on their way to or from school, or at noon. If such is the law, how shall those be restrained, who abuse their school mates, and use profane and other unbecoming language in their presence, before or after school, or at noon?

ANSWER.—The legal right of the teacher to punish his scholars for disorderly acts done in the school room or on the play-ground, before the opening of the school, after its close, during morning or afternoon recess, or at noon, has been fully recognized by the courts of this country. But whether his authority to punish his scholars extends to immoral or disorderly conduct elsewhere, is not so fully established. By some it is contended that the legal right of the teacher to inflict corporal punishment upon a scholar in any case, is derived from the fact that he stands in "*loco parentis*," and therefore it can not be extended to acts done before this relation has commenced, or after it has terminated, without the express consent of the parent. It is further contended that this delegation to the teacher of the power allowed by law to the parent over the person of his child does not take place till the child has reached the school premises, and must end when he leaves for home. On the contrary, it is maintained by others, that the right of a teacher to hold his scholars responsible for improper conduct on their way to and from school, is fully sanctioned by usage. Under all the circumstances, it is believed that the most prudent course for a teacher to take in a case like the one presented, would be to notify the parent of the misconduct complained of, and if his permission to punish the offending scholar can not be obtained, and the disorderly behavior be repeated, then to refer the matter to the Board of Education.

There can be no doubt that Boards of Education possess the legal power to make and enforce such rules and regulations as in their judgment may be necessary for the best interests of the schools within their jurisdiction; and it is their duty as well as their right to coöperate with the teacher in the government of the school, and to aid him to the extent of their power and influence in the enforcement of reasonable and proper rules and regulations, and to dismiss a scholar from the school whenever he uses at school, or on his way to or from the same, such rude, vulgar or profane language, and exhibits such a degree of moral depravity generally, as to render his association with other scholars dangerous to the latter, or whenever he manifests such violent insubordination as to render the maintenance of discipline and order in the school impracticable or extremely difficult. It is also the duty as well as the legal right of the Local Directors to see that the general character, usefulness, and prosperity of the school are not impaired by allowing those to remain in it, whose whole influence, conduct, and bad character, have forfeited all claim to the enjoyment of its privileges.

QUESTION 86.—Does the new School Law empower the householders, the

Local Directors, or the Township Board of Education, to select and purchase sites for school houses in sub-districts ?

**ANSWER.**—It empowers Township Boards of Education, unquestionably. This is evident from the provisions contained in the first, eleventh, fourteenth and fifteenth sections of the law.

By the eighth section of the School Act, passed March 7th, 1838, the Board of Local Directors and their successors in office, in each school district, was declared to be a body politic and corporate in law, and, as such, capable of contracting and being contracted with, suing and being sued, pleading and being impleaded in any court of law or equity in this State, and of receiving any gift, grant, donation or devise, made to, or for the use of such district, and also of receiving a deed of conveyance or lease for any land whereon to erect a school house or houses, &c. By Sec. 10, of the present School Law, the same is declared in regard to Township Boards of Education. By Sec. 9, of the act of 1838, it was declared that the Board of Local Directors should have power to divide their district into sub-districts, and select sites for school houses and purchase the same. By the last clause of Sec. 14 of the present School Act, the same power is conferred upon Township Boards of Education; for it is there declared to be "the duty of the Board to establish a school in each sub-district of the township of such grade as the public good in their opinion may require; and in the *location of primary schools or schools of higher grade*, the Board shall have reference to population and neighborhood, &c."

Under the present law, then, Local Directors are not bodies corporate and politic, etc., nor are they empowered to select or purchase sites for school houses, except under the direction and subject to the rules and regulations prescribed by the Township Board of Education.

By reference to the School Acts passed in 1821, 1825, 1829, 1831, 1834, 1835, 1838, and in 1853, it will be seen that the mode of selecting school house sites, as well as that of deciding upon the erection and cost of school houses, has undergone frequent changes. Prior to the passage of the School Act of 1838, either a majority, or two-thirds, or three-fifths of the householders, or tax payers, or qualified voters of a school district, at the annual meeting, or at a special meeting called with ten, or twenty, or thirty days' notice, determined upon the location of the site, as well as upon the erection and cost of the school house. By the School Act of 1838, the power to select and purchase school house sites, was given to Local Directors; but the right of deciding whether a school house should be erected or not, and what amount of money should be expended therefor, was still left with the householders of the several school districts.

By the present School Act, Township Boards of Education are empowered to select and purchase school house sites, to determine the cost of new school houses, to make estimates therefor, and to certify the same to their County Auditors. In short, the township school system is analogous to the graded or Union school system, which has been so generally adopted in cities and towns. In both cases the Boards of Education form, change, or alter the sub-districts, provide for the erection of school houses and determine the grades of the schools. The Local Directors, Trustees, or special committees, attend to the details of the business, and see that the orders of the Board, and all the rules and regulations prescribed by them for the management and government of the schools, are carried into full and efficient execution.

The undersigned would, however, impress upon Boards of Education the importance of exercising great care and mature deliberation in the alteration of

school districts, the selection of sites for school houses, and in determining the dimensions and plans of school houses.

Boards of Education should also take the utmost pains to secure the general cooperation of all the directors and inhabitants interested, and to avoid, as far as possible, all those sources of contention and discord, which often prove so fatal to the prosperity, harmony and efficiency of the school. It is often better to submit, for a time, to many inconveniences, than to hazard the disastrous results which uniformly follow any general dissatisfaction with the alteration of school districts, the changing of school house sites, and the tax imposed for the erection of new school houses. A little patience and delay will generally enable the good sense of the inhabitants ultimately to perceive what will redound to their best and true interests.

H. H. BARNEY,

*Commissioner of Common Schools.*

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## Editors' Portfolio.

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For reasons which, it is hoped, will be deemed satisfactory, it has been thought advisable to separate the Report of the Agent from that of the Executive Committee. The Agent's Report, containing the statistics of the Institutes attended last year, and of the Union Schools, etc., will appear in the April number.

During the past month, the Agent has conducted Institutes in Jackson and Scioto counties, and visited the schools, and delivered addresses in Chillicothe and Ironton. About 40 Teachers, and candidates for the office, attended the Institute in Jackson, and nearly an equal number were present at Portsmouth. The attendance of citizens upon the Lectures in all the places named was highly encouraging.

The engagements of the Agent in Institutes render it necessary to issue the April number before the first of the month. Editors, correspondents, and advertisers will confer a favor by forwarding their communications by the 15th of March.

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### Correspondence.

"NEWPORT UNION SCHOOL."—MR. EDITOR:—It may be of some interest to the friends of Education in Ohio, where the battle has been so well fought, and victory so glorious, securely achieved; to know what progress is being made elsewhere. The cause of "Free Schools" is ultimately to triumph in every State in our Union, and the time of its accomplishment only rests upon the energy and efficiency of its friends in urging on the work.

The city of Newport was the first in Kentucky to adopt the "Free School System." A few enterprising men introduced and carried forward the work. Most prominent among them, were Hon. Ira Root and Judge F. A. Boyde, whose noble efforts are now fully appreciated by a discerning people. The school for a time was but imperfectly organized and poorly classified. In 1853, a large, commodious building was erected on a half square in a central portion of the city, donated years ago, for school purposes, by Col. James Taylor. This build-

ing is 75 by 45 feet, three stories high, above the basement. The stories are 16 and 18 feet high. It is warmed by furnaces and stoves, and accommodates over 700 children daily, with first class facilities for education free of tuition. Beside this, there is a branch of the school in another part of the city; and other buildings and schools will soon be prepared to meet the wants of the school interest. In September last, the school was for the first time, organized on the "Graded System," and scholars classified according to their attainments, and all placed under the care of a superintendent.

This advance was effected mainly by J. Berry, Esq., a gentleman of large soul, and much intelligence, and a spirit of progress in all matters pertaining to the good of mankind.

This school now has the respect and confidence of the best citizens in the city, and is encouraged and patronized by them. Indeed no one pretends that any better facilities can be afforded, than are here enjoyed by the children of the rich and the poor, in the same classes, free of tuition. At a recent examination the large Hall, (the entire upper story,) was filled to excess for three evenings by an intelligent and highly delighted audience. By the resolution of the Board, the schools are all dismissed at 3 o'clock, each Friday afternoon, and the remainder of the day is spent in instructing the teachers in methods of teaching and discipline. The salaries paid, are from \$300 to \$1,000 per annum. The school is under the supervision of Mr. J. Hurty, assisted by a faithful corps of teachers.

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I have been favored with the Report of the Superintendent of Public Instruction, Mr. James D. Eads, to which I am indebted for the statistics which I here present. The State University Fund, when all the lands are sold, will amount to near \$200,000. There are about one million dollars in the hands of the different School Fund Commissioners, loaned at ten per cent. The average salary of these Commissioners is three hundred dollars per annum, making *nineteen thousand dollars* abstracted from the School Funds by these officers in the sixty-five organized counties of the State. This office should be abolished, says the Superintendent, and the duties performed by the county Judge and Treasurer. It is recommended to place a copy of Webster's Dictionary, unabridged, in every school district in the State. We hope this will be done.

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SALEM, Iowa, February, 1855.

C. C. NESTLEROADE.

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**PUBLIC SCHOOLS.**—We were much pleased with our recent visit to the schools of Chillicothe, Ironton and Portsmouth. All these cities have done well in the erection of school houses; and if a liberal policy is pursued in regard to the compensation of Teachers, their schools may be improved from year to year, and fully keep pace with the wants of their rapidly increasing population.

Batavia.—Early in the month of February, the citizens at a public meeting voted to adopt the Union System; and instructed the Board of Education to proceed at once to classify the schools, and to call a meeting for the purpose of voting a tax for the erection of a suitable School House for the accommodation of all the schools.

#### Selected Anecdotes.

**THE BOY AT THE DYKE.**—It is said that a little boy in Holland was returning one night from a village, to which he had been sent by his father on an errand, when he noticed the water trickling through a narrow opening in the dyke. He stopped, and thought what the consequences would be if the hole was not closed. He knew, for he had often heard his father tell the sad disasters which had happened from small beginnings; how, in a few hours, the opening would become bigger, and let in the mighty mass of water pressing on the dyke, until the whole defense being washed away, the rolling, dashing, angry waters would sweep on to the next village, destroying life, and property, and every thing in their way. Should he run home and alarm the villagers, it would be dark before they could arrive, and the hole even then might be so large as to defy all attempts to close it. Prompted by these thoughts, he seated himself on the bank of the canal stopped the opening with his hand, and patiently awaited the approach of a villager. But no one came. Hour after hour rolled slowly by, yet there sat the heroic boy, in cold and darkness, shivering, wet, and tired, but stoutly pressing his hand against the dangerous breach. All night he staid at his post. At last morning broke. A clergyman walking up the canal, heard a groan, and looked around to see where it came from. "Why are you there, my child?" he asked, seeing the boy, and surprised at his strange position. "I am keeping back the water, sir, and saving the village from being drowned," answered the child, with lips so benumbed with cold that he could scarcely speak. The astonished minister relieved the boy. The dyke was closed, and the danger which threatened hundreds of lives was prevented.

Heroic boy! What a noble spirit of self-devotedness he has shown! A heroic boy indeed he was; and what was it that sustained him through that lonesome night? Why, when his teeth chattered, his limbs trembled, and his heart was wrung with anxiety, did he not fly to his safe and warm home? What thought bound him to his seat? Was it not the *responsibility of his position*? Did he not determine to brave all the fatigue, the danger, the cold, the darkness, in thinking what the consequences would be, if he should forsake it? His mind pictured the quiet homes and beautiful farms of the people inundated by the flood of water, and he determined to stay at his post or die.

Now, there is a sense in which every boy and girl occupies a position of far more weighty responsibility than that of the little Hollander, on that dark and lonesome night; for, by the good or bad influence which you do and shall exert, you may be the means of turning a tide of wretchedness and ruin, or a pure stream of goodness in the world. God has given you somewhere a post of duty to occupy, and you can not get above or below your obligations to be faithful to it. You are responsible for leaving your work undone, as well as having it badly

done. You can not excuse yourself by saying, "I am nobody—I don't exert any influence;" for there is nobody so mean or obscure that he has not some influence: and you have it whether you will or not, and you are responsible for the consequences of that influence, whatever it is.

**AN EXQUISITE STORY BY LAMARTINE.**—In the tribe of Neggdah there was a horse whose fame was spread far and near, and a Bedouin of another tribe, by name Daher, desired extremely to possess it. Having offered in vain for it his camels and his whole wealth, he hit at length upon the following device, by which he hoped to gain the object of his desire.

He resolved to stain his face with the juice of an herb, to clothe himself in rags, to tie his legs and neck together so as to appear like a lame beggar. Thus equipped, he went to wait for Naber, the owner of the horse, who he knew was to pass that way. When he saw Naber approaching on his beautiful steed, he cried out in a weak voice,

"I am a poor stranger; for three days I have been unable to move from this point to seek for food. I am dying—help, and Heaven will reward you."

The Bedouin kindly offered to take him upon his horse and carry him home; but the rogue replied, "I cannot rise: I have no strength left."

Naber, touched with pity, dismounted, led his horse to the spot, and with great difficulty set the seeming beggar upon his back. But no sooner did Daher feel himself in the saddle than he set spurs to the horse and galloped off, calling out as he did so, "It is I, Daher: I have got the horse, and am off with it."

Naber called out to him to stop and listen. Certain of not being pursued, he turned and halted at a short distance from Daher, who was armed with a spear.

"You have taken my horse," said Naber; "since Heaven has willed it, I wish you joy with it; but I do conjure you never to tell how you obtained it."

"And why not?" said Daher.

"Because," said the noble Arab, "another man might be really ill, and men would fear to help him. You would be the cause of many refusing to perform an act of charity, for fear of being duped as I have been."

Struck with shame at these words, Daher was silent for a moment, then springing from the horse, returned it to its owner, embracing him. Naber made him accompany him to his tent, where they spent a few days together and became friends for life.

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## Editors' Table.

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**Compendium of the Seventh Census:** a statistical view of the United States; to which are added the results of every previous census from 1790. By J. D. B. DEBOW, Superintendent of the U. S. Census. — This is a very valuable work of reference. Senator Chase has our thanks for a copy; and we hope that our Senators and Members of Congress will remember the Teachers of Ohio in their distribution of all such favors.

**PERIODICALS.**—The *Southern Teacher*, a quarto of 16 pp., was commenced in January: it is published at Trenton, Tenn., at \$1.00. Messrs. A. L. Hamilton, J. E. Bright, and W. Tufts, are Editors and Proprietors. We sincerely hope their enterprise may succeed.

The *1a. Journal of Education*, in Newspaper form, was commenced on the 8th of Feb. It is published by W. W. Hatch, of Franklin, Ia., at 75 cents per year.



The avowed object of Mr. Hatch is to prepare the way for the publication, by the State Association, of a Journal in a suitable form, and on a permanent basis.

The *Racine Teacher*, and *Public School Advocate*, is to be published monthly, vacations excepted, by the Superintendent and Teachers of the Public Schools of Racine, Wis. It is a quarto of 8 pp., neatly printed and furnished at five cents per number, when five copies are ordered.

Lyceum's Offering, is the name of a neat quarto of four pages, published by the Lyceum in the Public High School of Madison, Indiana.

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### Items.

Prof. W. C. LARABEE, late Superintendent of Public Instruction in Indiana, has accepted the office of President of the Iowa State University.

Mr. P. E. SMITH, late a Professor in the Rochester University, has been appointed Deputy Superintendent of Public Instruction for the State of New-York, in place of Mr. J. J. Chambers, resigned.

Rev. RUFUS PATCH, of Ontario, Indiana, has been appointed Associate Editor of the *Michigan Journal of Education*, by the northern Indiana and southern Michigan Teachers' Institute, they having adopted that journal as their Organ.

Exchange of Specimens.—Teachers and others who have specimens of *Indian relics*, such as *stone axes, pottery, etc.*, that they would like to exchange for minerals,—especially strontian, gypsum, or limestone fossils, are informed that a proposition of this kind, made to M. F. Cowdery, Sandusky, O., will meet with prompt attention.

A competent Teacher, of several years' experience, wishes to secure a situation in some good Academy or Union School. Inquiries may be addressed to A. D. LORD, Columbus.

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### Teachers' Institutes.

Institutes have been or are to be attended as follows:

Jackson county, at Jackson, February 7th, four days.

Scioto county, at Portsmouth, February 15th, three days.

Clark county, at —, March 19th, one week.

Morgan county, at McConnelsville, March 26th, one week.

Tuscarawas county, at New Philadelphia, April 2d, one week.

Muskingum county, at Zanesville, April 3d, four days.

Clermont county, at New Richmond, April 9th, one week.

Athens county, at Athens, April 11th, four days.

Ashland county, at —, April 16th, one week.

Brown county, at Georgetown, April 16th, one week.

Jefferson and Harrison counties, at Richmond, April 16th, one week.

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### FOURTH VOLUME OF THE OHIO JOURNAL OF EDUCATION.

The next volume will be published as heretofore, with such improvements as the experience of three years has suggested. Among these, it is the intention to insert in each number an Engraving representing some one of the fine School Edifices, either Public or Private, in the State.

Terms, \$1 per copy. The first, second and third volumes, neatly bound, can be had for \$1.25 each. If ordered by mail, 25 cents in stamps must be included for the prepayment of each volume. All orders should be addressed, A. D. LORD, Columbus, O.

THE  
**Ohio Journal of Education.**

COLUMBUS, APRIL, 1855.

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**Fourth Annual Report of the Agent**

OF THE

OHIO STATE TEACHERS' ASSOCIATION, FOR THE YEAR 1854.

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**I**N compliance with the suggestion of several prominent Teachers in our own and other States, the Agent has been induced to prepare a Report entering somewhat more into detail than those heretofore presented by his predecessor. The movement of our Association in appointing a person to itinerate as an Educational Missionary, to labor in those parts of the State where his services were most needed, without reference to the prospect of contributions to the funds of the body by whose voluntary liberality he was to be supported, has awakened a deep interest in other States, and led to frequent inquiries in relation to the position our Agent occupies, the duties he is expected to perform, and the whole system of operations of which his labors form a part.

The question has frequently been asked, whether his labors are kindly received; and the fear that his mission might not be regarded with favor, going forth as he did, without any official sanction, was one of the principal sources of embarrassment felt by Mr. Andrews when called to enter this field of labor. But the cordiality with which he was everywhere received, the disposition manifested by Teachers and the friends of education to cooperate with him, the eagerness with which his advice was sought, and the readiness with which his suggestions were adopted by school officers, soon relieved him from all apprehensions on this point. To the same generous disposition, and willingness, on the part of teachers and citizens, to second every effort for the promotion of education, the undersigned is indebted for those acts of courtesy or hospitality which have rendered his intercourse with them a source of unmingled pleasure.

## STATISTICS OF TEACHERS' INSTITUTES ATTENDED IN 1854.

| No. | Name.            | Where held.      | When held. | Weeks.        | No. of Members. | Names of Instructors.   | Lecturers.  |
|-----|------------------|------------------|------------|---------------|-----------------|---|---|
| 1   | Muskingum Co.    | New Concord.     | Mar. 21,   | 1             | 92              | G. W. Batchelder, H. Childs, Rev. S. McArthur, J. L. McCartney, J. M. McLane, C. Tracy, Rev. B. Waddle.           | C. Tracy, S. Roy.   |
| 2   | Portage "        | Shalersville ... | Apr. 4,    | 2             | 100             | J. K. Pickett, T. J. Newcomb, E. K. Hoskin, E. B. Olmstead, A. E. Holcomb.  | Dr. Everitt, O. P. Brown, Esq., Rev. T. J. Newcomb, P. N. Schnyder, Esq., Prof. Hayden, E. C. Wilmot. |
| 3   | Clermont "       | Bethel.....      | " 10,      | 1             | 75              | Wm. Carter, J. Ferguson, E. C. Ellis, L. H. Smith, J. C. Morris, T. C. Bowles, A. D. Lord.                        | H. H. Barney, Rev. J. Wiseman, A. D. Lord.  |
| 4   | Coshocton "      | Coshocton.....   | " 10,      | 1             | 120             | Lorin Andrews, W. A. McKee, C. R. Shroye.   | Lorin Andrews   |
| 5   | Guernsey "       | Cambridge.....   | " 10,      | 1             | 30              | Rev. Samuel Findlay, Jr., Prof. R. W. McFarland.  | Rev. Samuel Findlay, Jr.  |
| 6   | Richland "       | Shelby.....      | " 10,      | 1             | 100             | Alex. Bartlett, C. S. Bragg, Dr. Kerr, C. S. Royce, J. W. Sutherland, C. Tracy.                                   |   |
| 7   | Jeff. & Harr'n " | Staubenville...  | " 17,      |               | 60              | Prof. I. W. Andrews, M. D. Leggett, Edwin Regal, C. S. Royce, Dr. Thompson, C. Tracy.                             | Prof. I. W. Andrews, M. D. Leggett, Esq., C. S. Royce, C. Tracy.                                      |
| 8   | Fayette "        | Washington...    | " 17,      | $\frac{3}{4}$ | 35              | D. C. Eastman, J. M. Bell, W. Williams, A. D. Lord.   | A. D. Lord, (3 lectures.)   |
| 9   | Brown "          | Georgetown...    | " 24,      | 1             | 80              | J. W. Davis, E. C. Ellis, Miss C. O. Gray, F. W. Hurtt, D. W. C. Loudon, G. D. Parker, Maj. Wm. Wall, A. D. Lord. | E. C. Ellis, C. Robb, Maj. Wall, Rev. Mr. Wheat, A. D. Lord.  |
| 10  | Greene "         | Cedarville.....  | July 10,   | 2             | 75              | Andrew Amys, T. J. Nelson, D. M. Ure, A. D. Lord.   | A. D. Lord, (3 lectures.)   |
| 11  | Normal Class...  | Dayton.....      | " 10,      | 3             | 80              | Charles Rogers, Mrs. A. E. Stevens.   | H. Mann, Rev. Mr. Davidson, J. Tuckerman, A. D. Lord.   |
| 12  | Butler Co. ....  | Hamilton.....    | " 17,      | 1             | 75              | Hon. H. Mann, J. Tuckerman, A. D. Lord.   |   |
| 13  | Scientific ..... | Marlboro'.....   | " 18,      | 3             | 30              | Alfred Holbrook, D. Parsons, C. S. Royce.   | Hon. Horace Mann.   |
| 14  | Montgomery Co.   | Dayton.....      | " 24,      | 1             | 70              | H. Mann, Charles Rogers, A. C. Fennier, A. C. Tyler, A. D. Lord.  |   |
| 15  | Highland "       | Hillsboro'.....  | Aug. 7,    | 1             | 35              | Isaac Sams, Eli Zink, Rev. E. McKinney, A. D. Lord.   | Rev. J. M. Mathews, J. M. Shockley, A. D. Lord.   |
| 16  | Adams "          | West Union....   | " 16,      | $\frac{3}{4}$ | 30              | E. C. Ellis, G. D. Parker, A. D. Lord.  | A. D. Lord.   |
| 17  | North Western.   | Delta.....       | " 21,      | 1             | 75              | F. Hollenbeck, M. A. Page, D. A. Pease, J. F. Smith.  | F. Hollenbeck.  |
| 18  | Pickaway County  | Circleville..... | " 21,      | 1             | 50              | John Lynch, C. S. Royce, A. D. Lord.  | C. S. Royce, W. T. Coggeshall, A. D. Lord.  |
| 19  | Hancock "        | Findlay.....     | " 28,      | 1             | 70              | F. Hollenbeck, A. Schuyler, J. F. Smith, Mrs. Olmstead, A. D. Lord.   | A. Schuyler, A. D. Lord.  |
| 20  | Athens "         | Athens.....      | " 31,      | $\frac{3}{4}$ | 40              | Rev. I. P. Wethee, P. Murry, C. Grant.  | Prof. Blair, Rev. I. P. Wethee, C. Grant.   |

|    |                            |                          |       |     |     |     |   |  |
|----|----------------------------|--------------------------|-------|-----|-----|-----|---|--|
| 21 | Clinton Co. . . . .        | Wilmington . . . . .     | Sept. | 4,  | 1   | 70  | D. Linton, Esq., A. D. Lord.  | H. H. Barney, Rev. J. B. Dunn, A. D. Lord.   |
| 22 | Coshocton Co. . . . .      | Keno . . . . .           | "     | 4,  | 1   | 50  | R. Q. Beer, M.F. & Mrs. C. R. Shrove, E. Spooner.   | Henry Dawes.   |
| 23 | Morgan " . . . . .         | McConnelsville . . . . . | "     | 11, | 1   | 50  | Dr. W. C. Catlin, Henry Dawes, F. B. Pond.  | H. H. Barney, A. D. Lord.  |
| 24 | Madison " . . . . .        | London . . . . .         | "     | 14, | 5/8 | 34  | W. P. Gibson, A. D. Lord.   | A. D. Lord, (four lectures.)   |
| 25 | Balmont " . . . . .        | Morristown . . . . .     | "     | 18, | 1   | 34  | E. B. Peirce, A. H. Daniels, A. D. Lord.  | H. H. Barney, A. D. Lord.  |
| 26 | Allen " . . . . .          | Lima . . . . .           | Oct.  | 2,  | 1   | 63  | S. E. Adams, J. C. Morris, Geo. Nichols,  | A. J. Rickoff, Cyrus Knowlton.   |
| 27 | Clermont " . . . . .       | Bethel . . . . .         | "     | 2,  | 1   | 50  | Wm. Carter, P. Kidd, J. C. Morris, R. C. Patterson, L. H. Smith.  |  |
| 28 | Holmes " . . . . .         | Berlin . . . . .         | "     | 2,  | 1   | 40  | Members of the Institute.   | C. Tracy.  |
| 29 | Brown " . . . . .          | Georgetown . . . . .     | "     | "   | 1   | 70  | H. H. Barney, C. G. Bartholomew, C. Bartholomew, C. A. Carey, Kate W. Davidson, E. C. Ellis, M. Gilmer, T. W. Gordon, M. D., Ell Kirk, O. F. Ral- | H. H. Barney, Elder N. Dawson, E. C. Ellis, F. W. Hewitt, P. S. Womacks.                                     |
| 30 | Portage " . . . . .        | Ravenna . . . . .        | "     | 9,  | 2   | 130 | M. D. Leggett, L. T. Covell, T. W. Harvey, C. S. Royce, A. D. Lord.   | H. H. Barney, M. D. Leggett, — Carpenter, Esq., Rev. J. B. Walker, J. Markham, W. T. Coggeshall, A. D. Lord. |
| 31 | Richland " . . . . .       | Mansfield . . . . .      | "     | 9,  | 1   | 65  | Jesse Markham, C. Tracy, A. D. Lord.  | Wm. C. Gaston, Esq., Roswell Marsh, Esq.   |
| 32 | Guersey " . . . . .        | Fairview . . . . .       | "     | 16, | 1   | 40  | Rev. S. Findlay, J. L. McCartney, R. W. McFarland.  | L. T. Covell, Rev. Mr. Safford, Rev. A. J. Weddell.  |
| 33 | Jeff. & Harr'n " . . . . . | Cadiz . . . . .          | "     | 16, | 1   | 70  | J. N. Desellon, E. A. Holcomb, Edwin Rogal, W. L. T. Covell, J. L. McCartney, R. W. White.  | Dr. J. Ray, C. Knowlton, Rev. Mr. Hoshour, A. D. Lord.   |
| 34 | Muskingum " . . . . .      | Dresden . . . . .        | "     | 16, | 1   | 60  | L. T. Covell, J. L. McCartney, R. W. Stevenson, T. J. Sage, M. H. Urquhart.   | Alex. Clark, Rev. R. Hays, I. P. Hole, J. G. Hole, C. Tracy, A. D. Lord.                                     |
| 35 | Peeble " . . . . .         | Eaton . . . . .          | "     | 23, | 1   | 75  | J. Eastman, W. B. Hardy, I. S. Morris, A. D. I. P. Hole, J. Markham, C. Tracy, A. D. Lord.  | Prof. I. W. Andrews, Rev. I. P. Wethee.  |
| 36 | Columbiana " . . . . .     | New Lisbon . . . . .     | "     | 30, | 1   | 85  | I. P. Hole, J. Markham, C. Tracy, A. D. Lord.   | S. W. Gilson, Esq., O. N. Hartsborn, Rev. Mr. Strat-   |
| 37 | Athens " . . . . .         | Amosville . . . . .      | Nov.  | 1,  | 3/8 | 40  | Prof. I. W. Andrews, Rev. I. P. Wethee, C. Grant.   | ton.   |
| 38 | Mahoning " . . . . .       | N. Benton . . . . .      | "     | 6,  | 1   | 100 | O. N. Hartsborn, G. W. Clark, J. Williams, P. Knowlton, E. N. Hartsborn.  | H. H. Barney, Rev. Mr. Quigley, D. F. DeWolf, A. D. Lord.  |
| 39 | Seneca " . . . . .         | Tiffin . . . . .         | "     | 6,  | 1   | 75  | D. F. DeWolf, A. Schuyler, A. D. Lord.  | H. H. Barney, J. W. Foster, D. Vaughn, A. D. Lord.   |
| 40 | Warren " . . . . .         | Lebanon . . . . .        | "     | 16, | 3/8 | 62  | C. W. Kimball, A. D. Lord.  |  |
| 41 | Washington " . . . . .     | Marietta . . . . .       | "     | "   | "   |     |   |  |
|    |                            |                          |       |     |     |     | 2,653   |  |

In addition to efforts to increase the circulation of the Journal, the time of the Agent has always been occupied in attending Teachers' Institutes and Conventions, and addressing citizens upon the subject of education. From the first, he has never offered his services, but has rendered them when they were sought, endeavoring always to go where his aid was most needed. The statistics of the Institutes held during the past four years may be briefly presented thus :

| Year. | Attended by the Ag't. | Spring. | Sum. & Fall. | Total. | Members. |
|-------|-----------------------|---------|--------------|--------|----------|
| 1851  | 17                    | 19      | 22           | 41     | 3231     |
| 1852  | 17                    | 9       | 22           | 31     | 2824     |
| 1853  | 15                    | 12      | 26           | 38     | 3738     |
| 1854  | 20                    | 9       | 32           | 41     |          |

The uncertainty felt in the fall of 1853 in regard to a successor to Mr. Andrews prevented several counties from making arrangements for an Institute in the spring, and the fact that his successor could not enter upon his duties till April, precluded him from attending as many in the spring as he might otherwise have done. Still it will be seen from the tables that the usual number have been held. The diminution of the aggregate attendance is attributable to various causes : among these are the fact, that seven of the sessions were held in counties which had never been favored with an Institute before ; and, that eleven of them were held in July and August, (only six had ever been attended in those months in any previous year,) when the intense heat was far from favoring a large attendance.

The regard manifested for these schools by Teachers, and the interest felt in them by citizens, as indicated by the general attendance of large numbers upon the evening lectures and discussions, continue undiminished ; and though Ohio has probably held a larger number of Institutes than any other State, yet such is still the feeling, that, could suitable persons be secured to conduct them, a number equal to that of the counties in the State, could, without doubt, be assembled during the year 1855.

From the summary of the Institutes held during the past four years, it will be seen that the Agent has been able to attend only sixty-nine, and that it would require five years for him to visit every county in the State, without attending a second Institute in any county. The fact that it is impossible to comply with all the invitations received, and that Teachers of experience in this work are generally confined to their own schools during the season for holding Institutes, renders it necessary that many of them should be instructed by persons who have had comparatively little experience in conducting them. This has led to fre-

quent inquiries by letter for a minute description of the mode of conducting all the exercises in these schools, and the undersigned has been requested by Teachers in our own and other States to prepare such a description. To meet this demand the following sketch is presented :

The exercises appropriate to an Institute may be divided into three general classes :

First, A review of the branches required by law to be taught in common schools, with exemplifications, on the black-board, and otherwise, of the mode of teaching and illustrating them to the different classes of pupils ; and the methods of introducing general exercises, and giving instruction upon other subjects which should be taught *orally* in all our schools.

Second, Lectures on the Theory and Practice of Teaching ; the duties of the teacher as an instructor and an educator ; the government and discipline of schools ; and the means of securing regular and punctual attendance, diligence in study, propriety of deportment, etc.

Third, Evening Lectures intended to enlarge the views of Teachers in regard to their duties and relations to their pupils and employers ; and to awaken the whole community to a lively and intelligent interest in the cause of education.

The instruction which it is desirable to have given under the first class of exercises may be arranged under the following heads : first, the English Language ; second, Arithmetic and its applications ; third, Geography, outlines of Chronology and History and the Elements of Civil Polity ; fourth, Penmanship and Drawing ; fifth, Physiology and Hygiene ; sixth, Vocal Music ; seventh, Moral Instruction, the means of cultivating the conscience, and quickening the sense of moral obligation ; eighth, Mental Philosophy ; and, when a portion of these have received sufficient attention, the higher branches of Mathematics, Natural Philosophy, etc., may, with propriety, be introduced.

Under the first of these heads, four courses of lessons may be given, viz : 1. A course of at least five lessons on the subject of Reading, accompanied by remarks on the mode of teaching it, and exercises, by the class, under the direction of the lecturer. 2. Lessons on the elementary sounds and the Orthography of our language, accompanied by exercises in the utterance of the sounds, in orthographic parsing, and instruction upon the best modes of teaching the sounds of the language and the correct spelling and pronunciation of words. 3. Lessons in Etymology, or the analysis of derivative words into their radical parts, prefixes, suffixes, etc. 4. Lessons in English grammar and the

syntactical analysis of the language, accompanied by exercises in different methods of parsing, and instruction in regard to the modes of teaching this science *orally* to younger pupils.

Under the second head it is desirable to have three courses of lessons. 1. Exercises in mental arithmetic, and instruction in the best modes of teaching it to all classes of pupils. 2. A thorough review of the principles of the science of numbers, including a demonstration of the rules, and an analysis of all the operations employed. 3. The application of arithmetic to mensuration, practical geometry, etc.

Under the third head, lessons should be given: 1. Upon mathematical geography, the use of globes, the Tellurian and Planetarium, and the theory of planetary motion, etc. 2. Upon physical geography, the great physical divisions of the earth's surface, the causes of climate, of atmospheric and marine currents, the theory of earthquakes and volcanoes, and a course of lessons on outline maps. 3. Upon civil geography, including a description of the manners, customs, religion and government of the inhabitants of different countries, to which should be added, if possible, something of the history at least of our own country, and a few lessons on the science of government.

Under the head of Penmanship, it is desirable to have instruction given: 1. Upon the mode of teaching the younger pupils to write on slates and on the blackboard. 2. Upon the mode of teaching to older pupils the use of the pen, and upon the culture of the eye and the discipline of the muscles of the hand and arm. 3. Lessons should, if practicable, be given in the principles of Linear Drawing; and the ease with which the art of drawing outline maps upon the blackboard and the slate, and subsequently upon paper, may be acquired, should be clearly set forth, and the utility of the practice, and the importance of having their pupils acquire the ability to sketch any object at pleasure, should be urged upon all Teachers. Perhaps there are few branches in which Teachers are more generally deficient, and in which pupils take less interest than in penmanship. May not this be attributed, mainly, to the neglect of drawing in our schools?

In Physiology, beside a definition of the science, and a general description of the human system and its different classes of organs, it is highly desirable that a simple and intelligible account should be presented of the more important vital functions, including the processes of respiration, digestion, circulation, etc., to which should be added a summary of the general laws of health. This is a subject of the *highest interest to all classes of the community*, and it becomes *Teachers of youth to be well acquainted with the laws of life and health*, that

they may be fully competent to instruct their pupils, and to assist them in forming such habits as will conduce to health and comfort, and guard them against the formation of those which must inevitably injure health and shorten life.

The importance of vocal music as a regular school exercise is now almost universally admitted : the practice of singing, by rote, at least, has been introduced into schools of almost every grade ; and in nearly all the larger towns and cities in our own and other States, provision is made for instruction in the science. Hence Teachers must be preparing themselves for introducing singing into their schools, since in many places the ability to sing is, even now, regarded as one of the essential qualifications of a primary Teacher.

The subject of moral culture and instruction is awakening more interest and receiving a larger share of attention now than at any previous time. The importance of having every department of the subject thoroughly understood by Teachers of every grade can hardly be over-rated : hence the subject should receive a full measure of attention in every Institute.

The importance, to Teachers, of an acquaintance with the philosophy of the human mind, need not, certainly, be urged at the present day. "When ignorance was regarded as a *cutaneous disease*," and the proper mode of effecting its cure was supposed to be by the application of the rod to the affected part, school *masters* might be excused for neglecting to study the laws of *mind* ; but now, when it is understood that no "external application of the tree of knowledge," no mere "pouring in," or "forcing process" can be relied upon in the work of instruction or education, Teachers must endeavor to become acquainted with the nature of that wonderful agent whose powers they are expected to develop. What is needed in the form of instruction in Institutes is not a discussion of intricate questions, or disputed points in metaphysics ; but first an intelligible definition of the science, a brief description of the nature of the human mind, and the more obvious differences between it and the material organization it inhabits ; and second, a correct classification of the faculties of the mind, with a description of the office or function of each, of its appropriate sphere of action, and the proper means for cultivating and developing each, of stimulating those which are inactive, and the means of securing, in short, the harmonious development of every faculty and susceptibility of our nature.

After one or more Institutes have been attended in a county, and the common *branches have been* thoroughly reviewed, it will be easy to



introduce one or more of the higher branches at each succeeding session, and to give more attention to the Science and Art of Teaching, and kindred subjects.

It is not intended to be intimated that all the subjects above enumerated can receive attention in a session of a single week; but the design of the writer is to indicate the kinds of exercises which may be introduced, and thus to aid those who are not familiar with the mode of conducting such schools in marking out for their own Institutes such a course as may be best adapted to their condition and wants.

In order that the Teachers of any county may avail themselves of the benefits of such a course, or even a more extended one, it is only necessary that, having been determined upon, it should be commenced at the first session of an Institute and carried as far as practicable, and resumed at each succeeding session at the point where it was suspended at the close of the preceding, and so continued till the whole has been thoroughly gone over. This method has already been adopted in some counties with excellent results. From the recent report of the Jefferson and Harrison Co. Teachers' Institute, it appears that the plan is in successful operation there. It will be readily seen that by pursuing this, or any similar systematic method, the studies, and the particular topics to be introduced at each session, can be announced at the preceding meeting, or at least some time beforehand, so that all may have the opportunity of reviewing them meanwhile, and thus be prepared to profit, to the greatest possible extent, by the instruction presented. The importance of the adoption of such a plan is becoming more and more apparent from year to year, and its necessity is more deeply felt as the demand for Professional Teachers increases, and the number of persons who design to devote themselves to the employment is proportionally augmented. It is confidently believed by those who have had the best opportunities to judge, that, if Teachers will thus thoroughly review their studies from time to time—will furnish themselves with the facilities for so doing and become accustomed to *take notes* of all the items of instruction given at the Institutes, and then review these notes, and endeavor to apply in the instruction and discipline of their own schools all the valuable ideas they acquire, that these schools may become even more useful than they have heretofore proved.

In his efforts to awaken interest in the cause of popular education, and to arouse the whole community to that degree of activity which its advancement requires, the Agent has not relied upon appeals to the *feelings or the sympathies* of the people, but has endeavored, by the *presentation of pertinent facts, and ascertained statistics, to produce in*

the minds of all who will listen, such an abiding conviction of the importance of a thorough education of all our youth, as will lead to intelligent, vigorous, and persevering effort for the attainment of this end. The plan adopted has been, previous to visiting a county, to obtain all the statistical and other information accessible, and to present the facts as clearly and impressively as possible.

Doubtless one of the principal reasons why people in many parts of the State are slow to adopt improvements in the mode of conducting their schools, or to make liberal appropriations for their maintenance, is the want of full and correct information in relation to the subject. Let the advantages of properly classified schools be clearly set forth; let it be shown that in good Public Schools children can be more thoroughly instructed than they have heretofore been in private schools, at one-half or two-thirds the expense; let it be proved that the expenditure of money for schoolhouses and the maintenance of good schools is one of the most profitable modes of investment both for individuals and communities which can be made; let the relations of ignorance to pauperism and crime be exhibited; let the connection between intelligence and that spirit of enterprise which has given to Ohio her canals, turnpikes, plank-roads, and railroads, and thus brought a market within a convenient distance from almost every farm and workshop, and by this means added thousands and millions to the wealth of the toiling laborers; let it be seen that the diffusion of intelligence cultivates a desire for purer and more refined enjoyments, and thus leads our youth from low and groveling pursuits, vicious amusements and immoral practices, and that the restraints of good schools, the habits of order, and obedience to wholesome regulations which they cherish have a direct tendency to make our youth sober, industrious, law-abiding citizens;—let these truths be impressed upon the minds of all our citizens, and we believe that no town or neighborhood will be willing to be deprived of the benefits which good schools confer.

For the purpose of aiding others who may wish to avail themselves of the use of such statistics, but who may not have access to the sources of information, the following Table has been compiled from the Census of 1850, and the Compendium of the same recently published. From these statistics the condition of every county can be readily ascertained. The column headed "Ratio," shows what proportion of the free whites over 20 years are unable to read and write: thus, in Lawrence county it is one in every three, nearly; in Geauga, one in 2976; and the average for the State is one in 14.59, or nearly one in every fourteen. *The next column indicates the rank of the county in intelligence.*

## EDUCATIONAL STATISTICS OF OHIO, FROM THE CENSUS OF 1850.

| COUNTIES.    | Total population. | Total white population. | Number of whites over 20 years. | Whites over 20, unable to read and write. |        |          |        | Rank of Co. |
|--------------|-------------------|-------------------------|---------------------------------|---|--------|----------|--------|-------------|
|              |                   |                         |                                 | Whole No.                                 | Males. | Females. | Ratio. |             |
| Adams.....   | 18,883            | 18,828                  | 8,184                           | 607                                       | 283    | 324      | 13.48  | 48          |
| Allen.....   | 12,109            | 12,082                  | 4,922                           | 360                                       | 150    | 210      | 13.67  | 46          |
| Ashland....  | 23,813            | 23,810                  | 10,555                          | 211                                       | 73     | 138      | 50.02  | 13          |
| Ashtabula..  | 28,767            | 28,724                  | 14,331                          | 162                                       | 77     | 85       | 88.46  | 5           |
| Athens.....  | 18,215            | 18,109                  | 7,646                           | 506                                       | 230    | 276      | 15.11  | 44          |
| Auglaize...  | 11,338            | 11,251                  | 4,754                           | 145                                       | 66     | 79       | 32.78  | 21          |
| Belmont....  | 34,600            | 33,822                  | 15,253                          | 1,178                                     | 438    | 740      | 12.94  | 52          |
| Brown.....   | 27,332            | 26,469                  | 11,399                          | 1,375                                     | 461    | 914      | 8.29   | 65          |
| Butler.....  | 30,789            | 30,422                  | 14,336                          | 1,354                                     | 557    | 797      | 10.58  | 58          |
| Carroll..... | 17,685            | 17,633                  | 7,808                           | 1,404                                     | 356    | 1,048    | 5.56   | 81          |
| Champaign..  | 19,782            | 19,288                  | 8,620                           | 214                                       | 116    | 98       | 40.28  | 16          |
| Clark.....   | 22,178            | 21,855                  | 10,237                          | 357                                       | 165    | 195      | 28.67  | 25          |
| Clermont.... | 30,455            | 30,043                  | 13,317                          | 2,468                                     | 800    | 1,668    | 5.39   | 83          |
| Clinton..... | 18,838            | 18,240                  | 7,918                           | 1,109                                     | 405    | 704      | 7.13   | 74          |
| Columbiana.. | 33,621            | 33,439                  | 15,675                          | 875                                       | 320    | 555      | 17.91  | 38          |
| Coshocton..  | 25,674            | 25,630                  | 10,734                          | 1,991                                     | 681    | 1,310    | 5.39   | 84          |
| Crawford...  | 18,177            | 18,167                  | 7,762                           | 18  | 7      | 11       | 431.1  | 3           |
| Cuyahoga...  | 48,099            | 47,740                  | 26,058                          | 694                                       | 268    | 426      | 37.54  | 19          |
| Darke.....   | 20,276            | 20,028                  | 8,239                           | 910                                       | 326    | 584      | 9.05   | 63          |
| Defiance.... | 6,966             | 6,947                   | 2,947                           | 266                                       | 92     | 174      | 11.07  | 57          |
| Delaware...  | 21,817            | 21,682                  | 9,509                           | 348                                       | 121    | 227      | 27.32  | 28          |
| Erie.....    | 18,568            | 18,366                  | 9,145                           | 320                                       | 145    | 175      | 28.57  | 26          |
| Fairfield... | 30,264            | 29,984                  | 13,273                          | 1,932                                     | 578    | 1,354    | 6.87   | 76          |
| Fayette....  | 12,726            | 12,435                  | 5,280                           | 728                                       | 248    | 480      | 7.25   | 73          |
| Franklin...  | 42,909            | 41,302                  | 19,761                          | 640                                       | 350    | 290      | 30.87  | 23          |
| Fulton.....  | 7,781             | 7,780                   | 3,255                           | 224                                       | 77     | 147      | 14.53  | 45          |
| Gallia.....  | 17,063            | 15,865                  | 6,630                           | 590                                       | 283    | 307      | 11.23  | 56          |
| Geauga.....  | 17,827            | 17,820                  | 8,928                           | 3   | 2      | 1        | 2976.  | 1           |
| Greene.....  | 21,946            | 21,292                  | 9,831                           | 799                                       | 404    | 395      | 12.30  | 54          |
| Guernsey...  | 30,438            | 30,270                  | 12,995                          | 1,369                                     | 484    | 885      | 9.49   | 62          |
| Hamilton...  | 156,844           | 153,244                 | 81,890                          | 3,154                                     | 1,361  | 1,793    | 25.96  | 32          |
| Hancock....  | 16,751            | 16,725                  | 6,699                           | 491                                       | 122    | 369      | 13.64  | 47          |
| Hardin.....  | 8,251             | 8,237                   | 3,435                           | 126                                       | 47     | 79       | 27.26  | 29          |
| Harrison...  | 20,157            | 19,870                  | 8,943                           | 1,507                                     | 430    | 1,077    | 9.53   | 61          |
| Henry.....   | 3,434             | 3,434                   | 1,497                           | 36  | 17     | 19       | 41.58  | 15          |
| Highland...  | 25,781            | 24,885                  | 10,818                          | 399                                       | 187    | 212      | 27.11  | 30          |
| Hocking....  | 14,119            | 14,002                  | 6,508                           | 850                                       | 340    | 510      | 7.65   | 72          |
| Holmes.....  | 20,452            | 20,447                  | 8,821                           | 319                                       | 143    | 176      | 27.65  | 27          |
| Huron.....   | 26,203            | 26,164                  | 12,611                          | 326                                       | 179    | 147      | 38.68  | 17          |
| Jackson....  | 12,719            | 12,328                  | 4,982                           | 601                                       | 258    | 343      | 8.28   | 66          |
| Jefferson... | 29,133            | 28,468                  | 13,103                          | 286                                       | 123    | 163      | 45.81  | 14          |
| Knox.....    | 28,172            | 28,810                  | 12,788                          | 391                                       | 143    | 248      | 32.70  | 22          |
| Lake.....    | 14,654            | 14,616                  | 7,257                           | 16  | 13     | 3        | 453.5  | 2           |
| Lawrence...  | 15,246            | 14,920                  | 6,216                           | 1,855                                     | 793    | 1,062    | 3.35   | 87          |
| Licking....  | 38,846            | 38,718                  | 18,194                          | 359                                       | 197    | 162      | 50.67  | 12          |

## EDUCATIONAL STATISTICS—Continued.

| COUNTIES     | Total population. | Total white population. | Number of whites over 20 years. | Whites over 20, unable to read and write. |        |          |        | Rank of Co. |
|--------------|-------------------|-------------------------|---------------------------------|---|--------|----------|--------|-------------|
|              |                   |                         |                                 | Whole No.                                 | Males. | Females. | Ratio. |             |
| Logan.....   | 19,162            | 18,626                  | 8,109                           | 215                                       | 94     | 121      | 37.71  | 18          |
| Lorain.....  | 26,086            | 25,822                  | 12,493                          | 242                                       | 105    | 137      | 51.62  | 11          |
| Lucas.....   | 12,303            | 12,224                  | 5,953                           | 392                                       | 182    | 210      | 15.18  | 43          |
| Madison..... | 10,015            | 9,937                   | 4,383                           | 628                                       | 236    | 392      | 6.97   | 75          |
| Mahoning..   | 23,735            | 23,645                  | 11,094                          | 384                                       | 175    | 209      | 28.89  | 24          |
| Marion.....  | 12,618            | 12,597                  | 5,372                           | 308                                       | 115    | 193      | 17.44  | 40          |
| Medina.....  | 24,441            | 24,406                  | 11,313                          | 211                                       | 73     | 138      | 53.61  | 10          |
| Meigs.....   | 17,971            | 17,919                  | 7,670                           | 585                                       | 237    | 348      | 13.11  | 51          |
| Mercer.....  | 7,712             | 7,313                   | 2,915                           | 373                                       | 127    | 246      | 7.81   | 70          |
| Miami.....   | 24,999            | 24,397                  | 11,111                          | 539                                       | 223    | 316      | 20.61  | 36          |
| Monroe....   | 28,351            | 28,282                  | 11,516                          | 1,837                                     | 724    | 1,113    | 6.26   | 77          |
| Montgomery.  | 38,218            | 37,969                  | 17,877                          | 208                                       | 92     | 116      | 85.94  | 6           |
| Morgan.....  | 28,585            | 28,495                  | 11,973                          | 1,002                                     | 369    | 633      | 11.94  | 55          |
| Morrow.....  | 20,280            | 20,262                  | 8,827                           | 913                                       | 254    | 659      | 9.66   | 60          |
| Muskingum.   | 45,049            | 44,418                  | 19,911                          | 1,496                                     | 544    | 952      | 13.30  | 50          |
| Ottawa.....  | 3,308             | 3,307                   | 1,481                           | 272                                       | 126    | 146      | 5.44   | 82          |
| Paulding...  | 1,766             | 1,765                   | 765                             | 62  | 30     | 32       | 12.33  | 53          |
| Perry.....   | 20,775            | 20,746                  | 8,873                           | 1,088                                     | 364    | 724      | 8.16   | 67          |
| Pickaway...  | 21,006            | 20,594                  | 9,076                           | 1,343                                     | 531    | 812      | 6.08   | 78          |
| Pike.....    | 10,953            | 10,335                  | 4,480                           | 1,324                                     | 500    | 824      | 3.38   | 86          |
| Portage..... | 24,419            | 24,361                  | 12,032                          | 174                                       | 79     | 95       | 69.14  | 8           |
| Preble.....  | 21,736            | 21,659                  | 9,796                           | 376                                       | 183    | 193      | 26.05  | 31          |
| Putnam.....  | 7,221             | 7,210                   | 3,006                           | 520                                       | 140    | 380      | 5.78   | 80          |
| Richland...  | 30,879            | 30,812                  | 14,063                          | 175                                       | 72     | 103      | 80.36  | 7           |
| Ross.....    | 32,074            | 30,168                  | 13,802                          | 2,379                                     | 903    | 1,476    | 5.80   | 79          |
| Sandusky...  | 14,305            | 14,258                  | 6,059                           | 754                                       | 297    | 457      | 8.03   | 68          |
| Scioto.....  | 18,428            | 18,217                  | 8,291                           | 79  | 55     | 24       | 104.9  | 4           |
| Seneca.....  | 27,104            | 26,953                  | 11,852                          | 360                                       | 231    | 129      | 32.92  | 20          |
| Shelby.....  | 13,958            | 13,551                  | 5,825                           | 673                                       | 223    | 450      | 8.65   | 64          |
| Stark.....   | 39,878            | 39,719                  | 17,902                          | 728                                       | 259    | 469      | 24.59  | 33          |
| Summit.....  | 27,485            | 27,364                  | 12,969                          | 744                                       | 232    | 512      | 17.43  | 41          |
| Trumbull...  | 30,490            | 30,425                  | 14,528                          | 224                                       | 87     | 137      | 64.85  | 9           |
| Tuscarawas.  | 31,761            | 31,672                  | 13,469                          | 1,682                                     | 505    | 1,177    | 8.00   | 69          |
| Union.....   | 12,204            | 12,076                  | 5,112                           | 666                                       | 276    | 390      | 7.67   | 71          |
| Van Wert...  | 4,793             | 4,746                   | 2,009                           | 116                                       | 63     | 53       | 17.31  | 42          |
| Vinton.....  | 9,353             | 9,246                   | 3,621                           | 989                                       | 284    | 705      | 3.66   | 85          |
| Warren.....  | 25,560            | 24,958                  | 11,987                          | 681                                       | 245    | 436      | 17.60  | 39          |
| Washington.  | 29,540            | 29,150                  | 12,350                          | 1,199                                     | 462    | 737      | 10.30  | 59          |
| Wayne.....   | 32,981            | 32,953                  | 14,955                          | 723                                       | 200    | 523      | 20.68  | 35          |
| Williams...  | 8,018             | 8,018                   | 3,305                           | 176                                       | 49     | 127      | 18.77  | 37          |
| Wood.....    | 9,157             | 9,139                   | 3,860                           | 17  | 6      | 11       | 227.0  | 34          |
| Wyandot...   | 11,191            | 11,145                  | 4,913                           | 300                                       | 126    | 174      | 13.37  | 49          |
| Totals....   | 1,980,329         | 1,955,050               | 890,838                         | 61,030                                    | 22,994 | 38,036   | 14.59  |             |

For the purpose of showing the comparative condition of our own and other States, the following table has been compiled :

STATISTICS OF THE WHITE POPULATION OF THE UNITED STATES ACCORDING TO THE CENSUS OF 1850.

| STATES, ETC.      | Total.     | Under 20 years. | Over 20 Years. |                         |              |                | Number attending School. |
|-------------------|------------|-----------------|----------------|-------------------------|--------------|----------------|--------------------------|
|                   |            |                 | Whole No.      | Unable to read & write. | Per cent of. | Rank of State. |                          |
| Alabama           | 426,514    | 248,097         | 178,417        | 33,757                  | 7.91         | 23             | 62,778                   |
| Arkansas          | 162,189    | 97,402          | 64,787         | 16,819                  | 10.37        | 30             | 23,350                   |
| California        | 91,635     | 11,378          | 80,257         | 5,118                   | 5.58         | 17             | 992                      |
| Connecticut       | 363,099    | 153,862         | 209,237        | 4,739                   | 1.30         | 3              | 82,433                   |
| Delaware          | 71,169     | 36,873          | 34,296         | 4,536                   | 6.37         | 21             | 14,216                   |
| Florida           | 47,203     | 25,898          | 21,305         | 3,859                   | 8.17         | 24             | 4,746                    |
| Georgia           | 521,572    | 303,798         | 217,774        | 41,200                  | 8.99         | 28             | 77,015                   |
| Illinois          | 846,034    | 476,823         | 369,213        | 40,054                  | 4.85         | 15             | 181,969                  |
| Indiana           | 977,154    | 565,179         | 411,975        | 70,540                  | 7.22         | 22             | 220,034                  |
| Iowa              | 191,881    | 110,609         | 81,273         | 8,120                   | 4.23         | 13             | 35,456                   |
| Kentucky          | 761,413    | 429,043         | 332,370        | 66,687                  | 8.74         | 27             | 130,917                  |
| Louisiana         | 255,491    | 121,458         | 134,033        | 21,221                  | 8.30         | 25             | 32,898                   |
| Maine             | 581,813    | 288,396         | 293,417        | 6,147                   | 1.05         | 2              | 185,941                  |
| Maryland          | 417,943    | 208,084         | 209,859        | 20,815                  | 4.98         | 16             | 60,447                   |
| Massachusetts     | 985,450    | 416,917         | 568,533        | 27,513                  | 2.79         | 9              | 220,781                  |
| Michigan          | 395,071    | 210,831         | 184,240        | 7,912                   | 2.00         | 5              | 105,754                  |
| Mississippi       | 295,718    | 172,496         | 123,222        | 13,405                  | 4.53         | 14             | 48,803                   |
| Missouri          | 594,004    | 334,936         | 257,068        | 36,281                  | 6.12         | 19             | 95,245                   |
| New Hampshire     | 317,456    | 137,224         | 180,232        | 2,957                   | .93          | 1              | 88,148                   |
| New Jersey        | 465,509    | 230,849         | 234,660        | 14,248                  | 3.06         | 11             | 89,775                   |
| New York          | 3,048,325  | 1,436,113       | 1,612,212      | 91,293                  | 2.99         | 10             | 687,874                  |
| North Carolina    | 553,028    | 301,106         | 251,922        | 73,566                  | 13.30        | 31             | 100,591                  |
| Ohio              | 1,955,050  | 1,064,212       | 890,838        | 61,030                  | 3.12         | 12             | 512,278                  |
| Pennsylvania      | 2,258,160  | 1,162,874       | 1,095,286      | 66,928                  | 2.50         | 8              | 498,111                  |
| Rhode Island      | 143,875    | 62,270          | 81,605         | 3,340                   | 2.32         | 7              | 28,359                   |
| South Carolina    | 274,563    | 149,322         | 125,241        | 15,684                  | 5.71         | 18             | 40,293                   |
| Tennessee         | 756,836    | 440,627         | 316,209        | 77,522                  | 10.21        | 29             | 146,130                  |
| Texas             | 154,034    | 85,869          | 68,165         | 10,525                  | 6.18         | 20             | 19,369                   |
| Vermont           | 313,402    | 145,989         | 167,413        | 6,189                   | 1.97         | 4              | 92,152                   |
| Virginia          | 894,800    | 481,372         | 413,428        | 77,005                  | 8.60         | 26             | 109,711                  |
| Wisconsin         | 304,756    | 156,175         | 148,581        | 6,361                   | 2.08         | 6              | 56,354                   |
| District Columbia | 37,941     | 18,400          | 19,541         | 1,457                   | 3.84         | ..             | 6,103                    |
| Minnesota         | 6,038      | 2,656           | 3,382          | 649                     | 10.74        | ..             | 207                      |
| New Mexico        | 61,525     | 31,572          | 29,953         | 25,085                  | 40.77        | ..             | 466                      |
| Oregon            | 13,087     | 6,499           | 6,588          | 157                     | 1.38         | ..             | 1,875                    |
| Utah              | 11,330     | 6,223           | 5,107          | 153                     | .25          | ..             | 2,035                    |
| Totals            | 19,553,068 | 8,692,184       | 10,860,884     | 962,898                 | ..           | ..             | 4,063,046                |
| Native            | 17,312,487 | ..              | 9,516,538      | 767,784                 | 4.55         | ..             | ..                       |
| Foreign           | 2,240,581  | ..              | 1,344,346      | 195,114                 | 8.71         | ..             | ..                       |

In speaking of the facts exhibited above, the superintendents of the census remarks : " In New England, so admirable is the school system

and so deserving of all imitation, that only one person in every four hundred, of the native whites over twenty years, is incapable of reading and writing. In the south and southwest the number is one in about twelve; in the territories one in about six; in the slaveholding States one in twelve; in the non-slaveholding one in forty; and in the whole Union one in about twenty-two."

"The proportion of pupils to the whole population has increased largely (since the census of 1840,) in the several sections. The proportion for the Union has increased from 13.189 to 20.14 per cent. In consequence of the large influx of foreigners, the whites over twenty who can not read and write has increased in every section, and in the United States from 3.77 to 5.03 per cent. The proportion of foreign illiterate is twice that of the native."

The statistics of the counties in our own State are presented without comment: it is highly important that all who feel an interest in the cause of education should be familiar with the real condition of our people, with facts in view of which they should labor. It is hoped that teachers, editors, and the friends of education generally will use them to arouse the whole community to the necessity of effort to prevent the increase of ignorance among us.

The Agent has been greatly indebted to the School Examiners in most of the counties visited for their active coöperation with him and the teachers in efforts for the improvement of schools and teachers. These officers have in a large number of counties, engaged in the discharge of their duties with a very commendable spirit. By the thoroughness of their examinations they have induced many who were incompetent to withdraw entirely from the employment of teaching, and thus to leave to others than those "who can not teach and will not learn," the work of instruction; while by their judicious management, they have indicated to others who, though desirous to do well, were deficient in some branches, the course they should pursue in order to fit themselves thoroughly for their work.

The convention of School Examiners held just before our annual meeting, marks a new era in our history, and if its meetings are continued as contemplated they must result in great good.

STATISTICS OF UNION AND PUBLIC SCHOOLS FOR 1854.

| NAMES OF CITIES AND TOWNS. | Population. | Children and youth bet 5 and 19 years of age | No. enrolled. | General attendance. | When organized. | Under what law. | No. of Mills Special Tax. | Rate of Tuition to Residents. | Charge for Non-residents. | Income from Non-residents. | Value of Libraries. | Value of Apparatus, etc. | No. of Buildings. | Value of Buildings and Grounds. | Annual Expense of Schools. | Average Expense per Scholar in Public Schools. | Average Expense in Private Schools. | No. of Weeks in School Year. | SUPERINTENDENT. |         |       | TEACHERS. |         |                 |     |
|----------------------------|-------------|--|---------------|---------------------|-----------------|-----------------|---------------------------|-------------------------------|---------------------------|----------------------------|---------------------|--------------------------|-------------------|---------------------------------|----------------------------|--|-------------------------------------|------------------------------|-----------------|---------|-------|-----------|---------|-----------------|-----|
|                            |             |  |               |                     |                 |                 |                           |                               |                           |                            |                     |                          |                   |                                 |                            |  |                                     |                              | Name.           | Salary. | No.   | Male.     | Female. | Average Salary. | No. |
| Akron                      | 4,500       | 1360   | 875           | 815                 | 703             | .....           | Free                      | \$3 to 4                      | \$160                     | \$50                       | \$250               | 8                        | \$20,000          | \$5,000                         | \$7 11                     | \$14 00  | 40                                  | S. F. Cooper                 | \$700           | 14      | 2     | \$300     | 19      | 2900            |     |
| Athens                     | 1,200       | 495  | 316           | .....               | 160             | 1853            | .....                     | 4.50 to 9                     | 37                        | .....                      | .....               | 1                        | 3,700             | 1,200                           | 7 14                       | 12 00  | 42                                  | C. Grant                     | 500             | 4       | ..... | 4         | 185     |                 |     |
| Bainbridge                 | 800         | 240  | 107           | .....               | 167             | 1850            | .....                     | 3 to 5                        | 125                       | .....                      | .....               | 1                        | 18,000            | 1,200                           | 12to40                     | 39   | 40                                  | J. R. Kingery                | 500             | 3       | ..... | 2         | 250     |                 |     |
| Bellefontaine              | 2,300       | 898  | 496           | .....               | 167             | 1852            | .....                     | 9 to 18                       | .....                     | 50                         | .....               | 2                        | 2,300             | 1,625                           | 6 00                       | 11 00  | 40                                  | David Parsons                | 800             | 8       | 3     | 366       | 5       | 320             |     |
| Bellevue                   | 1,500       | 424  | 312           | 279                 | 206             | 1850            | .....                     | 8 to 12                       | 71                        | 30                         | .....               | 2                        | 1,650             | 1,650                           | .....                      | .....  | 36                                  | J. H. Holton                 | 500             | 5       | ..... | 4         | 190     |                 |     |
| Canal Dover                | 1,800       | 628  | 420           | 350                 | 251             | 1849            | .....                     | 4 to 12                       | .....                     | 400                        | .....               | 1                        | .....             | 850                             | 4 83                       | .....  | 45                                  | J. H. Holton                 | 500             | 5       | ..... | 5         | 190     |                 |     |
| Canal Fulton               | 1,000       | 302  | 240           | .....               | 176             | .....           | .....                     | 6 to 15                       | .....                     | .....                      | .....               | 1                        | 35,000            | 30,000                          | 10 00                      | 28 00  | 40                                  | H. H. Barnes                 | 300             | 1       | ..... | 2         | 150     |                 |     |
| Circleville                | 5,000       | 1224   | 980           | .....               | 647             | 1852            | .....                     | 7 to 17                       | 500                       | 375                        | 250                 | 1                        | 35,000            | 30,000                          | 10 00                      | 28 00  | 40                                  | John Lynch                   | 1200            | 14      | 2     | 650       | 12      | 333             |     |
| Cincinnati                 | 41,000      | .....  | 3955          | .....               | 3017            | 1836            | .....                     | .....                         | .....                     | 500                        | 550                 | 14                       | 105,000           | 30,000                          | 14,492                     | 9 54   | 12to45                              | 42                           | Andrew Freese   | 1500    | 65    | 14        | 700     | 51              | 280 |
| Columbus                   | 25,000      | 5005   | 1991          | 1519                | 1343            | 1850            | special                   | 12 to 20                      | 50                        | 1148                       | 500                 | 5                        | 30,000            | 14,492                          | 9 54                       | 12to45   | 42                                  | D. P. Mayhew                 | 1200            | 32      | 8     | 780       | 24      | 300             |     |
| Coshocton                  | 1,500       | 378  | 282           | 174                 | 148             | 1847            | .....                     | 9 00                          | .....                     | 75                         | 1                   | 8,000                    | 1,800             | 1,800                           | 8 00                       | .....  | 39                                  | W. A. McKee                  | 700             | .....   | ..... | 3         | 200     |                 |     |
| Cynthiana                  | 900         | 448  | 206           | 135                 | 118             | 1853            | .....                     | 9 00                          | .....                     | 20                         | 4500                | 20                       | 6,000             | 1,700                           | 11 34                      | 16 00  | 42                                  | M. J. Turrill                | 450             | .....   | ..... | 3         | 204     |                 |     |
| Dufur                      | 2,000       | 446  | 250           | 180                 | 150             | 1851            | .....                     | 8 to 16                       | 75                        | 100                        | 1,000               | 10                       | 1,500             | 1,700                           | 11 34                      | 16 00  | 42                                  | J. R. Kinney                 | 600             | 6       | 3     | 350       | 2       | 200             |     |
| Easton                     | 1,800       | 512  | 320           | 230                 | 205             | 1850            | special                   | 10 00                         | .....                     | 10                         | 10                  | 45                       | 4,500             | 2,000                           | 5 00                       | 10 00  | 42                                  | L. S. Morris                 | 500             | 4       | 2     | 275       | 2       | 236             |     |
| Franklin                   | 1,400       | 512  | 412           | 332                 | 205             | 1853            | .....                     | 8 to 20                       | 75                        | .....                      | 115                 | 1                        | 5,500             | 2,000                           | 4 85                       | 24 00  | 44                                  | W. T. Hawthorne              | 600             | 4       | ..... | 4         | 945     |                 |     |
| Fredericktown              | 1,200       | 375  | 238           | 202                 | 187             | 1853            | .....                     | 8 to 20                       | .....                     | 50                         | 55                  | 1                        | 3,500             | 1,400                           | 5 80                       | 24 00  | 40                                  | Wm. Mitchell                 | 700             | 3       | 1     | 250       | 9       | 800             |     |
| Fredericktown              | 800         | 402  | 260           | .....               | 146             | 1848            | .....                     | 8 to 20                       | 250                       | 50                         | .....               | 2                        | 7,000             | 712                             | 4 75                       | 18 00  | 43                                  | Acting Manager               | 700             | 3       | 1     | 367       | 3       | 175             |     |
| Hamilton                   | 5,300       | 1004   | 484           | 400                 | 384             | 1851            | .....                     | .....                         | .....                     | 50                         | 120                 | 2                        | 10,000            | 3,807                           | 7 25                       | 16 00  | 40                                  | J. R. BURGESS                | 500             | 9       | 3     | 500       | 6       | 250             |     |
| Hamlet                     | 700         | .....  | 195           | 150                 | 151             | .....           | .....                     | 12 00                         | .....                     | .....                      | .....               | 1                        | 4,000             | 600                             | 4 44                       | .....  | 36                                  | H. R. Breckenridge           | 350             | 1       | ..... | 1         | 280     |                 |     |
| Hannoverton                | 1,250       | 430  | 427           | 240                 | 205             | 1849            | .....                     | 4 to 16                       | 110                       | 75                         | 100                 | 1                        | 4,000             | 2,650                           | 6 00                       | .....  | 42                                  | John Giles                   | 500             | 5       | ..... | 5         | 250     |                 |     |
| Lebanon                    | 3,000       | 908  | 450           | 400                 | 350             | 1850            | .....                     | 10 to 20                      | 100                       | 30                         | 50                  | 1                        | 12,000            | 4,500                           | 6 00                       | 25 00  | 44                                  | C. W. Kimball                | 900             | 7       | 2     | 400       | 5       | 280             |     |
| London                     | 1,200       | 285  | 260           | 155                 | 115             | 1852            | .....                     | 8 to 20                       | 50                        | 10                         | 35                  | 3                        | 4,000             | 1,900                           | 7 31                       | .....  | 44                                  | W. P. Gibson                 | 700             | 3       | ..... | 3         | 275     |                 |     |
| Mansfield                  | 4,500       | 1474   | 840           | 693                 | 641             | 1853            | .....                     | 6 to 12                       | .....                     | 87                         | 50                  | 5                        | 10,000            | 6,000                           | 5 93                       | None   | 40                                  | R. M. Merrill                | 650             | 13      | 2     | 450       | 11      | 235             |     |

|                 |        |      |      |     |      |      |       |       |         |          |     |     |      |       |        |        |       |       |                |                   |                  |      |     |     |     |     |
|-----------------|--------|------|------|-----|------|------|-------|-------|---------|----------|-----|-----|------|-------|--------|--------|-------|-------|----------------|-------------------|------------------|------|-----|-----|-----|-----|
| Marietta.....   | 4,500  | 1426 | 1200 | 594 | 550  | 1849 | Akron | 3     | Free    | 8 to 24  | 250 | 150 | 90   | 7     | 14,000 | 3,899  | 6 50  | 18 00 | 40             | E. D. Kingsley    | 750              | 15   | 31  | 400 | 12  | 250 |
| Noroesville ..  | 1,105  | 377  | 268  | 197 | 167  | 1852 | 1849  | 3 1/2 | "       | 6 to 12  | 75  | 50  | 20   | 2     | 3,000  | 1,250  | 7 00  | 00    | 44             | A. B. Cornell     | 550              | 3    | 1   | 440 | 2   | 185 |
| Newark .....    | 5,500  | 1423 | 1022 | 750 | 678  | 1845 | Akron | 3     | "       | 8 to 20  | 200 | 560 | 100  | 4     | 6,000  | 6,000  | 6 00  | 00    | 44             | Rev. Alex. Duncan | 800              | 20   | 4   | 346 | 16  | 200 |
| New Richmond    | 3,000  | 504  | 419  | 325 | 196  | 1852 | 1849  | 4     | "       | 4 to 8   | 300 | 55  | 70   | 2     | 2,000  | 1,416  | 5 77  | 40 00 | 43             | L. H. Smith       | 500              | 4    | 1   | 315 | 3   | 237 |
| Painesville ..  | 2,000  | 746  | 534  | 425 | 1851 | 1849 | 4     | 3 1/2 | "       | 6 to 12  | 500 | 300 | 150  | 4     | 8,000  | 4,17   | 4 17  | 00    | 40             | Geo. E. Howe      | 800              | 10   | 2   | 400 | 8   | 218 |
| Perrysburg ..   | 1,600  | 518  | 618  | 350 | 319  | 1848 | 1849  | 5 1/2 | "       | 13 to 16 | 200 | 30  | 1000 | 1     | 2,000  | 2,400  | 4 00  | None  | 44             | F. Hollenbeck     | 600              | 5    | 1   | 500 | 4   | 250 |
| Plymouth .....  | 800    | 275  | 209  | 155 | 1849 | 1849 | 4     | 3     | 6 to 12 | 8 to 16  | 200 | 33  | 55   | 1     | 2,500  | 1,430  | 5 20  | None  | 40             | J. Markham        | 700              | 1    | ... | 3   | 200 |     |
| Rossco .....    | 2,000  | 526  | 353  | 326 | 250  | 1849 | 1849  | 3 1/2 | Free    | 6 to 16  | 90  | 175 | 40   | 1     | 10,000 | 3,450  | 5 00  | None  | 40             | Alex. Bartlett    | 550              | 3    | ... | 3   | 200 |     |
| Rossco .....    | 700    | 307  | 206  | 197 | 1851 | 1849 | 3     | 3     | "       | 12 00    | ... | ... | 40   | 1     | 4,000  | 1,340  | 5 33  | None  | 40             | Charles R. Shreve | 550              | 3    | ... | 3   | 230 |     |
| Rossco .....    | 2,000  | 590  | 352  | 326 | 206  | 1852 | 1849  | none  | "       | 12 to 30 | 600 | ... | 28   | 2     | 1,000  | 1,700  | 8 25  | None  | 39             | None              | 5                | 2    | 450 | 2   | 220 |     |
| Salem .....     | 2,600  | 617  | 353  | 345 | 1853 | 1849 | none  | none  | "       | 8 to 16  | 400 | 185 | 150  | 7     | 75,000 | 3,200  | 10 50 | 15 00 | 40             | A. Holbrook       | 1300             | 8    | 1   | 300 | 7   | ... |
| Troy .....      | 11,000 | 2240 | 1220 | ... | 806  | 1849 | Akron | none  | "       | 8 to 10  | 24  | 400 | 185  | 370   | 1      | 14,000 | 4,040 | 9 50  | None           | 42                | Rev. Anson Smyth | 1800 | 22  | 9   | 12  | ... |
| Toledo .....    | 3,150  | 685  | 550  | 413 | 348  | 1853 | 1849  | 4     | "       | 10 to 24 | 614 | ... | 1    | 8,046 | 6,532  | ...    | ...   | 44    | Wm. N. Edwards | 800               | 8                | 1    | 600 | 7   | 235 |     |
| Walnut Hills .. | 3,000  | 572  | 408  | 450 | 430  | 1848 | 1849  | 2 1/2 | "       | 6 to 12  | 50  | ... | 50   | 4     | 2,600  | 2,679  | 4 40  | ...   | 42             | James Marvin      | 900              | 9    | ... | 9   | 217 |     |
| West Liberty .. | 1,200  | 360  | 204  | 120 | 140  | 1850 | Akron | 1 1/2 | "       | 12 to 20 | 75  | ... | 35   | ...   | 4,000  | 1,800  | 9 00  | 12 00 | 43             | R. E. Petit       | 400              | 3    | 1   | 550 | 2   | 200 |

By comparing the statistics of public schools for 1852 and 1853 with the above, some very interesting facts are elicited. The gradual but regular increase of the salaries of Superintendents and Principals, as well as Teachers of every grade, was illustrated in the Report of the Executive Committee in the last number. An equally striking proof of the prosperity of the schools, and of the estimation in which they are held by the people, is found in the large increase in sums which have been invested in school buildings and grounds. The value of their school buildings in 1852 and 1854, are thus reported for the following towns :

|                  |          |          |
|------------------|----------|----------|
|                  | 1852.    | 1854.    |
| Circleville..... | \$25,000 | \$35,000 |
| Columbus.....    | \$15,000 | \$30,000 |
| Cleveland .....  | 54,000   | 105,000  |
| Toledo.....      | 17,500   | 78,000   |



From the facts here reported and others equally well known, it is confidently believed that the Public Schools in our towns and cities are in successful operation ; that they are accomplishing the work for which they are sustained. So far as is known, the people, in nearly every instance, pay the taxes for their support cheerfully, being satisfied that they receive full equivalent for the money thus expended.

The Common Schools throughout the State have been more successfully conducted during the past, than during any preceding year: the evidences of this fact will be found in the Report of the Commissioner soon to appear.

Among the indications of progress during the past year may be named, the inauguration of a gentleman, long distinguished for his services in the cause of popular education, to the presidency of one of the oldest and best endowed colleges in the State ; and the election of a successful professional teacher to the place of Superintendent of the Public Schools of our largest city ; the organization of systems of Public Schools in Bellefontaine, Steubenville, Athens, Bainbridge, and several other towns ; the reorganization of their schools on a larger scale in Tiffin, Findlay, Hamilton and Republic ; the erection of valuable buildings in Toledo, Bellefontaine, Piqua, Zanesville and Newark ; the experiment of a Scientific Institute continued for three weeks ; and the introduction of Teachers' Institutes into some six counties in which they have not before been held.

In concluding his report, the undersigned would return his sincere thanks to his fellow teachers and the friends of education, for their hearty coöperation with him in the labors he has been called to perform ; and would indulge the hope that the coming year may bring a much larger measure of prosperity to our schools, and of progress in the cause of education, than any which has preceded it.

Respectfully submitted,

A. D. LORD.

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## Endowed Institutions for Females.

### NUMBER I.

Their importance is underrated. That the importance of a higher degree of mental and moral culture for females, than is given in our public schools generally, and the consequent importance of endowing Institutions for that purpose is underrated, is asserted in full view of the

facts of the case, — the greatly increased, and constantly increasing, attention to, and interest in, public schools, the liberal and enlightened public sentiment and State policy whose benign influence is beginning to be felt throughout our land, the multiplication of Union and Normal Schools, Academies, Female Seminaries and Colleges. These facts do indeed tell a pleasing tale; they tell us that the community, the *country*, is *awaking* to the importance of *general education*; but they do not tell that the community is yet *sufficiently* awake on the subject of *male* education even, while other facts tell us plainly, that the community is yet asleep on the subject of *female* education. God grant that it be not a sleep that knows no waking.

It needs no proof, that, in the sight of Him who made them both, man and woman are *alike* precious, and the highest cultivation of all the faculties and powers with which He has so richly endowed both must be pleasing to Him. He would never have given them powers of mind so nearly *equal*, and yet differing, with the design that the powers of the one should be highly cultivated, and those of the other but partially so, or not at all. The *possession* of any faculty, of body or mind, *implies* its use, its discipline.

To woman herself the possession of a highly cultivated intellect, a well stored mind, a refined and correct taste, power of thought, and logical reasoning, are as rich a boon as to man. She is as quick to appreciate and enjoys with as keen a relish, the advantages which flow from such possession. She imparts to others, from her store of knowledge, with as great, yea greater facility, and she feels as deeply, as man, when deprived of the means of mental cultivation.

To the *race*, her education is, if possible, of greater importance than is that of man, for by her is the race educated. To say nothing of that principle in our nature, in obedience to which, the mind of the child is the reflection, as in a mirror, of the mother's mind; during all the long days and nights, the weeks, months and years, of infancy, childhood and youth, the mother is incessantly stamping, with an indelible impress, upon the mind of the child, each line and feature of her own character, whether religious or irreligious, moral or immoral, highly intellectual or the reverse. Give us mothers *properly trained*, physically, intellectually and morally, and they will give us sons with healthy bodies and sound minds, — with native intellect, such that they *can* and *will* base upon it an education such as man needs, to make him *truly man*, to fit him for that headship for which his Creator designed him. Nor is this all. Woman was made to be the *companion*

of man — “ a *help meet* for him.” This she cannot be, in the highest and best sense, while greatly his inferior in mental discipline and furniture. In order to be a “ meet,” or suitable companion, and truly a help for him, she must be able to participate with him in the pleasures which he finds in his studies and his favorite pursuits, as well as cook a favorite dish or superintend the work of the kitchen. There has been a vast deal of senseless talk, in these latter days, about “ woman’s rights;” and while I most firmly believe that woman has been and is, *most deeply wronged* by the modern would-be advocates of her rights, I as firmly believe that she has certain “ inalienable rights ” of which she has hitherto been virtually deprived ; among which are the means and opportunities for acquiring an education, in the highest and best sense of that term ; an education not in all respects *alike*, but in all respects equivalent to that of man ; and differing from his, only to be the more perfectly adapted to her peculiar circumstances and sphere in life. It is this right, the *importance* of which, we claim is *underestimated*. If, then, the thorough education of the male, and the like education of the female be of equal importance, *both call, alike, for the sympathy and aid of a benevolent public* ; and if this sympathy and aid be given to the one, while its importance is *not overestimated*, if *withheld* from the other it is proof positive that *its* importance to the latter is underrated. And now what are the facts in the case ? There are in the United States one hundred and nineteen Colleges, forty-four Theological, thirty-seven Medical and eight Law Schools, and all these two hundred and eight, (or nearly all,) are endowed, many of them liberally endowed, supplied, generally, with able Faculties, suitable buildings, large libraries and good apparatus. The money thus invested amounts to many millions of dollars, and all this, be it remembered, is for the education of *males, after leaving* the Public School, and Academy. Through *these* schools, females are allowed an equal chance with males, but beyond these she receives little or no aid from the charitable public. For her there are very few endowed Institutions, and even these few are so slightly endowed as scarcely to deserve the name. Indeed the subject of higher female education is regarded as of so little consequence, that I look in vain for statistics respecting this class of schools. Surely here is evidence sufficient, that the importance of Female Education is underrated throughout the country ; and the State of Ohio offers no exceptions to this. There are in Ohio at least twelve Institutions, *deserving* as well as bearing the name of College, beside perhaps as many more *styled* Colleges, seven or eight Theological Se-

minaries, and four Medical Schools. All these are established, endowed and sustained wholly or in part by public charity ; and all this is for Ohio's sons, exclusively. Has Ohio done anything commensurate with this for her daughters? Nothing. She has not invested for the education of her daughters as many thousands as she has hundred thousands for that of her Sons. These things ought not so to be.

GRANVILLE FEMALE SEMINARY.

S. N. S.

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PROFESSIONAL.

The Study of Botany.

How wonderful are the phenomena of life and death in the vegetable world ! A few months since, the numerous tribes of plants instinct with life, inhabited every valley, plain, and hill, every pool and shore. The glorious robes of vegetation clothed the whole face of Nature. But all this is past. Perished are those glowing forms of life and beauty. Those leafy robes now lie abject, sordid, and rotting, and the forests are naked, brown and silent.

Language like this is the common-place of sentimental writers, and equally common is the poetry which celebrates the revival of floral beauty in Spring. The sadness which we naturally feel for the decay of those lovely creations which late animated the face of dead mineral matter, is alleviated by our confident expectation of their resurrection at hand. But let the light of all experience in regard to the renovation of the plant be shut out from our minds,—should we then look for the reanimation of those interesting forms again? Should we dare to hope that those desolate fields and those naked forests would ever again wave with such a sea of verdure? Such a hope would be regarded as altogether unreasonable. But it is even so. A few weeks will realize this annual miracle of nature. From every clod of earth, from every mouldering log, every twig of the forest spray, glowing forms of life will come forth, and none will welcome them with half so much delight as the intelligent botanist.

After the examination of our first Spring flower, *Erigenia bulbosa*, the Blood-root will next afford an easier task ; and the Spring-beauty and *Anemone* will be also readily traced by analysis to their respective abodes in the grand system. Then comes the task ! when May and June crown every copse, hedge and shade with multiform and innumera

ble blossoms. Swiftly must the student fly from flower to flower if he would keep pace with nature. But this he must and will do, or he is no botanist worthy the name; and little credit will be due him, if at the end of his Summer studies he has not two hundred species recorded in his catalogue of local plants, and half as many duplicates in his herbarium.

Among our native plants which most sorely try the patience and skill of students in our Class-Book are the following: *Dentaria diphylla*, *Laciniata*, &c., (Tooth-root) of the Order Cruciferæ, adorning our woods in April and May, have leaves of so dubious a character as often to deceive the student. These are radical, with long stalks, *alternate* (as in the Crucifers generally), but often wanting when the plant is in flower. Those leafy appendages on the stem (bracts) are usually *opposite*; but to avoid error in analysis we must regard these plants as alternate-leaved.

*Jeffersonia diphylla* (rheumatism-root), opens its large white flowers in April. The true character of its leaves is perplexing. Although generally regarded as radical, and binate, yet the more obvious view of them is adopted in our "Synopsis;" viz: that the leaves are opposite, a single pair surmounting each radical stalk. By this somewhat artificial construction of its leafy character, a specimen of this fine plant will lead the student directly to the Order Berberidaciæ.

*Leontice thalictroides*, of the same Order, with greenish flowers opening in June, requires a similar interpretation of its leafy character. Regarding its leaflets as opposite leaves, there is no difficulty in tracing this plant also to the Berberids. A change in our "Synopsis" which would obviate the necessity of this artifice is, however, desirable.

*Sedum termatum*, a well known, prostrate, thick-leaved, May-plant of our woods, requires, also, a little artifice, for its ready analysis, on account, perhaps, of an imperfection in our tables. The Natural Order Crassulaceæ, to which it belongs, has in general the character of distinct ovaries; yet in some of its genera the ovaries are more or less united. In *Sedum* the ovaries are scarcely distinct, nor yet scarcely united, and this latter view (ovaries compound) is adopted in our Synopsis. Observe also that the central flower, which is 5-parted, the others being 4-parted, is the one regarded in the analysis of the genera.

*Meconopsis diphylla*, of the Poppyworts, rough-leaved and with golden yellow flowers, appearing in May, can scarcely be said to have *spinous* leaves with us, although such is the character generally

ascribed to it by authors, and too hastily adopted in our analysis of the genera.

These are all the species known to me at present which require any artificial interpretations in order to guide the student correctly through our Synopsis of the Natural Orders: while a thousand other species will conduct him unerringly through the intricate windings of analysis, each to its own place in the great System of Nature. Should other difficulties occur in the experience of our readers, we are always grateful for their criticisms or suggestions.

COLLEGE HILL, March 26, 1855.

ALPHONSO WOOD.

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### Singing in School.

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There is too little attention paid to the matter of singing in the schools in most sections of our country, and particularly in those of the West. In fact, in a large number of our schools it is entirely neglected. This is all wrong. Children should be taught to sing as early in life as they are taught to read. Not only at home, but at school also, is the place for such training. And the school, indeed, is the better place: there they can vie with each other in learning and singing appropriate pieces; and these very exercises are a stimulus to more vigorous exertions in learning their other lessons.

Every experienced teacher is well aware that the greatest difficulty in teaching arises from the scholar's not being interested in his studies. Whatever, then, may tend to awaken in the mind of the scholar, such an interest as his progress demands, is worthy of our attention.

It is too common an occurrence in the experience of a teacher to require proof, that scholars sometimes appear to have fallen into a kind of mental apathy — into a dormant state, from which it is almost impossible to arouse them. Yet in order that they should receive any benefit from their attendance at school, they must be shaken out of this lethargic condition — they must be aroused from their stupidity, and be led to take an interest in whatever they are engaged in, and to desire, to understand what they are pursuing. Singing exercises are a great aid in effecting this. Therefore regarded only in the light of an incentive to study, and as a means of procuring an interest in the ordinary pursuits of a school, such exercises should be introduced.

In all schools they should be connected with the opening and closing

exercises of each day. And in the lower and primary schools, both in the forenoon and afternoon sessions, a short time should be appropriated to the singing of interesting pieces, and to the proper instruction, which naturally accompanies such exercises. In the higher schools, once or twice a week, one hour, at least, should be devoted to instruction in the rudiments of vocal music and in singing exercises.

When properly conducted these exercises expand the chest and strengthen the lungs: they give the scholar a better command of his voice, and a fuller and more perfect intonation; and therefore whether he engages in reading or speaking, he can do it more effectively and with greater success.

Besides there is a great satisfaction to every individual in being able to sing and to understand music. It is a mistaken idea altogether that a person can not learn to sing. And yet how often we hear individuals saying: "How I do wish I understood music. I would give anything only to be able to sing, it would be such a pleasure! But I *can't* learn if I *try*."

"But I *can't* learn if I *try*;" entirely wrong; every person endowed with only ordinary capabilities *can* learn to sing. There is a musical germ implanted in the mind of every individual, and it is only from the fact of not permitting it to develop itself, that the person does not become a singer. All individuals can not probably become *good* singers, or the best judges of musical performances; yet they can arrive at such a degree of attainment, that they will be interested, not only in listening to, but also in participating in such exercises. The reason that there are so many persons who are not able to sing, arises from the fact of their not having been properly educated. The harmonical germ with which they have been endowed by their Creator, has been suffered to die from starvation and a lack of attention.

The vocal organs should be among the very first to receive attention. As in Italy and Germany, so our children should be taught to sing as early as they are taught to read. The two should go hand in hand up through the different grades of childhood and youth to maturer years.

And it is an argument in support of this position that there appears to be an inseparable connection between the finer and better feelings of one's nature, and the development of an interest either to listen to, or to participate in musical exercises.

"There is in souls a sympathy with sounds,  
And as the mind is pitched, the ear is pleased  
With melting airs or martial, brisk or grave,  
Some chord in unison with what we hear  
Is touched within us and the heart replies."

From my own observations and from the statements of other teachers, I believe that *singing* is a great element in the government of a school. It draws forth the better feelings of the scholar; it rounds and smooths the rough corners of his nature, and imbues him with a higher respect, and with a greater love for his teacher. But here perhaps a difficulty arises in the minds of some teachers, in regard to the capability of imparting the requisite instruction in this department. There need be no difficulty, for every teacher of ordinary talent and acquirements, (and if there are any not having this amount, they have most certainly greatly mistaken their *calling*,) can with a very little exertion so acquaint himself with the simpler rudiments of vocal music, as to be able to impart the necessary instruction. Because they have thus far in life neglected the subject, is no reason why they should continue to do so. When a person has learned all it is proper for him to learn; and his desires of knowledge have become sated, his mission certainly must be accomplished, and it is, then, full time for him to make his exit from the earth.

Socrates even in extreme old age learned to play on musical instruments. Cato when eighty years old thought proper to learn the Greek language; and Plutarch when between seventy and eighty commenced the study of the Latin. Nothing of the kind, whatever the period of life, is impossible for a person of energy and indomitable perseverance. And such a person the teacher should be; and such the successful teacher is.

F. M. D.

MARIETTA HIGH SCHOOL.

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### My School.

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My heart sank within me as I entered the darkened, low room in one of our growing western cities, which was for a time to be my home. Score after score, even unto six score children, looked to me with upturned faces, as their teacher. I felt my noble resolutions of self-sacrifice and honorable independence tremble at the task before me. A mist was gathering in my eyes,—a fluttering sensation at my heart palsied my tongue as I looked upon the accumulated filth, disorder and insubordination, from which I was to mould system, neatness, order and discipline. I felt the missionary spirit kindling within me, but the flesh faltered. Gloomy visions of aching toil,—of unflinching exertion,—of chastened hopes and of final failure loomed before my morbid senses



and for a moment checked my enthusiasm in the reformation I was about to attempt. But only for a moment,—I felt the inspiration of necessity,—the utter want in my own mind of active, practical employment, and I recognized the good Providence which had assigned me this difficult task that my energies might be developed, or perhaps that I might learn my own true resources for self dependence.

I was inexperienced,—I had been unused to difficulties, but I now found myself compelled to grapple with a new and untried fate, even while my inner heart was freshly bleeding from the dread visitations of death and misfortune. My spirits were depressed,—my courage was faint. I had hitherto sported with beautiful theories, but lacked the true practical knowledge which alone could preserve me from the certain contempt which would be cast upon me should I fail to renovate and transform my youthful charge. Slowly and despondingly I commenced the irksome task of classifying and regulating the little ones, over whose uncombed heads and dulled eyes had shone the light of not more than a half-score summers, and some even had completed only half *that* number of years in their allotted probation. I had a beautiful, finished model in my own head of what a school ought to be, but I found it confused and indistinct, when attempting to shadow it forth into a living substance,—into a visible, practical reality. Its general plans I could discover, but its outlines escaped me,—its invaluable details formed but a useless accumulation of miscellaneous rubbish, which might have been inestimable in its place and with proper arrangement, but to me was valueless. I vainly endeavored to study out my necessities and provide for them,—I grasped at every idea which I could torture to my relief, but, alas, the days were rapidly passing,—my scholars were losing while their teacher was thus bewildered by perplexity and doubt. I had not studied the machinery of school-teaching,—I had been dreaming away the golden spring-time of my life, when I might have been seeking to penetrate the mysteries of mind, and learning to touch the remote springs by which they are developed.

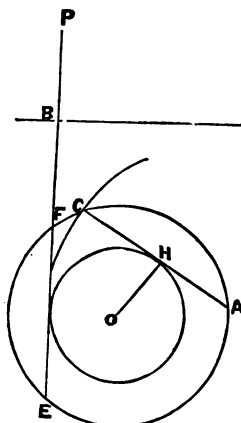
I now fully saw my weakness and my wants, but was too proud to seek counsel of those who would despise my ignorance, and I plodded on. I found I had hardened natures to soften,—moral icicles to melt,—selfish ignorance to enlighten,—thoughtless indifference to arouse,—careless profanity to check, and headlong insubordination to subdue. I felt that I must have full and instantaneous control over each little developing mind before me, but the means to gain this end were utterly beyond my limited vision. I tried a variety of experiments, none of which

proved expedient. I told them of right and wrong, their relations and consequences; I endeavored to win their hearts by kind words; I tried the virtue of the rod, but in mad mockery of my hopeless efforts, disorder still reigned supreme. I sought to inculcate industrious habits and awaken latent ambition,—my wise maxims and fine speeches seemed wholly wasted. I knew that stern military discipline ought first to be established, but I either had not the research to ascertain or the time to investigate its numberless details. I attempted to hear my listless classes amid the confusion,—the half-subdued chattering and noisy mischief of unrestrained children, but I could not satisfy myself with their progress or my own annoyed feelings. I grew nervous, anxious and irritable. Every sensation and emotion in my whole nature seemed sharpened even to a keen edge. I endeavored to struggle bravely against the growing evils and trials of my position, but in vain. I grew faint, weary and discouraged. I explored the shallow depths of my ingenuity and the confined limits of my experience, but found nothing at all calculated to meet the exigencies of the case. My school was not improving,—I had been wickedly experimenting and felt that I had signally failed. My self-confidence had been dealt a death-blow and I was thoroughly astonished at my own imbecility. I knew that many others had done and could do all that was required of me, and I deeply felt that the precious immortals before me needed better care and better training than I had given them or could give with my present acquirements in the art of teaching, and I dare not keep them from better influences. I saw that even in such a school, no knowledge could come amiss,—no hard-earned discipline of mind or firmness of purpose,—no skillful philosophy or learned ethics could be out of place in its management. I felt that to rouse every young mind from its lethargy and lead it to enterprising action, needed a genius and power which can only be obtained by pursuing study and well-improved experience. I sought to be resigned, but could not think calmly of the contemptuous or compassionate glances of those who had been more successful than myself. There could be no escape,—I must be a living martyr to my own ignorance and weakness. I resolved to endure, and and seek to retrieve my errors by forcing all the energies of my mind into this one channel. I gave up my school, feeling infinitely profited and chagrined by my sad experiences, and when I shall have made another attempt, I shall rejoice again to record my danger, suffering and success.

## MATHEMATICAL DEPARTMENT.

JOSEPH RAY, CINCINNATI, EDITOR.

SOLUTIONS TO QUESTIONS PUBLISHED IN THE MARCH NUMBER OF THIS JOURNAL.



QUESTION No. 9. Solution by OMEGA.—Let P be the given point, B the line, and FEAC the circle. With any point, as A as center and B as radius, describe an arc, intersecting the given circle at C; join C and A. From the center of this chord erect a perpendicular to the center of the circle O; and with OH as radius and O as center, describe a circle. From the point P, draw a tangent line to this circle, which will be the secant required.

No. 10. By R. W. McFARLAND.—Let  $x$  and  $y$  = the numbers; then  $xy = 1$ , and  $\sqrt{x-y} + \sqrt{1-y} = x$ ; or  $\sqrt{x-\frac{1}{x}} + \sqrt{1-\frac{1}{x}} = x$ . Transpose and square the equation,  $x = x^2 - 2x\sqrt{1-\frac{1}{x}} + 1$ ; or

$$(x^2 - x) - 2x\sqrt{1-\frac{1}{x}} + 1 = 0. \text{ Extract square root.}$$

$$\sqrt{x^2 - x} = 1.$$

$$x^2 - x = 1; x = \frac{1}{2} \pm \frac{1}{2} \sqrt{5-y}, \text{ the reciprocal.}$$

No. 11. By A. A. KEEN.— $x^4 + 192x - 400 = 0$ . Divide by  $x - 2$ , and we have  $x^3 + 2x + 4x + 200 = 0$ ; hence  $x - 2 = 0$ ;  $x = 2$ .

By HORNER'S method:  $x^3 + 2x^2 + 4x + 200 = 0$ , gives  $x = -6,342$ , second root, nearly. Dividing by  $x + 6,342$ ,  $x^2 - 4,342x + 31,536,964 = 0$ . Whence  $x = 2,176 \pm \sqrt{-26,801}$ .

Several solved this equation, to find one root as above, which is all that is required, yet it is thought a solution obtaining all the roots will be acceptable, though Horner's method be used.

ACKNOWLEDGMENT.—All the questions were solved by Bowlder, Delta, Gamma, Goldrick, A. A. Keen, R. W. McFarland, Omega, A. Schuyler, M. C. Stevens, John Taylor. A. A. Keen sent three or four very pretty solutions to No. 9. From the tone of the letters received, it is evident the interest in this department is increasing.

QUESTIONS FOR SOLUTION.

No. 15. By BOWLDER.—Produce the base of any equilateral triangle till it is doubled; draw a line from the extremity of the part produced, through the vertex of the triangle, to a perpendicular erected upon the other extremity of the base. Prove that the distance on this line, between the vertex of the triangle and the perpendicular, is equal to the radius of the circle described about the triangle.

No. 16. By A. SCHUYLER.—Find in terms of the radius, the altitude of the segment of a circle, the area of which is one-third of the area of the circle.

No. 17. By ADSPECTUM.—Given  $\frac{2y^2 - 8\sqrt{x}}{\sqrt{x}} + \sqrt{4y^2 - 16\sqrt{x}} = \frac{3\sqrt{x}}{2}$ , and  $\sqrt{x} + \sqrt{8(y - \sqrt{x}) - 4} = y + 1$ . To find  $x$  and  $y$ .

No. 15 is an old but interesting proposition. It was the prize proposition at Yale College, in 1840. "Adspectum" proposes an old equation, more formidable in appearance than in solution.

SCIENTIFIC.

ABSTRACT FROM A METEOROLOGICAL REPORT, KEPT AT GRANVILLE FEMALE SEMINARY.

BY S. N. SANFORD.

Showing the mean temperature, the maximum, minimum and range, and the depth of water (rain and melted snow), of each of the three winter months of the last six years, together with the total depth of snow of each of these winters.

| Winters of    | December. |      |      |        |               | January. |      |      |        |               | February. |      |      |        |               | Total.     |
|---------------|-----------|------|------|--------|---------------|----------|------|------|--------|---------------|-----------|------|------|--------|---------------|------------|
|               | Mean.     | Max. | Min. | Range. | Inches water. | Mean.    | Max. | Min. | Range. | Inches water. | Mean.     | Max. | Min. | Range. | Inches water. |            |
| 1849-50       | 30.3°     | 56°  | 1°   | 55°    | 3.4           | 34.7°    | 56°  | 5°   | 51°    | 4.4           | 32.3°     | 64°  | -7°  | 71°    | 2.7           | 37 inches. |
| 1850-51       | 31.3      | 61   | -2   | 63     | 3.3           | 33.8     | 59   | 2    | 57     | 1.1           | 40.       | 67   | 20   | 47     | 6.1           | 11 "       |
| 1851-52       | 28.8      | 62   | -6   | 68     | 8             | 25.7     | 53   | -15  | 68     | 2.5           | 34.8      | 58   | 14   | 44     | 3.7           | 37 "       |
| 1852-53       | 38.5      | 57   | 21   | 36     | 14.5          | 34.      | 62   | 7    | 55     | 1.6           | 34.       | 57   | 5    | 52     | 5.4           | 14 "       |
| 1853-54       | 31.2      | 59   | 6    | 53     | 2.6           | 29.8     | 61   | -3   | 64     | 2.8           | 36.2      | 63   | 8    | 55     | 2.3           | 17 "       |
| 1854-55       | 32.5      | 58   | 7    | 51     | 1.9           | 32.      | 62   | 7    | 55     | 2.8           | 22.9      | 47   | 3    | 44     | 1.9           | 24 "       |
| Of 6 wint'rs. | 32.1      | 62   | -6   | 68     | 4.4           | 31.6     | 62   | -15  | 77     | 2.5           | 33.4      | 67   | -7   | 74     | 3.7           | 23. mean.  |

From examination of this table it will be found that the mean temperature, the maximum, the minimum and range of temperature, depth of water and depth of snow during the entire winters were as follows : viz —

|          |      |       |      |     |      |      |       |     |                |       |      |     |
|----------|------|-------|------|-----|------|------|-------|-----|----------------|-------|------|-----|
| 1849-50. | Mean | 32.4. | Max. | 64. | Min. | -7.  | Range | 71. | Depth of water | 10.5. | Snow | 37. |
| 1850-51. | "    | 35.   | "    | 67. | "    | -2.  | "     | 69. | "              | 10.5. | "    | 11. |
| 1851-52. | "    | 29.8. | "    | 62. | "    | -15. | "     | 77. | "              | 7.    | "    | 37. |
| 1852-53. | "    | 35.5. | "    | 62. | "    | 5.   | "     | 55. | "              | 21.5. | "    | 14. |
| 1853-54. | "    | 33.4. | "    | 63. | "    | -3.  | "     | 66. | "              | 7.7.  | "    | 17. |
| 1854-55. | "    | 29.1. | "    | 62. | "    | 3.   | "     | 59. | "              | 6.6.  | "    | 24. |

It will be observed that the winter just passed had a mean temperature below that of any of the five preceding winters, notwithstanding its first two months each had a mean .4° above the average of the six. And, although the past has been the coldest of the six, its minimum temperature was above that of four out of the five preceding. February of 1855 had a mean much below that of any other month during the past six years. Less water has fallen during the last winter than during either of the others ; and, although we have had much more and better sleighing, only two-thirds as much snow has fallen in 1854-55 as fell in 1849-50, or as in 1851-52.

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## Answers to Questions on the School Law.

BY THE COMMISSIONER OF COMMON SCHOOLS.

QUESTION 87. — Sub-district No. —, is composed of parts of three townships. The clerk of the township in which one of the parts of said sub-district is situated, neglected to make a separate return of the number of youth of school age residing in such part, and the board of education of said township have refused to pay any thing toward the support of the school in said fractional sub-district. What is the proper course to be pursued under the above circumstances ?

ANSWER. — By sec. 16, of the school act, it is provided that, when a sub-district is composed of parts of two or more townships, the board of education of that township in which the school house is situated, shall have the control and management of the school ; and the boards of the adjoining townships so connected for school purposes, shall contribute their share of expenses of every kind necessary to sustain said school.

If any of the boards of the townships so connected for school purposes, refuse or neglect to furnish their share of such expenses, the board having the management of such school may enter suit against the defaulting boards as provided in sec. 65. or compel them by a writ of mandamus to perform the duties which the law enjoins upon them.

The fact that the clerk of the township in which one of the parts of said fractional sub-district is situated, did not make a separate return of the number of youth of school age residing in said part does not release the board of education of said

township from its obligation to pay a part of the expenses incurred in sustaining the school in said fractional sub-district. Where a township clerk has been thus negligent of his duty, the local directors should ascertain by the best evidence in their power, the number of youth residing in each part at the time the last enumeration was required to be taken, and communicate the result to the several boards of education of the townships from parts of which said fractional sub-district is formed. And the number of youth so ascertained to have been residing in each part at the time of taking the last previous enumeration, will determine the share of expenses which each board is legally bound to contribute towards sustaining said school.

The mode in which the affairs of a fractional sub-district are managed in those counties where township boards of education are well posted up in regard to their duties, is as follows, to wit: The board of the township in which the school house is situated, annually determines by estimate, as nearly as practicable, the amount of money necessary to be expended in said fractional sub-district for fuel, repairs, prolonging the school after the State funds have been exhausted, and for all other purposes connected with the establishment or maintenance of said school. It also determines from the last enumeration of youth of school age, residing in each part, the share of expenses necessary to be incurred for the purposes above stated, which each board is required to provide according to the provisions contained in sec. 16. The clerk of the board having the management of said school, then certifies said shares to the clerks of the boards of the other townships so connected for school purposes, and each clerk then returns to the county auditor for assessment, the share which sec. 16 requires the board of his township to provide.

**QUESTION 88.**— The local directors of a sub-district in — township employed a person to teach their school for the term of four months, at thirty dollars per month, if he taught the school without the aid of an assistant, but if an assistant became necessary, then he was to receive twenty-eight dollars per month. Near the end of the second month, an assistant was employed, who agreed to teach the remainder of the term for eight dollars. At the close of the school the local directors gave the principal teacher a certificate for \$120, with the understanding that he should pay the assistant \$8. But the clerk of the board of education refused to draw an order on the township treasurer for the \$120, in favor of said principal teacher, on the ground that the assistant had obtained no certificate from the board of school examiners. The question submitted is, how shall said assistant obtain payment for his services as aforesaid?

**ANSWER.**— In sec. 45, of the school law, it is declared that no person shall be employed in any primary common school, unless such person shall have first obtained from the board of examiners, or any two of them, a certificate, etc.; and in sec. 24, it is provided that the clerk of the board of education may draw orders on the township treasurer, for such amount as may have been certified to be due any teacher, by any two of the local directors of the sub-district in which such teacher was employed, on his presenting a certificate of qualification, and depositing with said clerk a true copy thereof.

The provisions of the school law above referred to, are as applicable to the case of an assistant, as to that of a principal teacher, and must be strictly complied with, before the clerk of a board of education can legally draw an order on the township treasurer for the whole amount certified to be due to both assistant and principal.

In the case submitted, there seems to be no mode of providing funds to pay said assistant for his services in said school, unless it be done by a voluntary

contribution on the part of those who employed him, or who shared in the benefit of his services.

**QUESTION 89.**—Can the teacher of a sub-district school legally enter suit against the local directors for the non-payment of his wages as such teacher?

**ANSWER.**—By sec. 6, it is made the duty of local directors to employ teachers, and by sec. 7, to negotiate and make, under such rules and regulations as the township board of education may prescribe, all necessary contracts in relation to providing fuel for schools, repairing, building or furnishing school houses, etc.; and by the last clause of the same section, the township board of education, in their corporate capacity on the part of the sub-district is made responsible for the performance thereof.

By the first clause of sec. 22, the township board is annually required to determine by estimate, and certify the same to the county auditor, the amount of money needed for the purposes above stated, and also for the purpose of prolonging the sub-district schools after the State funds have been exhausted. By the last clause in sec. 24, they are required to make provisions for continuing the schools in operation in their respective townships, for at least seven months in each year. By sec. 11, the township board of education,—not the local directors,—is declared to be a body politic and corporate in law, and as such capable of contracting and being contracted with, suing and being sued, pleading and being impleaded, in any court of law or equity in this State, etc.

From the foregoing provisions, it is quite obvious that local directors can not be held responsible for the performance of any contracts which they may negotiate and make in relation to the employment of teachers, or for any other purposes legitimately connected with the schools under their charge, so long as they act in obedience to the rules and regulations prescribed by the board of education, and keep fairly within the scope of their authority, for the plain reason that the school law has not vested them with any power of providing the means for the fulfillment of their contract. But the local directors, like other agents may render themselves personally liable by acting illegally, or by transcending the authority vested in them by the school law, and going counter to the general rules and regulations prescribed by the township board of education.

The remedy of a teacher when he is not paid for his services according to the contract negotiated and made with him by the local directors, is by suit against the township board of education.

**QUESTION 90.**—A teacher was employed by the local directors in a sub-district in — township, for the term of three months. He held no certificate when he was hired, nor did he obtain one till a few days before the expiration of his term. Having made out his report in due form at the close of the school, the local directors gave him a certificate in the usual form, of the amount due him for his three months' service; but the township clerk refused to give him an order on the township treasurer for the whole amount certified to be due him as aforesaid. What is to be done in this case? Is the clerk justifiable in refusing to give the order? Is the teacher entitled to wages for the full term? There are many such cases in the county, and they are creating a deal of trouble.

**ANSWER.**—In sec. 24, it is declared that the clerk of the board of education may draw an order on the township treasurer in favor of a teacher, on his presenting two certificates, one from the local directors, of the amount due him for services rendered, and the other from the board of school examiners, of his qualifications in regard to moral character and learning. Nothing contained in this section of the law, forbids the clerk to draw the order for the amount certified to be due, when the certificate of qualification is granted after the school has commenced.

But in sec. 45, it is declared that no person shall be employed as a teacher in a common school, unless such person shall have first obtained from the board of examiners the proper certificate. This injunction relates to the local directors. Similar prohibitions are to be found in the school laws of other States; but in no case, it is believed, have these prohibitions been construed or enforced so strictly as to allow no teacher payment for services rendered before obtaining his certificate of qualification. A reasonable exemption from the literal requirement of the law has generally been granted to meet contingencies or casualities beyond the control of the teacher. The first and most obvious intent of this provision of the law is, that none but fully competent teachers shall be employed, and the second is, to prevent that culpable negligence on the part of many teachers, in postponing their examination till near the close of their terms, and thereby subjecting the examiners to the painful alternative of depriving many of them of their wages, or of granting them certificates, although quite destitute of the requisite qualifications. Hence in the State of New York, it has been declared by a legislative enactment, that no teacher shall be paid for services rendered more than one month prior to his obtaining a certificate of qualification. Some lenity of this kind is manifestly proper, but it should not be granted in cases of inexcusable negligence, or for the mere purpose of giving the teacher time to prepare for the examination, which is quite too often the case.

It may sometimes happen that local directors are not able to procure a teacher until near the time when it is desirable that the school should open; and then there may be no meeting of the board of examiners for a month, or the teacher may be prevented from presenting himself for examination by sudden illness or some other casualty. Afterwards, however, he obtains a certificate of the first order, and teaches an excellent school. Certainly it is not the design of the provision of the law under consideration, to deprive such a teacher of the recompense justly due for his valuable services; and, that too, solely on account of a few weeks of unavoidable delay in presenting himself before the examiners. A just and reasonable construction of the law would seem, therefore, to require that township clerks should draw the orders referred to in sec. 24, for the amount certified to be due a teacher, when his certificate bears date but a short time subsequent to the commencement of the term for which the teacher was employed, and, provided also, in all cases, that the delay of his examination be satisfactorily explained. Where, however, the delay appears unreasonable, and it is not satisfactorily accounted for, it would be quite proper for the clerk to withhold the order, and refer the matter to the township board of education; and should they direct the order to be given, the clerk would be legally bound to obey; for, according to sec. 24, the disbursement of all school funds are subject to the order of the board with no other limitations than those which the law imposes.

The decision, then, is, that if the local directors of a sub district employ a teacher contrary to the provision contained in sec. 45, and he obtain a certificate before the expiration of his quarter or term, the township clerk may draw the order for paying him, if the certificate was obtained within a month after entering upon his duties; otherwise, the case should be referred to the board of education for their direction; and they may legally direct the order to be given for the whole sum certified, by the local directors, to be due the teacher, or for such part as in their sound discretion, may be considered reasonable under all the circumstances of the case.

H. H. BARNEY,  
Commissioner of Common Schools.



## Editors' Table.

The length of the Report and the number of the articles of immediate interest must excuse the usual variety in the Portfolio for this month. After this we shall hope to have to have an opportunity for a greater variety than it has been possible to give in any number since the annual meeting.

The Wisconsin Journal of Education was commenced in January last; it is published monthly, in quarto form, at \$1.00 per year. George S. Dodge, Julia A. Viers and J. Sutherland are Editors and Proprietors, to whom all communications may be addressed, at Janesville, Wisconsin.

The fourth number of the Delaware School Journal, for February, 1855, has just come to hand: from it we infer that it was commenced in December last, but this is the first number received. It is edited by a committee: Mr. A. H. Grimshaw, Agent. Price, \$1.00 per year.

The Minutes of the first session of the Indiana State Teachers' Association, have been published in a neat pamphlet. Rev. W. M. Daily, D. D., of Bloomington, is President; Rev. C. Nutt, of Centreville, first Vice President; Geo. A. Chase, of Rushville, Recording Secretary; E. P. Cole, of Evansville, Corresponding Secretary; B. L. Lang, of Indianapolis, Treasurer, and Prof. G. W. Hoss, of Indianapolis, Chairman of the Executive Committee.

SCHOOL BOOKS.—Cornell's Primary Geography, forming part first of a systematic series of School Geographies. By S. S. Cornell. New York: D. Appleton & Co., 1855. A very neat quarto of 96 pages, well worthy of the examination of teachers.

Hooker's Physiology.—Human Physiology: designed for Colleges and the higher classes in Schools, and for general reading. By Worthington Hooker, M. D., Prof. in Yale College. New York: Farmer, Brace & Co. 1855. A fine duodecimo of 424 pp., copiously illustrated: it contains many things worthy of notice.

Elements of Geometry and Mensuration. By James B. Dodd, A. M., Professor of Mathematics and Natural Philosophy in Transylvania University. New York: Farmer, Brace & Co., 1855.

Elements of the German Language, based on the affinity of German and English, with exercises, reading, conversation, paradigms and dictionary. By Elias Peissner, (Grad. Phil., Munich,) Prof. of the German Language and Literature in Union College. New York: Farmer, Brace & Co., 1855.

Intellectual Arithmetic for American Youth, on the Analytic Method. By James Marvin, A. B., Prof. of Mathematics in Alfred Academy and Teachers' Seminary, Alfred, N. Y.: Lyman Allen. New York: D. Appleton & Co. Buffalo: Phinney & Co., 1854.

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## Items.

Mr. S. S. GREENE, Superintendent of the Public Schools of Providence, R. I., has been appointed Professor of Natural Philosophy and Civil Engineering, in Brown University.

Mr. J. B. HARRIS, late Teacher of the High School Department in New Lisbon, has been appointed Superintendent of the Union School at Wellsville, in place of Mr. W. McLAIN. resigned: Salary \$650.

Mr. C. S. ROYCE, the Agent of the State Phonetic Association, has removed from Plymouth to Huron, Erie Co., Ohio.

Mr. DANIEL S. POTTER, of Mount Sterling, Ky., wishes to dispose of the Seminary property in that place. The Institution has been in successful operation for a number of years. Address the Proprietor as above.

THE  
Ohio Journal of Education.

COLUMBUS, MAY, 1855.

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DEATH OF DR. RAY.

FOR the first time in the history of our journal, we are called to mourn the death of one of its Editors. Dr. RAY has left a wide field of usefulness, a position, in which all the sympathies of his excellent heart found full play, and to whose duties all the energies of his mind were cheerfully and earnestly devoted, for a higher sphere of effort and enjoyment. He died of consumption on the morning of the 16th of April, in the 48th year of his age.

His health had not been firm for some time, and once or twice during the last two years he had been brought near the grave, by an exacerbation of the disease which has long been preying upon his system. At the commencement of his school year, early last autumn, having taken measures to derive the utmost benefit from the preceding vacation, he returned to his post in better health than usual, and, at the annual meeting of our Association in Dec. last, he appeared in his wonted vigor, and took part in our deliberations with his usual interest. As he reported the Resolutions referring to the services of SAMUEL LEWIS, and NATHAN GUILFORD, then recently deceased, and most feelingly added his personal testimony to their worth and distinguished services, who of us thought that at the next semi-annual meeting we should be called to perform the same service for him?

With reference to the connection of Dr. Ray with the State Teachers' Association, it is unnecessary to speak, especially to those who have been accustomed to attend its meetings. Having, before its existence, been an active member of the Western Literary Institute and College of Professional Teachers, he early connected himself with our Association, and, it is believed, he has not been absent from its meetings except when prevented by his health or other unavoidable contingencies.

His high intellectual worth, the urbanity of his manners, and his

devotion to the cause of education, in the promotion of which his life has been spent, are widely known ; but the amiableness of his disposition, the purity of his heart, the blamelessness of his life, and the sincerity and depth of his piety were best known to his most intimate associates.

The following Obituary is copied from the Cincinnati Gazette :

“ Doctor JOSEPH RAY was born in Ohio county, Virginia, November 25, 1807. His father, though of English descent, was born in Ireland, but in childhood came to this country. His mother was born in Chester county, Pa. They early settled in Ohio county, Va., where were born Joseph and their nine younger children.

Joseph was studious even in boyhood. At sixteen years of age, he commenced teaching, to procure the means of acquiring a better education ; all the while pursuing his studies, under difficulties that would have discouraged one not inspired with a genuine love of knowledge. He went a long distance on foot, carrying with him his books to enter Washington College, Pennsylvania. Afterward he left that Institution, and again taught. Subsequently he entered College, at Athens, Ohio, and again took up, and pursued with success, the collegiate course. In 1828, he came to Cincinnati, and immediately commenced the study of medicine, at the Ohio Medical College, where he graduated as a Doctor of Medicine, and soon after became a Surgeon in the Commercial Hospital. In October, 1831, he became a teacher of the Woodward College, in the preparatory department. In 1834, he became the Professor of Mathematics in that institution, in which position he remained till the Woodward College gave place to our present Woodward High School, over which he was elected to preside in September, 1851. This institution bears the impress of his genius and character.

For the last five or six years of his life, he was President of the Board of Directors of the House of Refuge, to which as to everything in which he engaged, he gave unremitting attention, and his good influence will not soon be forgotten by the friends and managers of that excellent institution.

As early as the year 1834, he commenced the preparation of his Mathematical Works for publication, and from time to time, wrote and published three treatises on arithmetic and two on algebra, and at his death, had in complete preparation for publication, another and higher work on arithmetic. His published works have had a wide circulation, and their usefulness has been long appreciated, and gratefully acknowledged by teachers and pupils throughout the country.

Professor Ray has long borne a high and useful part in the promotion of science and education in the West. With a mind quick, and of great earnestness and power, and indomitable perseverance, he mastered what he attempted, and infused his own energy into others with whom he was connected. His death will awaken sorrow in the hearts of many now in high and honorable positions, whose minds have received their tone, and much of their power from him. If it be the mark of a great mind to be able to give form, direction and force to other minds, and prepare his pupils for great actions, then was Professor Ray a great man; and if to have devoted a life-time of energy and incessant labor, all to purposes most useful to his age and country, denote a good man, then was Professor Ray a good man, and entitled to be remembered with affection and regard, by his cotemporaries, and by those who are to come after him."

At a special meeting of the Union Board of the Cincinnati High Schools, the following Resolutions were unanimously adopted :

*Resolved*, That in the death of Dr Joseph Ray, the Principal of the Woodward High School, this Board recognize the loss of *the mind* whose genius and character have been distinctly and permanently impressed upon the Academic and High School education of our city, and whose influence both as a teacher and an author, has been long felt and gratefully acknowledged throughout the country.

*Resolved*, That in common with the numerous pupils whose minds have been moulded by his mind for honorable and useful positions in life, with the pupils yet in the schools who are still enjoying the fruits of his faithful labors, and with all lovers of sound learning and true science, this Board mourns the loss of Professor Ray.

*Resolved*, That in his death the community has lost not a *scholar* merely, but a decided and efficient friend of his kind—a truly good and great man.

*Resolved*, That this Board deeply sympathize with the afflicted family of the deceased, and that they be presented with a copy of these resolutions.

The funeral services were attended on the 18th ult., by a large number of citizens: the School Board resolved to attend in a body, the Alumnae Association of the High School passed a similar resolution, and the High Schools, and all the senior departments of the Public Schools were dismissed to give the pupils and teachers opportunity to attend.

In the removal of Dr. Ray, we feel that the cause of education, and especially our Public Schools have sustained a great loss. As he had for many years held a high rank as a Professor in Woodward College, it was natural that he should have a strong attachment for the class of Institutions in which his own education was obtained, and in whose honors his highest ambition had been gratified: hence it was not till some years after the opening of the Hughes High School in Cincinnati,

that he began to feel a desire to become identified with the great Public School System of the State. A short time before Woodward College was suspended to give place to the Woodward Public High School, he visited the Free Academy of New York, and the Public High Schools of several other Eastern cities, and became fully satisfied of the grandeur and the importance of the great system of which such High Schools form the crowning excellence. The interest thus awakened in his own mind, and the consequent influence he exerted with the Trustees of the Woodward Fund, was doubtless one of the principal causes which led to the application of this munificent bequest, the largest of the kind ever made in Ohio, to the work of free public instruction. We shall probably never forget the enthusiasm with which, at our first interview with him, after the above named visit, he stated that he had "become a convert to the Public School system, and that henceforth he had no higher wish than to live and die in the cause of free public education."

By the unexpected death of our friend and fellow-laborer, we are reminded, not only that we may soon be called to follow him, but while we live there is more left for us to do. May we heed the warning, and while we cherish his memory, forget not to emulate his pure and inspiring example!

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## Endowed Institutions for Females.

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### NUMBER II.

#### THERE IS A DEMAND FOR THEM.

Were there no demand, *i. e.*, were there no considerable number of females awake to the advantages of high intellectual and moral cultivation, then might be raised, with some show of reason, the question of propriety or expediency of establishing and endowing, on a liberal scale, Institutions for the education of females. But such is not now the case. A very large number of females, in the State, are awake to this subject, and are exerting every power of body and mind, to secure the means necessary to prosecute their studies in *unendowed*, and hence *expensive* schools. Others who have no *need* to *exert themselves* to secure the means, and perhaps would sooner dispense with the advantages, than to

avail themselves of them at such a cost, nevertheless have parents or other friends who regard the *best* educational advantages as *indispensable*, and gladly supply the means.

Of the former class there are—no one knows *how many*; the writer knows, from his own correspondence, that *the number is great*, and that among them are found many among the *most promising* in our midst,—young ladies of sterling worth, of brilliant intellect, of high-toned moral and religious principle; some of them from the best of families, now in reduced circumstances, all without the *means*, but eagerly desirous to fit themselves for *usefulness*, in whatever field they may be called to labor. Shall these plead in vain for assistance? Shall they be allowed to wear out their strength, their youthful energy, their very life, in the ill-requited toil of the district school room, in the vain hope of saving enough, from their scanty earnings, to pay their necessarily high bills at a private boarding school, or at some other unendowed Institution of high order? Shall they be left to struggle, single handed and alone, till discouragement or loss of health drives them to the abandonment of their cherished design? or shall private individuals, so situated as to *know* the condition and the earnest desires of this interesting class, be left to render them assistance to the full extent of, yea beyond, their means, and then sigh as the writer has, (and doubtless many others have,) a thousand times, for the means to assist *all* such? Or, rather, shall not philanthropic, Christian men, shall not the Christian Church at once awake to her duty, and provide Institutions of the highest order, so endowed that *such* young ladies may enjoy their advantages free of expense, or at rates which will place them within their reach? *She must do this*. She cannot afford to lose such treasures as these. She cannot longer neglect her duty to these her worthy daughters, and to those whom *they* would benefit, without incurring the displeasure of her exalted Head. He came to earth on a mission of *love* and *benevolence*, and he expects his followers to act upon these same principles and by every suitable means to further the great work which He came to commence.

Of the other class—those who have the means and desire to avail themselves of the advantages of the very best schools, schools in which no expense is spared to provide all that can enhance their value and attractiveness,—of this class, there are *many* in Ohio, many who annually go, or are sent, at a great outlay of money, to some *Eastern* school. In this way, without doubt, from *one to two hundred thousand dollars* are year by year carried from our State and expended for what we might

better have at home. The two classes of young ladies *should by all means be educated together*. Both are losers when educated *apart*. Each needs to be brought in contact with the other. Each by this means, *must* acquire more correct views and impressions of themselves and of others. The one would learn the usages and refinement of polite life; the other would learn that there is something more to be desired than wealth and fashion. One would learn not to look down upon others because they are poor, the other would learn not to look up to others because they are rich. Both would learn that there is a *higher and truer* standard of worth than wealth, and to try themselves thereby.

GRANVILLE FEMALE SEMINARY.

S. N. S.

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PROFESSIONAL.

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School Government.

The object of every government should be to benefit the governed. The Teacher should endeavor to convince the pupils that the regulations prescribed are for their mutual advantage. He may often govern more effectually by example than by precept; may govern others by governing himself.

If the Teacher can succeed in deeply interesting the pupils in their Studies, and furnish them ample employment for their time, his work in government will usually be easily performed. When violations of good order do occur, the punishment should be sufficiently severe to render a frequent repetition unnecessary. The milder the punishment the better, provided it is sufficient to secure obedience and prevent a recurrence of the offense.

All should feel that "Order is Heaven's first law," and that every infringement, of the moral or physical law, is attended with its punishment. And while the teacher is endeavoring to enforce obedience in others he should not forget that he too, is "under authority" and should so consider his ways as to obtain the reward of "well done," and enjoy the approval of Heaven in an approving conscience.

CINCINNATI.

W.

## English Grammar.

This subject, as it is commonly taught, presents, perhaps, more obstacles in the way of the learner than almost any other branch of study. This is not so strange, however, when we take into consideration the magnitude of the science. It embraces the whole range of English Literature, so far, at least, as it has a bearing upon the correct expression of thought, and the development of those elements of our nature which furnish the material or ground-work for sentences and discourse. And much less is it to be wondered at, that such a dislike for it has obtained so universally among learners, and that such poor success attends the efforts of teachers, when we take into consideration the fact, that few teachers indeed understand thoroughly the *nature* of this science.

I propose, in a few brief articles, to give a mere outline of my method of teaching it, hoping that *some*, at least, of my brethren, may derive profit from my experience.

It is said above, that it is a comprehensive science; (or rather it is a *science* and an *art*;) and we may add, that in studying it, generally a beginning is made in the wrong place. Of this I have become pretty well satisfied from the nature of the case, as well as from actual experiment. Now it behooves us, if a science is very complex and comprehensive, having various grades, and these adapted to the internal development of corresponding faculties of the mind—as the science of language evidently contemplates—to be exceedingly cautious about the proper place of beginning—about the very first step, (for this often determines the future success of the pupil,) and not less so in the succeeding ones.

It is not reasonable to suppose that a child would make very rapid advancement in arithmetic, for instance, if, instead of acquiring a thorough knowledge of the properties of numbers, and the primary operations to be performed by them, he should, in the first place, try his skill in the extraction of the square or cube root, or in the combination of numbers so as to form ratios, proportions, progressions, etc. So in reading, (which, by the way, should be made an introduction to English grammar :) so in geography: so, in fact, in every other science; and hence so in English grammar. But contrary to the usual method of introducing the young into the mysteries of other sciences, the child wishing to pursue this branch, in many instances—yes, in *most* instan-



ces—is put upon the study of technical grammar, before any considerable knowledge of the use of words and of sentences—and hence, of the use of grammar—is acquired.

Now this knowledge, spoken of above, is just as necessary in the case of English grammar as it is in any other science; and indeed, I think *more* so, from the fact that it is exceedingly complicated in its detail; and unless its object is rightly understood at the outset, it is too apt to prove a source of great perplexity to the learner. And the error of putting children upon the study of technical grammar, before this knowledge is acquired, is no less detrimental to their future growth in knowledge, than it would be to require them to take their first lessons in arithmetic, in geometrical progression. A child, it is true, may learn to say “A noun is a name of any person, place or *thing* ;” (as it is frequently recited,) and, “a verb is a word that signifies to do, to be, to *suffer*,” and so on with the whole routine of parsing; and so he might learn to say that ratio is the relation which one number bears to another; and that the ratio of 5 to 40 is the same as that of 7 to 56: the product of the means is equal to that of the extremes in a proportion; or that the product of the square roots of two numbers is equal to the square root of their product; and yet in both cases be as ignorant of the true *import* of what he says as though he had been taught to repeat the same in Hebrew.

Now we venture the assertion here, with the intention of taking it up at some future time, that the analysis of sentences should be taught, to some extent, *before* the parsing of words, as parts of speech. This can be done to the best advantage in the reading classes. Indeed, that exercise is not complete without such analysis. But of this, at another time.

Many teachers, however, in the case of English grammar, content themselves with mere syntactical parsing, and pride themselves upon the ability to give every *rule* in the grammar—commencing with number *one*, and passing on in consecutive order to the 35th (Kirkham): and also upon the ability to parse any of the ten (?) parts of speech, (when in fact there are only *eight* to parse;) while the great principles that lie at the foundation of our language, are as little understood by them, as the principles of Euclid are by the untutored savage. Hence it is that many grammarians (?) in their use of the language, possess no more fluency, no more ability to arrange their thoughts into correct sentences, and these sentences into well-arranged discourse, than the merest tyro; and in fact, are often outstripped by those who make no

pretensions. And in giving instruction to their classes, the ultimatum appears to be to enable them to chatter through the same "order of parsing," with scarcely ever the slightest variations from the stereotyped "order," except in case of mistakes, and then they are speedily set in "order" again by the teacher.

The scholar, therefore, that has the greatest ability to memorize, is the favored one, and bears the palm in the grammar class, when in fact, he may be as destitute of ideas on the subject, as a school-master's purse is of gold.

Now this method of parsing, though good enough in its place, when properly conducted, is only *one* of at least four or five other methods, any one of which is equally important and necessary; and some indeed stand far above it in point of practical utility to the learner.

I will now merely name these different methods of analysis, with a view of taking them up separately hereafter, and showing their utility.

First then in the list, we may name higher analysis, which consists, first, in a correct delivery of a sentence or paragraph; second, in giving the author's meaning, rendering verse into prose if need be, and arranging all transpositions into their natural order; third, in showing whether it is simple or compound, if compound, what structure; fourth, in showing the nature or quality of each member of the whole; fifth, in showing the rank which each member sustains in respect to its fellow members; and lastly, in naming the elements which compose the sentence as a whole, their nature and class, and the *elements* which form the several members. This may be denominated the analysis of sentences, and, as will be shown hereafter, it holds the highest rank in the scale of parsing; and may be regarded as the one most important and useful.

The next step, after the sentence has been thoroughly analyzed, on the foregoing plan, is common parsing, of the details of which we need not speak. It is generally better understood than any of the others.

The next in order would be the etymological analysis or parsing. This has for its province the discussion of the nature of words, as simple or compound, primitive or derivative: also of the nature of radicals, whether separable or inseparable, and of prefixes and suffixes, whether changeable or unchangeable, etc.

The next and last may be denominated orthographic parsing. For the sake of brevity I have made this department embrace two methods, viz: the orthographic and the phonological; the one having reference

to the characters representing sounds, and the other to the sounds themselves. The two, however, may very well go together, since both exercises may be conducted at one and the same time.

Another kind of analysis *might* precede this last, were it not feared that the system would appear too complex, viz : syllabic parsing : having reference to syllables, accent, primary and secondary. This, however, may be attended to in connection with the last named method, or may be made a separate matter, at the option of the teacher.

It will also be observed that no mention is made, in the above, of punctuation or of versification. These, however, more properly belong to synthesis and prosody than to analysis.

Now I regard all these methods of analysis as indispensable to the study of the language ; and he who neglects any one of them, falls just so far short of making himself thoroughly acquainted with the English language. Then there are other exercises in construction and *re*-construction, hinted at above under the head of synthesis, which, to say the least, come in for a *large* share of time and attention, and which are just as necessary in order to make good grammarians, as the various exercises in analysis. Hence it will be seen, that it is not possible to make grammarians in a few weeks, or even months ; but that it requires *years* of patient study.

Hence also will appear the utter futility, and absolute absurdity, of attempting this by merely teaching *one* department, or rather *one* exercise—viz : *parsing words*. As well attempt to make a mathematician by teaching him addition only ; and indeed some of our modern grammarians present an appearance scarcely less ludicrous, (if we may be allowed to judge of their proficiency from their conversation and productions,) than would a mathematician thus taught.

Therefore, since the science of English grammar is a comprehensive one, and since an exercise in all these methods is necessary in order fully to comprehend it in all its detail ; he who gives his attention to one, or perchance to two of these, is just in that proportion a grammarian. If he has been accustomed merely to parse words syntactically, he may be regarded as one-sixth, one-fifth, or perchance one-fourth of a grammarian. If he has given attention to two or three of these methods, he may be regarded as a still larger *fraction* of a grammarian ; but never as a grammarian, until he has given attention to *all* of them.

O. WESLEYAN UNIVERSITY, March, 1855.

JOHN OGDEN.

## SCIENTIFIC.

## The Zodiacal Light.

One of the most interesting subjects of the heavens is the Zodiacal light; which, as it is, in this latitude, but rarely seen, and but imperfectly understood by the professed astronomer, is almost never observed, and not at all understood by those who have not made this important department of science their special study. A brief statement of facts respecting this interesting light, may be both entertaining and instructive to the general reader. In making this statement I shall draw chiefly from works of Prof. Denison Olmsted, and through these, from Dominique Cassini and M. Fatio.

*Difficulties in the way of observing.*—Among these are the following :

1. "The comparatively few nights in the year, when, in our climate, the sky is cloudless, and the atmosphere sufficiently clear to afford good observations on a light so feeble and diffuse."
2. "The low angle which the Zodiacal light makes with the horizon for the greater part of the year, while it is visible."
3. The presence of the moon, and sometimes of Venus, or Jupiter, or both these planets.

*Position.*—As its name indicates, it is in the Zodiac. It is seen in the morning, before day-break, in the eastern sky, in that part of the heavens where the sun is soon to make its appearance, and in the evening in the western sky, where the sun has just disappeared. In both positions it is seen in the form of a *pyramid*, with its base toward the sun, and its body inclined slightly to the ecliptic, or to the sun's apparent path; its vertex being a little *above* the *ecliptic*.

*Best time for observing.*—The Zodiacal light may be best observed in the clear evenings of March and April. It may be seen also in the morning, before sun rise, and in the evening, in the months of September, October, November and December; though not *distinctly* visible in the eastern sky before the middle of September, nor in the western sky before the twenty-first of November.

*Its Motions.*—The vertex of this pyramidal light will be seen to move along in the order of the signs of the Zodiac, from the middle of September, to the latter part of October; and at about the same rate as the sun; from this time till the middle of November, it moves slower

and slower, becomes stationary, and then retrogrades with respect to the sun. "As the sun advances in the ecliptic, while the light appears nearly stationary, the elongation on this side continues to diminish, as well as the dimensions and the illumination, until early in January, after which it is scarcely seen in the east until August."

*Its Elongations*, from the 21st of November to May 10th, may be seen from the following table of observations :

|  |            |     |          |
|--|------------|-----|----------|
| November 21st, Morning, in East,               | Elongation | 90  | Degrees. |
| “ 26th, “ “ “                                  | “          | 100 | “        |
| December 2nd, “ “ “                            | “          | 110 | “        |
| “ 18th, Evening, West,                         | “          | 120 | “        |
| “ 21st, “ “ “                                  | “          | 90  | “        |
| “ 28th, “ “ “                                  | “          | 75  | “        |
| January, light very diffusive and ill defined. |            |     |          |
| February, 7th, Evening, West,                  | Elongation | 75  | Degrees. |
| March, 29th, “ “ “                             | “          | 60  | “        |
| April, light very diffusive.                   |            |     |          |
| May, 1st, Evening, West,                       | Elongation | 60  | Degrees. |
| “ 10th, “ “ “                                  | “          | 57  | “        |

*Length.*—If the elongation of this light were just 90 Degrees, it is evident that it must reach from the sun to a tangent to the orbit of the Earth at the point of observation, *i. e.*, its length must be *greater* than the radius vector of the Earth's orbit. But its elongation is sometimes seen to be 120 Degrees, and therefore it is evident that its vertex extends *far, far*, beyond the Earth's orbit. But this is not all; the elongation is observed both mornings and evenings, *i. e.* on both sides of the sun, and hence it is probable that its length far exceeds the diameter of the Earth's orbit. 300,000,000 of miles may be regarded as a low estimate of its length.

*Its Form.*—A great difference of opinion exists among astronomers, respecting its nature and form. Some suppose it to be an atmosphere, surrounding the sun, in the form of a double convex lens, with the sun at the centre. As we look at it edgewise, and see, at one time, only *half*, *i. e.* the portion which is on one side of the sun, it appears like a pyramid, having its base at the sun. A line drawn from the apex of the pyramid on one side of the sun to the apex on the other side, would be perpendicular to the sun's axis and would lie in the plane of his equator; hence it is inferred that the Zodiacal light revolves with the sun on a common axis. Olmstead supposes, on the contrary, that this is a nebulous body, *not enveloping* the sun, but revolving around

it; that its *periodic time is commensurable* with that of the Earth, "so as to perform a certain whole number of revolutions while the Earth performs one;" that it lies across that part of the Earth's track which the Earth reaches about the 13th of November; and that the shooting stars, or meteoric showers, seen at that time, are the nebulous particles of the Zodiacal light which come within the Earth's atmosphere.

GRANVILLE FEMALE SEMINARY.

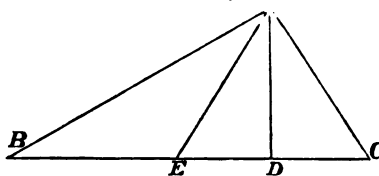
S. N. S.

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**MATHEMATICAL DEPARTMENT.**


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SOLUTIONS TO QUESTIONS PUBLISHED IN THE MARCH NUMBER OF THIS JOURNAL.



QUESTION 12. Solution by F. B. DOWNES.—Let ABC be the triangle, AD the perpendicular, and E the center of the base.

Leg. Book IV, Prop. XIV,  
 $AB^2 + AC^2 = 2AE^2 + 2EB^2$ .

(1) Book IV, Prop. XII,  $AC^2 = AE^2 - 2EC \times ED + EC^2$ , or  $AE^2 = AC^2 - EC^2 + 2EC \times ED$ . Substitute in eq. (1), observing that  $EC = EB$ , and reducing  $AB^2 - AC^2 = 4EB \times ED$ , or  $(AB + AC)(AB - AC) = 2EB \times 2ED = BC \times 2ED$ , or  $BC : AB + AC :: AB - AC : 2ED$  Q. E. D.

No. 13. By BOWLDER.—In the equation,  $\sqrt[3]{a+x} + \sqrt[3]{a-x} = 6$ , let  $a+x = s$ , and  $a-x = d$ . Then  $\sqrt[3]{s} + \sqrt[3]{d} = 6$ . (1) Cube the equation  $s + 3\sqrt[3]{s^2d} + 3\sqrt[3]{sd^2} + d = 216$ ; or  $s + 3\sqrt[3]{sd}(s^{\frac{1}{3}} + d^{\frac{1}{3}}) + d = 216$ . Substitute equation (1)  $s + 18\sqrt[3]{sd} + d = 216$ , or  $18\sqrt[3]{a^2 - x^2} = 216 - 2a$ . Cube both sides  $a^2 - x^2 = \left(\frac{216 - 2a}{18}\right)^3$   $x = a^2 - \left(\frac{216 - 2a}{18}\right)^3$

No. 14. By M. C. STEVENS.—The equation  $x^4 - 8x^3 - 12x^2 + 84x - 63 = 0$ . May be written  $x^4 - 8x^3 + 16x^2 = (4x^2 - 12x + 9)7$ . Extract sq. root,  $x^2 - 4x = \pm\sqrt{7}(2x-3)$ . Transpose  $x^2 - 2x(2 \pm \sqrt{7}) = \pm 3\sqrt{7} \dots x = 2 \pm \sqrt{7} \pm \sqrt{11} \pm \sqrt{7}$ .

ACKNOWLEDGMENT.—All the questions were solved by Bowlder, F.

B. Downes, R. W. McFarland, Gamma, Adspectum, A. Schuyler and M. C. Stevens. James Goldrick, W. H. Lapham, George Newton, Lewis Norton, and Emma, solved the 12th.

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QUESTIONS FOR SOLUTION.

No. 18. By GAMMA.—A ship at sea came in sight of two islands, one bearing north, the other west. After sailing N 25° W 8 miles the ship was equidistant from the islands; and after sailing 3 miles farther in the same course, she was in a line between the islands. What was her distance from the islands when they were first seen?

No. 19. By ADSPECTUM.—The sum of the sides of any equilateral triangle is less than the sum of the sides of any other triangle with the same altitude and base.

No. 20. By BOWLDER.—Given  $x + \frac{2}{\sqrt{x}} = \sqrt{x} + 6\sqrt{\frac{1}{x}}$  to find  $x$  by Quadratics.

No. 21. By M. C. STEVENS.—Given  $4 - \frac{11x}{3} = \frac{3x - 1}{x + \sqrt{3^2 + x}}$  to find  $x$ .

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Correspondents furnishing questions, will please accompany them with their own solutions, when they can do so.

All communications for this Department should be addressed, "Math. Dep't. O. J. of Ed'n., care of F. W. Hurtt, Cincinnati, O.," until further notice.

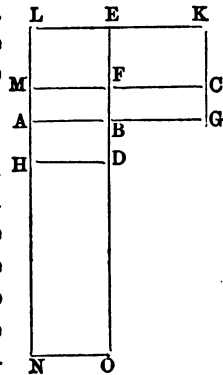
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THE USE OF GEOMETRY IN THE SOLUTION OF NUMERICAL PROBLEMS.

EXAMPLE 7. Given  $a - x : x :: c : d - x$ , to find  $x$ .

SOLUTION.—Represent the numbers  $a$ ,  $c$  and  $d$  by the straight lines AC, BD and BE; and represent  $x$  by the equal lines AB and EF.

Then  $AC - AB : AB :: BD : BE - EF$ .  
 Hence  $BG = BH$  (Leg. 2, 1); for  $BG$  is the  
 rectangle under the extremes, and  $BH$  is the  
 rectangle under the means of the proportion.  
 To  $HD$  apply  $DN = MK$ ; then since  $HD =$   
 $ML$  we shall have  $DO = LK = AC$ , a given  
 line. To each of the equals,  $BG$  and  $BH$ , add  
 $BM$ , and we shall have  $CM = MD$ . Therefore  
 $MO = AK$ , a given area. And  $OF + FM$ , the  
 sum of the adjacent sides of  $MO$ , is equal to  
 $OE$ , which is obviously a given line. The side  
 $MF (= AB)$  may therefore be found as in ex-  
 ample 3.



**CALCULATION.**—Let  $a = 90$ ,  $c = 25$  and  $d = 60$ . Then the area  
 $MO = AK = AC \times CK = a \times d = 90 \times 60 = 5400$ ; and  $OE =$   
 $OD + DB + BE = a + c + d = 90 + 25 + 60 = 175 =$  the sum  
 of the adjacent sides. From these data, the length of  $MF$ , or of its  
 equal,  $AB$ , the representative of the required number  $x$ , will be found  
 to be 40.

**REMARK.**—As the problem given in example 3 is auxiliary to the  
 solution of the present problem, so will the present problem be found  
 to be auxiliary to the solution of the problem which I purpose next to  
 present. All the infinite variety of problems, whether numerical or  
 geometrical, producing equations of the first and second degrees, are  
 solved by the aid of a limited number of problems which may be ex-  
 pressed as proportions involving a single unknown quantity. The aux-  
 iliary problems may all be reduced to the four following fundamental  
 forms: 1st.  $x : a :: b : c$ . 2d.  $x : a :: b : x$ . 3d.  $a + x : b :: c : x$ .  
 4th.  $a - x : b :: c : x$ . The present problem, for instance, was re-  
 duced to another in which the area and the sum of the adjacent sides of  
 a rectangle were given to find the sides. Now, if the extremes and  
 means of No. 4 be multiplied together, we shall have  $(a - x)x = bc$ ,  
 where the given number  $a$  expresses the sum of the adjacent sides of  
 a rectangle having a given area,  $bc$ . The present problem was therefore  
 reduced to one of which the proposition No. 4 expresses the conditions.

LANCASTER, O.

JOHN WILLIAMS.



## MISCELLANEOUS.

*A Botanic Garden.*

As the Trustees of Farmers' College, College Hill, have appropriated twelve acres of their beautiful grounds for the establishment of a Botanic Garden, for the promotion of the science of Botany, I deem a brief notice of the enterprise not unworthy the attention of the readers of this Journal. The tract so appropriated is beautifully located within the precincts of the college, and eminently suited to such an object. The surface is greatly diversified by a crooked ravine, by plains and slopes, by a sinking spring, a natural bridge, and a sylvan lake. It is a portion of the one hundred-acre lot which constitutes the experimental and model farm of the said College.

The true idea of a botanic garden has never yet been realized, at least as a public institute, in these Western States. This idea, we believe, is well understood by the Principal and Directors in the agricultural department of this college, and they have the means and are fully resolved on carrying it out into practice. This is the plan: To assemble in this one tract, under such varied conditions of soil, heat, light, moisture, etc., as the cultivation of each requires, every species of plant growing on the American continent, not rejecting, meantime, any that may be offered from foreign lands.

As no species is to be chosen merely on account of its floral beauty, so none are to be rejected for the want of it. The Flora of different and distant regions are to be here represented truly, by the humble or the despised weed, as well as by the gay flowers and the lofty trees. Such was the aim of Bartram, that pioneer of American botany, in founding his famous garden near Philadelphia. Such also was the aim of the founders of the Cambridge Garden, belonging to Harvard University. The former, once stocked with the floral riches of all the States, has suffered through ungrateful neglect, and degenerated into a mere flower garden; while the latter, under the direction of Dr. Asa Gray, has become the richest depository of living plants in America. There is, indeed, no lack of private flower gardens which, like Hoffner's in Commingsville, display the beauty and splendor of the vegetable world, for the gratification of the curious; but these, comparatively, are of no value to science.

*The advantages of an instituted botanic garden are by no means*

inconsiderable. It is well known to us that in this State, and indeed in all the growing States of the Ohio and Mississippi valleys, hundreds of species of our wild native plants are in danger of utter extinction. The plow and foraging cattle are everywhere at work, uprooting and consuming these defenseless gems of the wilderness, and already the botanist mourns over the irreparable loss of many favorite species which Nuttall and Lea, twenty years ago, found growing all over the plains, hills and ravines of Cincinnati and vicinity. So everywhere in these fertile regions, agriculture "is usurping the bowers of nature," and eradicating every growth but its own. In New England, two-thirds of the country is impracticable to agriculture, affording safe retreats to the native plants in Alpine heights, rocky woods, and miry swamps; still even there the botanists have long sought in vain for *Alchemilla*, *Doyas*, *Sibbaldia*, *Calypso*, etc., known to Pursh and other early botanists, as indigenous there. How precarious, then, must be the existence of such plants as are natives only of the fertile forests and prairies of the West!

Now it is to afford a safe asylum for these beautiful creations whose existence is so much endangered by the all-devouring forces of husbandry, that the botanic garden is instituted, as well as to facilitate the study of botany both in respect to particular plants, and to the general flora of distant countries. All, therefore, who are interested in the advancement of science, and in the preservation of our wild-wood plants from extermination, can effectually manifest their interest and aid this enterprise by contributing roots, bulbs and seeds.

COLLEGE HILL, April 27, 1855.

A. WOOD.

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### Classified Public Schools.

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From nearly every part of the State the reports of the examinations and other public exercises of these schools, attended in connection with the close of their winter term, furnish most gratifying evidence of the success with which they are conducted, and of the increasing confidence and favor with which they are regarded by the people who sustain them, and whose children are reaping the rich benefits they afford.

From the statistics furnished in our last number, it appears that for

each scholar in daily attendance, the average cost of tuition in fifteen of these systems varies from \$4.75 to \$10.50, and that the average in the same towns and cities, varying in population from 800 to 41,000, is \$6.81; while in the same places the average cost of tuition in private schools of different grades, is \$19.60, or nearly *three times* the cost of the same in public schools.

The following table gives the names, population, number of scholars instructed, and the cost of tuition in public and private schools in the places whose statistics give the foregoing results :

| Towns and cities.       | Population. | Scholars. | Cost in pub. | Cost in priv. |
|-------------------------|-------------|-----------|--------------|---------------|
| Akron . . . . .         | 4,500       | 875       | \$7.11       | \$14.00       |
| Bainbridge . . . . .    | 800         | 197       | 7.14         | 12.00         |
| Bellevue . . . . .      | 1,500       | 315       | 6.00         | 11.00         |
| Cleveland . . . . .     | 41,000      | 3,955     | 10.00        | 28.00         |
| Columbus . . . . .      | 25,000      | 1,991     | 9.54         | 30.00         |
| Eaton . . . . .         | 1,800       | 350       | 5.00         | 10.00         |
| Franklin . . . . .      | 1,400       | 412       | 4.85         | 24.00         |
| Fredericktown . . . . . | 1,200       | 238       | 5.80         | 24.00         |
| Granville . . . . .     | 800         | 260       | 4.75         | 18.00         |
| Hamilton . . . . .      | 5,300       | 484       | 7.25         | 16.00         |
| Lebanon . . . . .       | 3,000       | 450       | 6.00         | 25.00         |
| Marietta . . . . .      | 4,500       | 1,200     | 6.50         | 18.00         |
| Newark . . . . .        | 5,500       | 1,022     | 6.00         | 9.00          |
| New Richmond . . . . .  | 3,000       | 419       | 5.77         | 40.00         |
| Salem . . . . .         | 2,600       | 383       | 10.50        | 15.00         |

The reason for taking so small a number of places for this comparison is that so many of the towns and cities have no private schools with which to compare: Public schools are doing the whole of the work of instruction. The cause of the wide difference in the expense of private schools in these places, is the fact that in some of them only a single school of a high grade is sustained, while in others no such school is sustained, and some one or two primary schools are kept, mainly for children too young to be admitted to the public schools, and hence the tuition is placed low.

As it is well known that instruction in a respectable Academy or Female Seminary can rarely if ever be obtained for less than \$18.00 per year, and as the public schools with which a good high school department is connected, afford advantages equivalent to those obtained in such Institutions, it is more fair to make the following comparison. In eight of these places, namely, Cleveland, Columbus, Franklin, Fredericktown, Granville, Lebanon, Marietta and New Richmond, the tui-

tion in private schools is 18.00 or more, (showing that those schools are sufficiently elevated to afford instruction of the same grade as that given in a good system of public schools,) the average cost of tuition in public schools is \$6.65, and in private schools \$25.87, or nearly *four times* as great.

These statistics are commended to the attention of those who are deliberating upon the propriety of establishing, and the economy of maintaining good public schools.

A. D. L.

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## Answers to Questions on the School Law.

BY THE COMMISSIONER OF COMMON SCHOOLS.

**QUESTION 91.**—The local directors of sub-district No. —, in — township, employed an individual to teach their school, who failed to obtain a certificate; but at the request of the inhabitants of said district, who pledged him his wages, he continued to teach the school. At the expiration of his term, the local directors gave him a certificate of the amount due for his services, although he held no certificate of qualification; but the clerk of the board of education declined giving him an order on the township treasurer.

The case was subsequently brought before the board of education, who directed the clerk to issue an order in favor of the said local directors, to reimburse them for money advanced to pay said teacher; but the clerk still refused, on the ground that he was not authorized to draw orders on the township treasurer, for the payment of teachers who do not hold certificates of qualification, as required by the school law. Is it legal and proper for said clerk thus to refuse?

**ANSWER.**—In Secs. 45 and 24, of the school law, it is declared that no person shall be employed as a teacher in any common school, unless such person shall have first obtained a proper certificate from the board of school examiners; and that the clerk of the board of education is not legally empowered to draw orders on the township treasurer, in favor of teachers for such amounts as may have been certified to be due them, except on the presentation of their certificates of qualification. No requirement of the law is plainer than that no school funds applicable to the payment of teachers' wages, shall be paid to teachers who have not been able to obtain the proper certificates. The law does not authorize boards of education to order the disbursement of school funds to uncertificated teachers, or to local directors who may have advanced their own money to pay such teachers. Boards of education have no more right to disregard the provisions of the school law in regard to the payment of school funds to teachers, than they have to nullify the entire law. Indeed, this is one of its most important and most sacred provisions.

It has been decided over and over again, by the courts in other States, whose school laws contain provisions in relation to the employment of teachers similar to those in the school law of this State, that school funds which, by the terms of the law, are made applicable to the payment of teachers' wages only, cannot

legally be paid to teachers who do not hold the proper certificates, and if so paid in violation of law, the money may be recovered of the school officers thus illegally disbursing it.

It has also been repeatedly decided that when local directors or trustees of school districts employ a person as teacher, who fails to obtain the requisite certificate, they may discharge him, and he cannot recover for services thus rendered. If they engage him as a qualified teacher, the moment he ceases to be so, there is a failure of the consideration for the contract. But if they continue him in the school after notice that he has failed to sustain the requisite examination, or that his certificate had been annulled, it will be regarded as such a continuance of the contract, that they will not be allowed, at a subsequent period, to dispute it, and they will render themselves personally liable for the payment of teachers' wages.

A teacher thus continued, after failing to obtain a proper certificate, if compensated at all for his services, must be paid by the local directors, or by the inhabitants of the district at whose instance he was retained, and whose children attended the school. Under such circumstances the school becomes a private school, and must be sustained as a private school, and no portion of the public school fund can legally be applied to sustain it.

QUESTION 92.—The annual election for a local director, in a certain sub-district, in — township, resulted in a tie vote; the judges therefore decided by lot, who should hold the office, and the new director was sworn in. Were the proceedings legal? If not, will it be necessary to hold a new election, or for the clerk of the board of education to make the appointment?

ANSWER.—It will be necessary to have another election. A tie vote, in such a case, is tantamount to a failure to meet and elect, and such a contingency is provided for by sec. 4 of the school law. At the first election of local directors, under the present school law, held on the first Monday of April, in the year eighteen hundred and fifty three, when it became necessary to elect three directors in each sub-district, whose terms of office would be respectively, one, two, and three years, it was provided in sec. 2, that in case two or more persons so elected should receive an equal number of votes, the duration of their respective terms of office should be determined by lot, in the presence of the chairman and secretary of the meeting. That is the only case to be decided by lot under the provisions of the school law. It is customary, in a case like the one presented, for the electors to remain until some one of the candidates receive a plurality of votes. As such a meeting is called for the sole purpose of electing a single director, there could be no objection to second, third, or any reasonable number of ballotings.

QUESTION 93.—When the local directors of one of the sub-districts in a township, in order to secure the services of a teacher, competent to give instruction in several of the higher branches, agree to pay him much higher wages than are paid to the teachers in the other sub-districts, would the board of education be justifiable in apportioning to such district more than its *pro-rata* share of the school fund raised in said township for the purpose of prolonging its schools, in order that the school in said district may be continued in operation, during the year, for the term of seven months?

ANSWER.—A deviation from the rule of apportionment, prescribed in sec. 24, would not be proper under such circumstances. It is believed that such a deviation is warrantable only in cases where, owing to the peculiar features of the territory, sparseness of population, bad condition or want of roads, or other una-

voidable] obstacles, it becomes necessary to form or continue a sub-district, containing quite a small number of youth of school age. To such a weak district more than its *pro-rata* share of the township school fund may properly be apportioned in order that its scholars may enjoy the privilege of attending school for at least seven months in each year. It is unquestionably right and proper that township boards of education should make such liberal and reasonable provisions for keeping the schools under their charge in operation a proper length of time, as would enable the local directors to offer such compensation as would secure the services of well-qualified teachers. Boards of education should be frugal, but not parsimonious, liberal but not extravagant. It is not to be believed that any intelligent citizen will consider that sordidness to be economy, which prefers that their children should be brought up in ignorance, or instructed in error, rather than contribute the mere trifle which will secure to them an education, sound and accurate, at least as far as it goes. Nor is it necessary, under the present school law, that instruction in our common schools should, in all cases, be restricted to spelling, reading, writing, arithmetic, geography, and English grammar. By sec. 17, the power to determine the studies to be pursued in the several schools under their control, is wisely vested in the boards of education. In the exercise of this power, they should use a sound discretion, but they should not cripple the efforts of local directors to elevate the character of their schools and foster the interests of education in all judicious ways.

**QUESTION 94.**—In the township of —, the board of education recently formed a new sub-district, and the question has arisen, whether the local directors for said sub-district shall be appointed or elected.

**ANSWER.**—The school law does not specify in so many words the precise mode of supplying a new sub-district with a board of local directors. But in as much as the law confides to the management and control of the board of education for each organized township in the State, the general interests of education therein, and confers upon them power to alter old sub-districts and form new ones; and to prescribe such general rules and regulations as in their judgment will best subserve the interests of common schools and the cause of education; the power to perfect the organization of a new sub-district seems to follow as a sort of necessary consequence.

When, therefore, a new sub-district is formed, the board of education should cause to be posted up in three of the most public places in such sub-district, a notice in writing, describing such sub-district, and appointing a time and place for the first meeting of the qualified voters thereof to elect, by ballot, three school directors.

The erection of a new sub-district does not create such vacancies in the office of local directors, as are required by sec. 3, to be filled by appointment. Besides, it would be unjust towards the inhabitants of such new sub-district, to obtrude upon them, by appointment, the entire board of local directors.

The mode of determining the respective terms of office of the directors of such new sub-district, must be the same as prescribed in sec. 2 for the first election of local directors in the old sub-districts, under the present school law.

**QUESTION 95.**—On the 9th day of April, inst., there were two vacancies in the board of education of the incorporated village of —, — one member having removed out of the district, and the term of office of another having expired.

In the notice of the annual meeting for the election of members to fill said vacancies, it was stated that two members were to be elected — one for two, and the other for three years.

At the election held pursuant to said notice, most of the electors wrote upon their ballots the names of two candidates, without any designation thereon to determine who was intended by the electors to fill the long, or who the short term. The judges, therefore, decided the matter by ballot. Hence three questions arise, viz : 1. Whether said election as conducted and decided was legal? 2. Whether a vacancy in a board of education, occasioned by the removal of a member out of the district, can legally be filled by an election at the annual meeting? 3. Whether it was proper for the judges, under the circumstances of the case presented, to determine, by lot, who should hold for three, and who for two years?

ANSWER.—By sec. 2 of the school law, it is provided that after the second Monday of April in the year eighteen hundred and fifty three, there shall annually be elected on the second Monday of April in each and every year, in each sub-district of the proper township, "one school director for the term of three years."

By sec. 32, the provisions contained in sec. 2, are made equally applicable to the election of members of boards of education in such incorporated villages as become "separate school districts."

When vacancies occur in such "separate school districts" by death, resignation, removal from the district, refusal to serve, etc., they should be filled in the same manner as like vacancies occurring in the sub-districts of a township,—the clerk or recorder of an incorporated village possessing the same powers in this regard as the clerk of a township board of education. To the board of education of said incorporated village the law authorized the election on the 9th instant, of but one member, and required the other vacancy to be filled by an appointment. But the meeting being called for the purpose of electing two members, and no designation appearing on the ballots to determine which of the candidates was elected for three years, and which to fill the vacancy occasioned by said removal, there was evidently a "failure to meet and elect," and another meeting must be called as authorized by sec. 4 of the school law; and, meantime, the member whose term of office had regularly expired is entitled to the privilege of "continuing in office until his successor shall be duly elected and qualified."

The vacancies referred to in sec. 3 are not such as result from a "failure to meet and elect" a member to take the place of the one whose term of office has expired, but such as result from the causes specified in said section. It is obvious that the qualified voters of a "separate school district" are entitled to the privilege of annually electing one member of their board of education, and should they fail to meet and elect on the second Monday of April, it would become necessary to call a special meeting of the electors as provided in sec. 4, and the member whose term of office had expired, would hold over until his successor was duly elected and qualified. See the last part of the first period of sec. 2.

It has been held in some of the States that where a vacancy in a school office occurs, which the law requires to be filled by an appointment for the *unexpired term*, if such appointment be not made before the next annual meeting for the election of school officers, it may be legally filled by an election at such annual meeting. To such a proceeding there can be no reasonable objections. Indeed, it would seem to be quite proper thus to fill a vacancy when the appointing officer neglects his duty.

It is even provided in the school laws of some of the States that if vacancies are not filled by appointment within one month after they occur, a special meeting may be called for the purpose of electing persons to fill them.

From the language used in sec. 3d, it is obvious that when a vacancy does happen from such causes as are specified therein, the clerk of the board of educa-

tion possesses the undoubted legal power to fill such vacancy by appointment for the whole of the unexpired term, and not, as some have supposed, only until the time of the next annual election of school officers.

Assuming, then, that vacancies resulting from such causes, as are specified in sec. 3, may legally be filled by an election at the next annual meeting for the election of school officers, unless previously supplied by an appointment, and that the qualified voters of the district may, therefore, elect two members of their board of education at such annual meeting, would it be legal for the chairman and secretary of the meeting to determine, by lot, who was elected for the full term of three years, and who to fill the vacancy? It would not be legal thus to determine the matter; for the only cases which the law allows to be thus determined, are those which arise from the fact that, at the first election of school directors in a district under the present school law, two or more persons so elected have received an equal number of votes. But when two local directors or two members of a board of education are to be elected — one for the full term of three years, and the other to fill a vacancy, the name of but one person should be written on the ballots, or the meeting should first vote for a person to fill the full term, and, then, for one to fill the vacancy; or, if both be voted for at the same time, then a proper designation should be written on the ballots, such as, "for the full term," "to fill the vacancy," etc., or simply, "full term," "vacancy," etc.

In case of a tie vote, the meeting should continue to ballot until some one receive a *plurality* or a *majority* of the votes, according to the law which governs the particular election.

QUESTION 96.—In the township of —, there are eight sub-districts, containing respectively 59, 62, 62, 63, 75, 81, 83 and 102 youth of school age. Their school houses are centrally located, their territory nearly the same in extent, and the inhabitants prefer to have them remain unchanged. On or before the first Monday of June last, the board of education of said township estimated and certified to the Auditor of their county, six hundred and twenty-five dollars, as the amount of money necessary to continue the schools in operation in each of said sub-districts for seven months in the year. The State school fund was distributed to the sub-districts in proportion to their respective enumeration of scholars; but owing to the fact that the sub-districts could not well be changed or altered, and that competent teachers could not be obtained for the small sub-districts at a less salary than for the larger ones, the board of education so distributed the money raised to prolong schools in said sub-districts, as that each received from all sources the equal sum of \$205.52.

The question is submitted whether such a distribution of the money raised by a tax on the property of the township for the purpose of prolonging the schools therein, is legal?

ANSWER.—In answer to questions similar to the foregoing, the opinion of the undersigned has been several times written out and published either in the newspapers or the Journal of Education, and all to the effect that, in distributing school moneys made applicable to the payment of teachers only, boards of education could not legally *deviate* from the rule of apportionment prescribed in sec. 24 of the school law, except in the case of the fund raised for the express purpose of prolonging the schools in the several sub-districts in their township, and not even then, unless positive *necessity* demanded such deviation. The township tax being authorized for the specific purpose of prolonging the sessions of the common schools in obedience to the provision contained in the last clause of sec. 24, that purpose should not be defeated in order to comply literally,—not with



the true *intent* and *spirit* of the law,— but with another provision which directs the mode of apportioning school funds made applicable to the payment of teachers only.

It should not be overlooked, however, that a deviation from the general rule of apportionment even in the case of the fund raised for the specific object of *prolonging* schools, must depend for its justification on the *necessity* of the case; and that such a *necessity* can arise only in cases where, owing to the natural features of the country, bad condition or want of roads, sparseness of population, or other insurmountable obstacles, it is necessary to form or continue a sub-district or sub-districts, containing a very limited number of youth of school age. In re-districting their townships, boards of education should endeavor to form strong and permanent sub-districts, so far as the same may be compatible with the reasonable accommodation of all the families resident therein. The law allows the formation or continuance of sub-districts containing a small number of scholars, in cases where larger ones could not be formed without subjecting some of the scholars to the necessity of walking an unreasonable distance to school, and permits boards of education to provide for a seven months' school in such weak districts, by distributing to them more than their *pro rata* share of the funds raised for the sole purpose of *prolonging* the schools in the township. The weak districts being thus provided with the means for keeping their schools in operation for seven months in the year, the balance of said township fund should be apportioned among the remaining sub-districts according to their enumeration of scholars.

It is not proper for boards of education to restrict the schools in all sub-districts to the period of seven months. The law fixes the *minimum* time only of continuing the schools in operation, not the *maximum*; but wisely leaves the latter to be determined by the amount of money which each district is properly entitled to draw from the State and township school funds. The law seems to contemplate that, beyond a certain number of scholars, the larger the school, the longer should be its sessions, the more experienced its teacher, or the greater its number of teachers, in order that its pupils may be as thoroughly and properly instructed as those attending the smaller schools; that in a school of sixty or eighty scholars, no teacher can give as accurate and efficient instruction as in a school of forty or fifty.

Inequalities in the amount of money received by sub-districts in consequence of a difference in their number of youth of school age, must be obviated, if obviated at all, by enlarging some, and contracting others, so far as the same may be consistent with the reasonable accommodation of the families to be affected by such alteration.

When, however, such alteration is impracticable, or would result in serious inconvenience, the inhabitants should cheerfully acquiesce in such an apportionment of the school moneys raised in the township for the purpose of prolonging its schools, as would give to the smaller districts means to continue their schools for at least seven months in each year.

The more populous a neighborhood is, the longer and better should be its school. Cities, for instance, need as a safeguard against civil disorder, vice and crime, the softening, refining, purifying and elevating influence of education, much more than the rural sub-districts. Hence boards of education should not undertake to restrict the school sessions in the populous districts within the same limits as in the sparse ones. The bed of Procrustes is not equally adapted to them all.

H. H. BARNEY,  
Commissioner of Common Schools.

## CIRCULATION OF THE JOURNAL.

The first, second and third columns in the following Table, exhibit the circulation of the Journal, in the several counties in Ohio, at the close of the corresponding volumes, and the fourth, the present circulation of the current volume. In addition to these, we have more than 150 subscribers in other States, making the whole number 1700. The number of subscribers in Ohio reported last year at this time was 1520.

| Counties.     | I. | II. | III. | IV.             | Counties.     | I.  | II. | III.          | IV.         | Counties.  | I.   | II.  | III. | IV. |
|---------------|----|-----|------|-----------------|---------------|-----|-----|---------------|-------------|------------|------|------|------|-----|
| Adams....     | 1  | 2   | 7    | 10              | Hamilton..    | 72  | 182 | 172           | 120         | Noble..... | 0    | 4    | 6    | 1   |
| Allen.....    | 0  | 4   | 13   | 11              | Hancock... 16 | 24  | 24  | 8             | Ottawa... 1 | 0          | 2    | 2    | 2    |     |
| Ashland.. 54  | 46 | 28  | 16   | Hardin.... 1    | 1             | 4   | 0   | Paulding.. 0  | 1           | 0          | 0    | 0    |      |     |
| Ashtabula 29  | 39 | 18  | 9    | Harrison... 8   | 18            | 27  | 9   | Perry.... 2   | 1           | 13         | 12   | 5    |      |     |
| Athens... 0   | 1  | 27  | 22   | Henry..... 0    | 0             | 1   | 0   | Pickaway. 9   | 26          | 36         | 24   | 24   |      |     |
| Auglaize.. 0  | 0  | 2   | 0    | Highland.. 12   | 15            | 36  | 39  | Pike..... 1   | 4           | 4          | 3    | 3    |      |     |
| Belmont.. 24  | 31 | 31  | 10   | Hocking... 3    | 1             | 0   | 1   | Portage... 4  | 18          | 43         | 23   | 23   |      |     |
| Brown.... 0   | 27 | 124 | 73   | Holmes.... 3    | 2             | 7   | 0   | Preble... 21  | 26          | 48         | 30   | 30   |      |     |
| Butler... 14  | 10 | 58  | 15   | Huron..... 35   | 32            | 72  | 37  | Putnam... 1   | 0           | 0          | 2    | 2    |      |     |
| Carroll... 2  | 7  | 5   | 3    | Jackson... 0    | 2             | 14  | 63  | Richland.. 57 | 45          | 41         | 23   | 23   |      |     |
| Champaign 5   | 19 | 33  | 15   | Jefferson... 13 | 56            | 23  | 30  | Ross..... 7   | 24          | 19         | 19   | 19   |      |     |
| Clark.... 14  | 17 | 14  | 10   | Knox..... 45    | 36            | 35  | 21  | Sandusky. 2   | 7           | 12         | 5    | 5    |      |     |
| Clermont. 22  | 37 | 70  | 68   | Lake..... 25    | 24            | 32  | 24  | Scioto.... 4  | 50          | 24         | 25   | 25   |      |     |
| Clinton... 3  | 41 | 32  | 19   | Lawrence.. 8    | 13            | 10  | 9   | Seneca.... 44 | 58          | 61         | 50   | 50   |      |     |
| Col'mbi'na 35 | 51 | 48  | 32   | Licking... 44   | 47            | 43  | 35  | Shelby... 2   | 3           | 2          | 2    | 2    |      |     |
| Coshocton 4   | 18 | 52  | 46   | Logan..... 1    | 5             | 4   | 19  | Stark.... 80  | 75          | 26         | 18   | 18   |      |     |
| Crawford. 13  | 13 | 13  | 4    | Lorain.... 5    | 19            | 18  | 7   | Summit... 9   | 8           | 30         | 6    | 6    |      |     |
| Cuyahoga. 48  | 95 | 56  | 13   | Lucas..... 20   | 10            | 21  | 24  | Trumbull. 4   | 11          | 10         | 11   | 11   |      |     |
| Darke.... 3   | 2  | 4   | 3    | Madison... 2    | 20            | 15  | 5   | Tuscaraw's 5  | 6           | 21         | 17   | 17   |      |     |
| Defiance. 7   | 3  | 10  | 9    | Mahoning. 4     | 10            | 11  | 1   | Union.... 0   | 1           | 3          | 1    | 1    |      |     |
| Delaware. 11  | 41 | 23  | 28   | Marion.... 8    | 9             | 1   | 3   | Vanwert.. 1   | 0           | 1          | 0    | 0    |      |     |
| Erie..... 58  | 40 | 20  | 17   | Medina.... 3    | 2             | 5   | 24  | Vinton... 0   | 0           | 3          | 3    | 3    |      |     |
| Fairfield. 6  | 7  | 20  | 15   | Meigs..... 0    | 0             | 7   | 4   | Warren... 21  | 45          | 90         | 60   | 60   |      |     |
| Fayette... 2  | 2  | 20  | 10   | Mercer.... 0    | 1             | 8   | 0   | Washing'n 20  | 20          | 20         | 25   | 25   |      |     |
| Franklin. 30  | 30 | 60  | 35   | Miami.... 18    | 26            | 33  | 18  | Wayne... 12   | 12          | 21         | 16   | 16   |      |     |
| Fulton... 1   | 5  | 6   | 4    | Monroe... 1     | 2             | 2   | 13  | Williams. 0   | 7           | 7          | 2    | 2    |      |     |
| Gallia.... 0  | 1  | 1   | 2    | M'tgomery. 66   | 52            | 45  | 19  | Wood.... 10   | 18          | 13         | 8    | 8    |      |     |
| Geauga... 6   | 6  | 2   | 4    | Morgan... 13    | 12            | 16  | 31  | Wyandot. 2    | 6           | 7          | 4    | 4    |      |     |
| Greene... 62  | 60 | 87  | 43   | Morrow... 9     | 32            | 7   | 4   |               |             |            |      |      |      |     |
| Guernsey. 25  | 42 | 90  | 24   | Muskingum 53    | 88            | 147 | 37  | Totals.. 1285 | 1920        | 2375       | 1576 | 1576 |      |     |

## Teachers' Institutes.

Institutes have been attended during this year as follows:

Jackson county, at Jackson, February 7th, four days.

Scioto county, at Portsmouth, February 15th, three days.

Clark county, at —, March 19th, one week.

Morgan county, at McConnellsville, March 26th, one week.

Tuscarawas county, at New Philadelphia, April 2d, one week.

Muskingum county, at Zanesville, April 3d, four days.

Coshocton county, at West Bedford, April 9th, one week.

Clermont county, at New Richmond, April 9th, one week.

Athens county, at Athens, April 11th, four days.

Brown county, at Georgetown, April 16th, one week.

Jefferson and Harrison counties, at Richmond, April 16th, one week.

Fayette county, at Washington, April 23d, one week.

# Editors' Portfolio.

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We had hoped to issue this number promptly by the first of the month, but an unexpected delay in the preparation of the first article has prevented.

During the past month the Agent has attended Institutes in Tuscarawas, Athens and Fayette counties, and lectured in Lancaster, and in Pomeroy and Middleport in Meigs county. Institutes were also held in Muskingum, Clermont, Brown, Coshocton, Jefferson, and perhaps other counties, during the month.

The Secretaries of all these Institutes, who have not already done so, are requested to forward the names of the Instructors and Lecturers, and the number of persons, male and female, who attended, so that a full report of all attended during the winter and spring, may be inserted in the June number.

Mr. F. W. Hurtt, who had aided Dr. Ray in the labors of the Mathematical Department, (who had indeed prepared most of the matter for the press for some time,) has kindly consented to continue in charge of the department till the Executive Committee meet. All communications pertaining to it may therefore be directed to him at Cincinnati.

The name of Dr. Ray will be retained on our title page till his successor is appointed at the semi-annual meeting.

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## Correspondence.

MR. LORD:—It seems to me that, in the common Schools, as well as those of higher grade, but few means of a more salutary bearing can be used, than a well regulated "merit roll." From some cause, however, it is what we seldom see. During several years, I have endeavored to carry out a plan of my own, and though I have been well rewarded for my trouble, yet many times my minutes have been so perplexing and imperfect, and attended with so much labor, that I think there must be a more excellent way. For the benefit of myself, and many others no better off, will not some one in a future number of the Journal, suggest a plan by which the common school teacher can keep a concise and comprehensive record of the standing of his pupils, with as little labor as possible?

D. H. WILLIAMS, Pookatom.

During the past winter our schools in this vicinity were conducted, and scholars appeared to progress faster than at any previous time. We hold township Teachers' Association every month, and the result is, that an interest has been awakened that has never been felt before in this corner of Seneca county. Not only teachers, but professional men, mechanics, merchants, and people generally would come out and listen to our deliberations, and not unfrequently would take an active part in the same. The good work has commenced, and we intend to keep up the excitement during the summer. Mr. Schuyler of Republic lectures in this place next Friday evening.

J. T. M., Flat Rock.

"Endowed Institutions for Females."—MR. EDITOR:—The article under the above head, in the last Journal, gives rather a disparaging view of the provision made for the higher education of females in our State. Two of the most large-

ly endowed and most numerously attended colleges in the State, are open alike to both sexes.

The high schools in Cincinnati, Dayton, Columbus, Sandusky and Cleveland, and all the Union Schools are open to both sexes. The course of study in many of these is nearly as extensive as in many of the colleges. Several of the medical colleges of the State are also open to both sexes. The need of the times is not that new institutions should be founded for the higher education of females, but that they should be urged to avail themselves of the facilities offered for a higher education in existing institutions.

ALPHA.

Some forty Teachers attended the last meeting of the Monroe Co. Teachers' Association. Considerable interest was manifested, and the exercises were conducted with "spirit, and some understanding." A committee was appointed to secure the services of A. D. Lord, to conduct the exercises of our next meeting. We also appropriated \$30.00 to purchase apparatus for the use of our Society.

W. W., Woodfield, O.

We have just closed the seventh session of our county Teachers' Association. Seventy members were present, being the largest number in attendance at any meeting. There is an increasing interest manifested in the cause of public Education. I send you four dollars for your valuable Journal: all should take and read it.

W. V. N., Fond du Lac, Wis.

#### Notices of Colleges, Schools, etc.

**Marietta College.**—The Catalogue for 1854-5 contains the names of 92 students: 30 in the Preparatory Department; and 62 in the college classes; of whom 13 are Freshman, 21 Sophomores, 18 Juniors, and 10 Seniors. An able Faculty are laboring to make this College worthy of the patronage of all who desire a thorough education.

**West Bedford Academy.**—This Institution, located in Coshocton county, is under the charge of Mr. H. D. McCarty, A. B., who is aided by two male and two female Teachers. The students during the year just closed numbered 197: 62 in the Primary department, and 35 in the Academic; of whom 82 were males and 53 females. Thirty-two of the students have been employed in teaching, and 29 others are preparing for the employment.

**PUBLIC SCHOOLS.**—A neat pamphlet has been received, containing the Regulations of the Union School of New Philadelphia, O., with the law under which the School is organized. Placing a copy of the Regulations of such Schools in the hands of every parent and guardian, is an excellent policy.

The Regulations of the Union School in Higginsport, Brown county, have also been published. From the statement of the Board of Education it appears that the system is giving good satisfaction there. Mr. T. J. Spafford is the Principal, and four female Teachers are employed.

The citizens in quite a number of towns in the State are making arrangements for the erection of good school houses during the present year. Facts abundantly prove that the money needed for such purposes can not be invested in any way which will prove more profitable either to individuals or to communities than when expended for good school buildings.

## Hints, Suggestions and Questions to Teachers.

Reading and spelling are, of course, among the most important things to be taught; and good reading and spelling can readily be appreciated by almost all. Hence, parents who find their children interested in these branches, and constantly improving in them, will think that they are doing well, and that their Teacher is a good one. Let these important branches receive a full share of attention.

To awaken interest in spelling, let each scholar, commencing at the foot of the class, pronounce a word, selected from the lesson, to the one at the head; and if it is missed by any, let the one who spells it "go up." Do this for a few times before beginning to pronounce the lesson yourself, and you will soon find that all the *hard* words will be pretty sure to be spelled correctly. Then you can allow them to select from a reading book, from proper names, the names of the months, or other classes of words.

To improve the voices of scholars, one of the best plans is to have them repeat in concert, after you, short, spirited passages of prose or poetry, on different pitches, rapidly or slowly, loudly or softly, as you may direct.

To prepare young scholars to declaim or rehearse without embarrassment, let them step forward, bow to the class, and count from one to twenty, or fifty—repeat a line of the multiplication table,—one of the tables in compound numbers,—or even the names of the days of the week, the seasons, the months of the year or any lessons which they have thoroughly committed. They will soon take delight in the practice.

During warm weather, the regular exercises should be somewhat frequently varied by singing or concert exercises, oral instructions, etc.

In giving oral instructions, the Teacher should endeavor to come down nearly to the level of the pupil's mind, but not so near that he can understand all that is said without any effort. If some scholar does not understand, and asks for explanations, give any one who does comprehend, an opportunity to explain it; never answer such questions till you have given the scholars the privilege of doing so.

The Teacher should endeavor to be what he would have his scholars become; and should remember that the surest way to make them what they *should* be, is to treat them as though they *intended* to be just what they should.

One of the best ways to prevent falsehood is suggested in the foregoing: a skillful Teacher will easily show a boy who has lied that he is in trouble. The pupils of Dr. Arnold, the great English Teacher, were very soon broken of the habit of lying. They used to say to each other, "It is mean to lie to Dr. Arnold, for he always believes a fellow."

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 Selections.

Origin of Wars.—The history of every war is very like a scene I once saw in Nithsdale. Two boys from different schools met on one fine day upon the ice. They eyed each other with rather jealous and indignant looks, and with defiance on each brow. "What are ye glowrin' at, Billy?" "What's that to you? I'll look where I have a mind, an' hinder me if you daur." A hearty blow was the return to this and then such a battle began. It being Saturday, all the boys of

both schools were on the ice; and the fight instantly became general and desperate. I asked one of the party what they were pelting the others for? What they had done to them? "O, naethin' at a' man; we just want to gie them a good thrashin'." After fighting till they were quite exhausted, one of the principal heroes stepped forth between, covered with blood, and with clothes in tatters, and addressed the belligerent parties thus:—"Weel, I'll tell you what we'll do wi' ye; if ye'll let us alane, we'll let ye alane." There was no more of it; the war was at an end, and the boys scattered away to their play. I thought at the time, and have often thought since, that that trivial affray was the best epitome of war in general that I have ever seen. Kings and Ministers of State are just a set of grown up children, exactly like the children I have spoken of, with only this material difference, that instead of fighting out the needless quarrels that they have raised, they sit in safety and look on, send out their innocent, servile subjects to battle, and then, after a waste of blood and treasure, are glad to make the boys' conditions—"If ye'll let us alone, we'll let you alone."—*The Ettrick Shepherd's Lay Sermons.*

The Dandy and his Turkey.—Chief Justice Marshall was in the habit of going to market himself, and carrying home his purchases. Frequently he would be seen at sunrise, with poultry in one hand and vegetables in the other. On one of these occasions a fashionable young man from the North, who had removed to Richmond, was swearing violently because he could find no one to carry home his turkey. Marshall stepped up and asked him where he lived, and said, on being told,

"That's on my way, and I will take it for you."

When he came to the house, the young man inquired:

"What shall I pay you?"

"O, nothing," said the Chief Justice, "it was on my way, and no trouble."

"Who was that polite old man that brought home my turkey?" inquired the young man of a bystander.

"That," replied he, is John Marshall, Chief Justice of the United States."

"Why did he bring home my turkey?" asked he.

"To give you a severe reprimand, and teach you to attend to your own business," was the reply.

True, genuine greatness never feels above doing anything that is useful; but especially, the truly great man will never feel above helping himself.

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## Editors' Table.

The American Debater being a plain exposition of the principles and practice of public debate. By JAMES N. McELLAGOTT, LL. D. New York: Ivison and Phinney. Chicago: S. C. Griggs & Co. A well printed duodecimo of 312 pages, containing beside the rules for debate, the requisites for a debater, etc., forms of Constitutions for Literary Societies, Rules of order, and the Constitution of the U. S. It appears to be a well arranged treatise, and being accompanied with a copious index, can not fail to be highly useful as a manual.

The Speller and Definer's Manual, containing a large collection of the most use-

ful words in the English language, correctly spelled, pronounced, defined, and arranged in classes. By WM. W. SMITH, Principal of Grammar School, No. 1, N. Y. New York: D. Burgess & Co., 1855. A neat volume of 290 pages: containing besides the items enumerated above, much valuable information in regard to speaking and writing our language.

Outlines of Physical Geography. By GEORGE W. FITCH: illustrated by six Maps and numerous Engravings. New-York: J. H. Colton & Co. 1855.—A finely printed treatise of 225 pages 12 mo. From a very slight examination we incline to the opinion that it meets a want long felt in our schools. As soon as we can examine it thoroughly, our readers shall know how it compares with other works.

A complete System of Practical and Ornamental Penmanship, by NATHAN T. CASE, Delaware, Ohio. This work contains a series of engraved copies, in quite a number of different styles of writing.

First Lessons in Geography; or Introduction to "Youth's Manual of Geography." By JAMES MONTETH, New York, A. S. Barnes & Co., 1855. This little book is copiously illustrated and finely printed, as books for children should always be.

The Musical Album: a vocal class book for Female Seminaries, Academies and High Schools, by GEORGE F. ROOT; and BRADBURY'S Young Shawn; a collection of School Music, by Wm. B. Bradbury, are two fine additions to the stock of School Music, just published by Mason Brothers, New York.

PERIODICALS.—The Illinois Teacher, edited by a committee of the Teacher's Institute, and published monthly at \$1.00 per year, was commenced in February, last. Address Merriman & Morris, Bloomington, Ill. We rejoice to see so good an evidence as the commencement of this Journal affords, of the right kind of spirit among the friends of education in Illinois.

The Rhode Island School Master, published under the direction of Hon. ROBERT ALLYN, Commissioner of Public Schools, is published monthly in Providence at \$1.00 per year. This Journal was commenced in March, and promises to be an efficient agent in the cause to which it is devoted.

Bellefontaine Union School Offering: edited by the Superintendent and Teachers of the Bellefontaine Union School. The first number is dated April 1855; it is a fine octavo of 48 pages, containing the regulations of the Union School, the course of study, and several original communications by the Superintendent, Teachers and pupils. A part of the contents is printed in Phonotypy.

The N. Y. Musical Review is published "fortnightly," at \$1.00 per year; and the Musical Gazette, weekly, at \$2.00, by Mason Brothers, New York. The Music contained in the Review is worth many times the subscription price.

The Living World, an octavo of 16 pages, devoted to universal intelligence and improvement, is published monthly, by E. D. Babbitt, Cincinnati, at 50 cents per annum.

The Proceedings of the Annual Meeting of the Ohio State Phonetic Association, held in Cincinnati, in December last, have been published in pamphlet form. The reports and discussions were highly interesting; we hope this pamphlet will secure a wide circulation.

### Items.

**Mr. ALMON SAMSON, A. M.**, late Principal of the Public High School of Columbus, has been appointed Superintendent of the Public Schools of Zanesville.

**Mr. D. WORLEY**, late Prof. of Mathematics in Capital University, has taken the place just vacated by Mr. Samson.

**Mr. F. W. HURTT**, one of the Instructors in the Woodward High School of Cincinnati, now receives a salary of \$1040.

**Mr. W. H. LAPHAM** has been employed as Superintendent of the Union School of Milan, Erie county, at a salary of \$600.

**Mr. T. M. STEVENSON** is Superintendent of the Union School in Dresden, Muskingum county, which employs five Teachers and numbers some 400 pupils.

**Prof. WM. SHERWOOD**, of the Eclectic Medical College in Cincinnati is giving a gratuitous course of Lectures on Anatomy, Physiology and Hygiene, to the students in Woodward High School. It is hoped that Physicians in many places may be inclined to give such Lectures before the pupils in the senior departments of Public Schools. They may feel assured that they will generally find an attentive and intelligent auditory.

#### Semi-Annual Meeting of the State Teachers' Association.

As navigation on the Lakes is not yet opened, it has not been possible to make any arrangement for the proposed steamboat excursion, and nothing has been determined definitely in regard to the time. From the fact that quite a number of Colleges and Seminaries, and several Systems of Public Schools do not close till the middle of July, several persons have suggested the propriety of postponing the meeting till after that time. From all the facts now known to the Chairman of the Committee, it is thought best to hold the session during the week commencing on the 15th of July. The arrangements will be announced as soon as possible.

**DECISIONS AND OPINIONS OF THE STATE COMMISSIONER OF COMMON SCHOOLS**:—These decisions, given in answer to questions upon the School Law, have all been published in the Journal of Education, and can not be obtained entire in any other form. The answers given previous to the month of June, 1854, numbering forty-four, were printed in connection with the Report of the Secretary of State, during last summer, but the decisions of the year, to the number of 74, are all contained in the third volume of the Journal, together with a complete index referring to every decision. Bound copies of this volume will be forwarded, free of expense, for \$1.30 each. Every Township Board of Education, and indeed every sub-district needs a copy, as the opinions and explanations will often obviate the loss of much time, and frequently save incurring needless expense.

In answer to the question which has been asked, why these opinions, etc., have not been published in some other form, we have only to say, that the Legislature made no provision for such publication, and it would have cost the State hundreds of dollars to issue them in pamphlet form.



For the information of school officers, we re-publish the following circular.

### To County Auditors and Township Boards of Education.

OFFICE OF THE COMMISSIONER OF COMMON SCHOOLS, }  
COLUMBUS, O., April, 1854. }

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.

The cost of the Journal is \$1.00 per year. It is published monthly, in a form suitable for binding: it may be secured by addressing *Journal of Education, Columbus, O.*

Editors throughout the State, by publishing the above, will confer a favor on School officers, and greatly abridge the official correspondence of the subscriber.

H. H. BARNEY, *Commissioner.*

### Appropriations for Teachers' Institutes.

The laws in relation to Teachers' Institutes were published on page 123 of the Journal for last year. It is very important to the prosperity of our schools, that the practice of making an appropriation from the county treasury to aid in defraying the expenses of Teachers' Institutes, should be adopted in every county as soon as possible. Let Teachers, School Examiners and active friends of education take the necessary steps to bring the subject before the Commissioners in each county previous to their June session, and if the proper measures are taken, an appropriation may, in most cases, be secured. The following form of petition may be used:

*To the Commissioners of ——— County:*

The undersigned Teachers of Common Schools, and permanent residents in ——— County, hereby declare it to be our bona fide intention to attend the Teachers' Institute to be held in this county in ——— next.

We therefore respectfully pray you to appropriate at your June session, the sum of ——— dollars, for the benefit of said Institute, in accordance with the law for the encouragement of Teachers' Institutes. *Swan's Revised Statutes, page 863.* See also Ohio Journal of Education, Vol. iii. p. 123.

#### FORM OF OBLIGATION TO THE SCHOOL EXAMINERS.

We the undersigned resident Teachers of Common Schools, in ——— County, agree to pay to the School Examiners of said county, the sums opposite our respective names, to be by them expended for the benefit of a Teachers' Institute, to be held in this county in the month of ——— next.

(Date.)

(Names.)

THE  
Ohio Journal of Education.

COLUMBUS, JUNE, 1855.

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The Journal and School Officers.

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**D**URING the past month circulars and specimen copies have been sent to a large number of school officers for the purpose of calling their attention to the Journal. We feel confident that it is only necessary for Teachers and others acquainted with its character to present its claims to these officers in order to secure for it a very general circulation among them. It is a gratifying fact that nearly all the County Auditors and Township Boards which subscribed for it last year, have ordered it again; and many who had not previously taken it have become subscribers.

The Legislature of Michigan have recently enacted a law requiring two copies of the Michigan Journal of Education to be taken for each Township in the State: one copy to be sent in numbers, and the other to be bound and forwarded at the end of the year. The Legislature of New York, immediately after creating the office of Superintendent of Public Instruction, authorized the Superintendent to subscribe for a copy of the New York Teacher to be sent to every Township Clerk. This must commend itself to every intelligent person, as a wise and judicious course. Should not the Commissioner have some means of communication with the 37,000 School Officers employed in the administration of our system?

In the absence of any provision by the Legislature for sending it at the expense of the State, the friends of Education must endeavor to create such a public sentiment as will induce all entrusted with the charge of any portion of our great system to avail themselves of the reading of the Journal in the manner pointed out by the Commissioner.

To Teachers of every grade we would say, if you wish to have the Directors and Boards of Education by whom you are employed pre-

pared to appreciate your services, to sympathise with your views, and coöperate with you in your plans for the improvement of your schools,— if you wish them to be liberal in furnishing apparatus, in erecting or improving school houses,—if you wish them to feel and to manifest that interest in the whole subject which you know to be indispensable to your highest success,—encourage them to take and read the Journal of Education; and endeavor to lead all your patrons to *read*, to *think* and to *talk* much upon the subjects which it discusses. If they are *paying* you less than you think you should receive, will it not incline them to be more liberal when they see what other Teachers are receiving? A *word*, to the wise, should be sufficient.

## Endowed Institutions for Females,

NO. III.

### WHAT IS NEEDED?

Before proceeding to a direct answer of this question, it is due to this important subject, — “Endowed Female Education,” that a brief reply be made to the correspondent “*Alpha*,” who thinks, that No. 1, of this series of articles “gives rather a disparaging view of the provision made for the higher education of females in our state.” But I would respectfully reply that, to my mind, he has not made it appear less “*disparaging*.” To be sure, he tells us that “the High Schools in Cincinnati, Dayton, Columbus, Sandusky, and Cleveland, and all the Union Schools, are open to both sexes.” The article referred to admits *the same*. After speaking of Public Schools and Academies, it proceeds,— “*Through these* schools females are allowed an equal chance with males, but *beyond these*, they receive little or no aid from the charitable public.” And this is neither *refuted*, nor plausibly *excused*, by the statement that “Two of the most largely endowed and most numerously attended colleges in the state are open alike to both sexes.” Where is the *justice*, or the *propriety*, of endowing twenty colleges for males and not one for females? What if *two* of the twenty “are open to both sexes?” What if *all* were? This is not what woman needs. It is not what she asks; nor what she may justly demand. To avail herself of such advantages, in “*the most numerously attend-*

*ed Colleges* in the state," is repugnant to that shrinking delicacy which it is no part of *right* female education to destroy.

But if *all* Colleges were open to both sexes, and females were willing to enter them in equal numbers with males, the course of study best adapted to the wants of the one sex, is not best adapted to those of the other. They are to occupy totally different spheres, and the higher, i.e. *later* portion of the education of each should have *some* reference to the sphere in which each is to act.

*What, then, is needed?* I answer *Endowed Institutions for the higher education of females*, and females exclusively. Let me not be understood as opposed to our Public High School System, or the joint education of the sexes. These schools are doing a noble work. I glory in their work. *But they cannot do all the work of education.* For the youth, of both sexes, in their respective vicinities, they are under favorable circumstances better than any other existing schools; for, here these youth have the advantages of *home, parental care* and *school* combined. But these Schools by no means supply the wants of that numerous class of youth and especially female youth, who must needs leave the parental roof, dwell among strangers, and be exposed to the temptations and dangers of an unprotected sojourn in a town or city, while enjoying their advantages. These need *a home*, they need the *family influence*, they need to be under the care of teachers who *can and will* feel a parent's solicitude, and exercise a parent's care, and if necessary, a parent's authority, *by night as well as by day.* Of course, our Public Schools *cannot*, from the nature of the case, meet this demand.

But this is not all. Neither our Public High Schools, Colleges, or Female Seminaries now meet the just demands of woman, in the matter of her education. There is not, within my knowledge, in this or any other state, an Institution which affords to females *all* the advantages which they need and should have. As society is constituted, nearly every avenue to honorable and profitable employment is closed to woman; she is therefore, from the nature of the case, dependent; and man, who monopolizes to himself every profitable employment, *is, in honor, bound* to provide for woman, Institutions in which she can have the *very best advantages* for acquiring an education; *an education in the most comprehensive and liberal sense*, embracing the body, the mind and the heart; such an education as the most intelligent Christian parent would wish his daughter to receive. And these Institutions should be *so or-*

ganized that the pupils may at all times have the care and watchful solicitude of Christian parents, may at all times be under the genial Christian, family influence; and so endowed, that no inconsiderable proportion of the pupils received may ( if necessary, as always will be the case, ) receive *all* the advantages, including board, *free of charge or nearly so*. A few Institutions thus endowed would extend that aid which they so much need, to a large, hitherto neglected and most important class of young ladies, who eagerly desire the opportunity to *fit* themselves for active usefulness, who are most worthy, and highly promising; *but who are destitute of the means of meeting the necessary expenses, board, etc., at any existing school in the State*. To endow these Institutions, as Literary Institutions are usually endowed, would be to defeat the very object which I regard as most desirable. It would, virtually, be aiding *those who need it not*, and *excluding those for whom the aid is essential*; for it would be dividing the income between all the pupils, rich as well as poor, thus slightly reducing the bills of all, and this would leave in the path of the *indigent*, but equally *worthy* aspirant for knowledge, *an insuperable obstacle*.

GRANVILLE FEMALE SEMINARY.

S. N. S.

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### Physical Education.

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The attainment of "a sound mind in a sound body" has very properly been said to be the end of all right education. The whole subject might perhaps be ranged under the three divisions: physical, mental and moral education. It is upon the first of these that a few hints will be offered in the present paper. If they shall prove neither new nor striking, perhaps they may be found, upon a little reflection, as important to be recollected and practised, as if they were new; for our danger lies quite as much, probably, in neglecting old and generally acknowledged truths, as in failing to occupy the new territories of modern improvements.

And, firstly, let us glance at its bearings on the Teacher himself, for if he be either too ignorant, too ambitious, or too reckless to take care of his own health, there is little hope that he will feel much concern for the health of his pupils.

And, here, there is scarcely need of *words* to enforce the importance

of a careful attention to the laws of health. The bloodless cheek, the asthmatic cough, the shattered nerves, the stooping and attenuated form, speak volumes for themselves, and prove more plainly than any words could do, that the inevitable penalty is following hard upon the steps of transgression, and that the laws of our Physical being have been broken. How many of our best Teachers break down and are laid aside, just as their usefulness is generally felt and acknowledged. Is this great waste of life necessary and unavoidable? If the affirmative were evident, our lips should be silent, for if this be the only condition on which we can hope for good Schools it would be a very plain case. It is evidently of far more consequence that the present generation should be thoroughly educated, than that a few hundred teachers should live in comfort, or even live much longer at all. But we suspect some huge sophism lies covered up at the bottom of all such reasoning.

What greater misfortune can befall a school than to have a good Teacher break down, just as he has cleared the ground of obstructions and prejudices, and acquired that personal influence over his pupils, which enables him to be really and eminently useful to them? Such influence can not be transmitted to his successor. It is the result of long continued persevering labor. The school passes into new hands like a mortgaged estate, on which nearly all the improvements must be sacrificed. There is thus a dead loss to the public: this influence being in a great measure the result of deserved confidence reposed by pupils in the Teacher, and "confidence, we all know, is a plant of slow growth." It is not a transferable article and must be acquired by the new teacher at as great a cost as by the old. The Teacher, therefore, is bound to take care of his health, for the same reasons that the general should be careful of his person. It belongs to the public. He has taken upon himself obligations which can scarcely be faithfully performed with feeble health and a diseased body to drag him down. It is his *duty* to be healthy for the same reason that it is his duty to be cheerful, laborious, patient, and even-tempered; for, without a miracle, it is scarcely possible that all these excellent attributes and good dispositions can be coupled with shattered nerves, a diseased liver, or a broken constitution. Many an unlucky urchin has cause to rue the day on which his Teacher is tortured with nervous headache or Neuralgia, or choked by Bronchitis, or suffocated by diseased Lungs. It is expecting more than we shall find of Christian heroism, when we look for equanimity under such circumstances.

We shall seldom be disappointed in expecting to find human beings fretful and irritable when placed in circumstances of great bodily discomfort; and have long since learned to class the few exceptions among the ranks of heroes and martyrs. Health, then, is to the Teacher as important as patience, cheerfulness, and good-temper.

We propose to notice a few of the many ways in which the laws of Health are most frequently violated by *Teachers*. First by *night studies*. Nature must have her proper amount of rest, or if defrauded of it, will be sure to take revenge the following day on aching head and shaking nerves. Better omit one meal per day than curtail the necessary amount of sleep required for health. Teachers, more than others, are in great danger of yielding to this habit, from the want of time to read and study during the day. A few hours redeemed in the morning should content us; and this, by early rising and a little economy, may be secured. But this mortal body, like other faithful servants, must be humored and petted a little when tired, or it will resent neglect, cease to advance our interests, and at last hang like a dead weight upon the establishment.

Temperance in food would seem so self-evident a condition of health, we are almost ashamed to say we fear it is sometimes disregarded. It would be a very prudent and sanitary arrangement, if some of our good cooks and house keepers could be persuaded to label the oily, indigestible compounds that sometimes appear on their tables. Then, when we saw before our eyes in plain English "This is Dyspepsia," "Head-ache," "Ill-humor," and "This is a deadly poison," surely no one could be such an egregious fool as to swallow them. But if our good house keepers neglect to attend to their duty in this matter, the best we can do, perhaps, is to imagine we see the labels before our eyes, whenever the dishes come up to which they rightfully belong, and govern ourselves accordingly.

*Wet feet* are another fruitful source of ill health among Teachers. "Oh! my shoes are good; water proof," exclaims the young Teacher. Are they indeed? and how long, pray, has it been since kid-slippers have been demonstrated to be impervious to water? A hundred consumptive women at this moment are living witnesses to the contrary, and its demonstration in your individual case may cost more than it is worth. As kid slippers cannot without changing their nature, protect the feet from dampness, no more can a thin summer dress shield the form from the heavy dews of a western climate. What shall we say, then, of the courage of those ladies who go forth to face our bleak

winds clad in summer habiliments. Silks and muslins would defend them from a polar bear as well as from our biting lake-winds.

But all ordinary exposures dwindle when compared with the one we often notice, and as often marvel at. We allude to the very general practice of coming from a crowded room heated almost to suffocation, clad in their habits without putting on extra clothing. A young lady who dares do this, shows, in our opinion, some leaning towards suicide, and raises a doubt in respect to her perfect sanity. We should be surprised indeed if on meeting her the following morning, she were not as hoarse as a raven, or laid by for weeks of Bronchitis or Influenza.

Yet the rules of health are almost self-evident: the difficulty surely does not lie in *apprehending* the principles.

We think with Carlisle if these things be *true* it were best they be *done*. A few practical hints will therefore be added, which if not absolutely *new* are "almost as good as new." The few rules most important for the preservation of health, are indeed so simple, they can be easily understood, so few they may be readily remembered, so easy they may be practised and obeyed, and so reasonable that they commend themselves to our common sense as soon as announced. It will, however, be no great harm to repeat them often, as they are in no danger of wearing out by use any more than the multiplication table.

Rise early, exercise freely before meals, resting a while if possible immediately after, especially from mental labor, as the stomach then requires all the circulating medium for its own use.

Bathe daily in cold water; keep the feet warm, the head cool, dress loosely,—avoid evening exposures, and perform all severe mental labor as far as possible in the morning, reserving the evening for rest and recreation.

Fret not thy Soul at unavoidable evils, and, above all things, be careful to keep always a conscience void of offense.

Then if after living a reasonable life we should fail to attain a long and happy one, we shall at least have the satisfaction of knowing we are clear of the guilt of suicide.

CLEVELAND, O., May, 1855.

H. VAIL.

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Be not affronted at a jest. If one throws salt at thee thou wilt receive no harm, unless thou hast sore places.

The men who jump at conclusions seldom reach any that are worth having. These must be got by climbing.



## Ignorance and Arrogance vs. Wisdom and Humility.

School Teachers have a good, but School Examiners a better opportunity to study human nature. Both see human character in many pleasing, and not a few *amusing* as well as painful aspects.

On closing the laborious and trying duties of an examination day, I have often been tempted to give, to the readers of the Journal, a sketch of the day's experience. Probably few of my readers have failed to observe that Ignorance, Arrogance, Presumption and Impudence are boon companions, and that Wisdom and Humility, Prudence and Politeness, are bosom friends. Of this truth I was forcibly reminded by the experience of a recent examination day.

One document, which I have neither the memory nor the genius to reproduce in its *richness* as respects either its orthography, or its higher literary characteristics, is unfortunately mislaid, and the public will have to forego the profit derivable from its publication entire.

This document was a "certificate of moral character," addressed to the Board of Examiners, and officially signed by three Local Directors; who, therein, after certifying to the *moral character* of the candidate, proceeded to certify that *they* knew the bearer to be *abundantly qualified to teach school*, and proceeded — "*you will therefore give him a certificate to teach, even if you should find him deficient, for we regard the law, requiring teachers to be examined, a mere form, and if you don't give him a certificate you will be guilty of contempt of our wishes and the best interests of education.*"

As might be presumed from the character of this indorsement, the candidate was found to be *totally unqualified*, and of course we were under the painful necessity of being "guilty of *contempt of the wishes*" of our modest friends and volunteer directors, though we trust *not* "of the interests of Education."

Another certificate of moral character, though *much more modest*, will bear publication in this connection, "*verbatim et literatim.*"

"Wee do hear by certifi that. A.B.C is a man of good morral character and we dew believe him capable of teaching a comman school in hour District".

[ Signed by four. ]

The Examiners thought differently, and of course gave no certificate. The following literal copy of a letter, from a *modest young lady*,

who perhaps "esteems herself more highly than she ought," tells its own story:

"Messrs School Examiners of ——— Co Ohio. Dear Sirs I had the trouble and expense of three trips to N——— before getting a certificate Last year I suppose it was by your negligence in losing my Manuscript the first time. One of you Gentlemen give me a grant that I should have one soon this year as I intimated that I had a School Engaged Sirs I think you need to be Stirred up to a remembrance of your duty occasionally Please attend to this Amediately.

Yours Respectfully

The only reason that Miss ——— ——— " had the trouble and expense of three trips Last year" and one "this year" is this: she was "weighed in the balance and found wanting."

Other certificates of moral character were presented, on the same day with the above, which afford so striking a *contrast*, and so well illustrate the proposition that Wisdom, Worth and Humility are bosom companions, that I subjoin a copy of one of them hoping that it may meet the eye of some of those whose productions are given above.

"To the Board of Common School Examiners of ——— Co :

I do hereby certify that Miss ——— ——— is a person of good moral character, and as such I take pleasure in recommending her to you as a proper person to teach a common school, *if otherwise* found competent by your honorable body.

This was signed by a gentleman well known as a prominent influential citizen, a man of worth, and one who has filled with credit high and honorable posts in our state government. In *this* we see no assumption, no dictation, but a plain, simple, respectful, certificate of moral character, one which leaves the examiners *at liberty* to discharge *their own duties*, according to the dictates of *their own* conscience.

Many answers are received from candidates under examination, which, *at first*, provoke something more than a smile, from those who examine the manuscripts, but which afterwards awaken sad reflections respecting the kind of instruction which thousands upon thousands of our youth are receiving in our public, and perhaps some of our private schools. And these reflections do, or *should*, nerve the examiner to *persevere* in the faithful discharge of his duties, amidst discouragements and difficulties; to be more strict and rigid in his examinations, though charged with being unreasonably rigid already.

A few questions and answers given at a recent examination will serve as an illustration.

“What is the rule for finding the greatest common divisor?”

Answer. “Multiply the quantity by the quality.”

“What is requisite for successful teaching?”

Ans. “They should keep a register of the days that each one are present and absent.”

“Define Draft.”

Ans. “The weight of the box etc., with the goods it contains.”

“What is a *direct* and what an *indirect* question?”

Ans. “A direct question is — Who are they, an indirect question is — Who is they.”

“What is Grammar?”

Ans. “Grammar *ma* be defined, is a description of it as distinguishes that entire thing from every thing else in nature.”

These answers are all exact copies from the original manuscripts.

And the writer of the last answer above, when told that she could not have a certificate, immediately produced one signed by the Board of an adjoining county entitling her to teach one year.

S. N. S.

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#### HOME EDUCATION.

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Education is the development and culture of the various faculties with which we are endowed. Much, very much, may be done by parents to aid in this important work, by the judicious encouragement of their efforts to act out the characteristics of their own minds, and by adopting proper means for forming their tastes.

The following incident will illustrate our meaning. When Benjamin West, the great American Painter, was a child, having been left by his Mother to watch an infant during her temporary absence, he amused himself by attempting to make a picture of the babe sleeping in the cradle. When, on her return, he showed her the picture, instead of reproving him, as he feared she might, for meddling with the pen and ink, she caught him in her arms and kissed him. “That kiss” said he in after life, “made me a painter.” Subsequently, having been told that camel’s hair brushes were used by painters, having no means of obtaining such ready made, he endeavored to provide himself by *stripping* the cat: this animal was a favorite in the family, and when

the cause of her shabby appearance was ascertained, instead of punishing or reproving him severely, his father admonished him in such a manner as to secure rather than alienate his confidence, to increase rather than repress his affection.

The late Wm. Etty made his first drawings with a piece of white chalk on the floor. His mother noticed them. How does she treat the young artist now watching her with his whole soul in his eyes? Let him answer; "My pleasure amounted to ecstasy when my mother promised me next morning, if I was a good boy, I should use some colors mixed with gum-water. I was so pleased, I could hardly sleep."

In both these cases we can easily imagine what disastrous effects might have been produced upon the sensitive minds of these children, had a different course been pursued. True, there are some gifted children who will persevere without encouragement or appreciation, and even in spite of opposition. It is said that when the father of Eli Whitney, having returned from a journey, inquired how his sons had been employed, the house-keeper reluctantly told him that Eli had been busied in making a fiddle. "Alas!" said his father with a sigh, "I fear that Eli will have to take his portion out in fiddles." But the trials and failures, the perseverance required, and the final success achieved, in the effort to construct that fiddle during his father's prolonged absence, prepared the way for the invention of the Cotton Gin, which has added millions to the wealth of the world!

"How greatly do parents and preceptors err in mistaking for mischief or wanton idleness, all the little manœuvres of young persons, which are frequently practical inquiries to confirm or to refute doubts passing in their minds. When the aunt of James Watt reproved the boy for his idleness, and desired him to take a book, or to employ himself to some useful purpose, and not to be taking the lid off the kettle and putting it on again, and holding now a cup and now a silver spoon over the steam, how little was she aware that he was investigating a problem which was to lead to the greatest of human inventions!

The tastes of children are generally formed in early life, and often by trifling incidents, to which we attach no importance. "Linnæus was the son of a poor Swedish clergyman. His father had a little flower-garden in which he cultivated all the choice flowers which his means or taste could select. Into this flower-garden he introduced his little son from infancy; and this garden undoubtedly created a taste in the child which afterwards made him the first botanist and naturalist of his age, if not of his race."

Should not parents be encouraged by such facts to study the dispositions and tendencies of the minds of their children, and endeavor to lead them onward toward the accomplishment of that for which their Creator has designed them?

A. D. L.

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PROFESSIONAL.

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### Teaching and Training.

Many Teachers fail to accomplish what they wish, because they do not understand the difference between *teaching* and *training*. To *teach* is to communicate instruction, to impart information: to *train* is to "*exercise, to discipline, to teach and form by practice,*" says Webster. With those who are already educated, measurably, mere *teaching* or precept may suffice; but for young persons, those who are *to be educated, training, practice, must be superadded, or much of our labor will be lost. This is the object we have in view in many of our reviews and repetitions, and in the various exercises by which scholars are required to apply in practice what they have attempted to learn.*

With reference to intellectual culture, this training is intimately connected with the *law of association*, which lies at the foundation of *habit*. Much may be learned on this subject by observing the plans adopted by those who have acquired skill in the training of animals. The following is related of a successful horse-trainer who called at a certain nobleman's, and offered to ride any horse which could be produced. "Having one remarkably stubborn the nobleman told a groom to bring her out. The stranger then deliberately mounted, and urged her to move, but not one step would she stir. After a pause, he quietly dismounted, gave her one severe stroke with his whip, and again resumed the saddle. The mare remained immovable, but the man preserved his temper, and got down quietly a second time, repeating the blow, but with no better success. After the third stroke, however, she was completely subdued, and moved forward with perfect obedience.

It now became evident that the design of the horseman was to give that followed. When this was established, she was willing to move. the animal time to associate the idea of her disobedience with the stroke. On the contrary, if a shower of blows had been dealt out, as thou-

sands of horsemen would have done, the mare would have had no time to reflect, and both she and her rider been roused into fury."

A couple of good anecdotes are told of Dean Swift, which are exactly in point. His servant-girl, whose duty it was to attend to his fire and keep his study in order, had an inveterate habit of leaving the door open; and though she had been reminded of this failing again and again, and had received "precept upon precept," still her bad habit was not mended. On a certain day she had permission to attend a fair in the neighborhood, and just before starting, having repaired to the Dean's room to know if he had any further commands before she left, she withdrew, leaving the door open as usual. The Dean waited till she had crossed the lawn and nearly reached the gate, a distance of several rods from the house, and then despatched a servant in great haste to call her back. She was, of course, not a little vexed at this unexpected summons; when she appeared at his door and inquired what was wanted: "Shut the door, Mary," said the Dean, without lifting his eyes from his book.

At a certain time he was making a journey on horseback accompanied by his footman. After a few days, John, having found that his master's boots, which he had spent so much time in polishing, became, in a few hours after starting in the morning, quite as muddy as they were the night before, concluded that his labor was all lost, and accordingly the next morning presented the boots without cleaning. To his master's inquiry, he gave the above reasoning, which appeared to be quite satisfactory. The Dean, however, immediately directed the host not on any account to give John any breakfast. When the servant was called on to start he informed his master that he had had no breakfast. "Ah," said the Dean, "I thought if you should eat this morning you would be hungry again by noon, and it would therefore do no good."

No one acquainted with the laws of mind will need to be told that the methods adopted by the Dean were crowned with success proportionate to their shrewdness.

It is in accordance with the ideas here sought to be enforced, that the wise man says "*Train up* a child in the way he should go, and when he is old he will not depart from it." Mere teaching will not always suffice: skillful *training* will rarely fail to accomplish its object.

## English Grammar.

### NO. II.

As was suggested in a previous article, we now proceed to consider the several steps of what may be denominated "Sentential Analysis." As its name implies it has exclusive reference to the elements of various kinds used in forming sentences.

The first three steps, however, may be regarded as preliminary to the true analysis. But as they are indispensable to the right understanding of a sentence, and as they throw light on the succeeding steps, they may, with propriety, be considered as forming a part of the general exercise.

The first of these, therefore, is the correct delivery of the sentence or paragraph. This of course, includes a knowledge of reading and Elocution, embracing a general outline, at least, of all that comes properly under these heads. Hence it will be inferred, that this method of Analysis should not be presented in detail, until the pupil has acquired some considerable proficiency in these branches. But, as before remarked, the principles of general Analysis, and reading and spelling may be taught simultaneously; so that when this system is taken up in detail, it will appear to be only an extension and a classification of what has been previously presented.

The second step is transposition, where necessary. It often happens that sentences, especially in poetry, require a kind of revision or re-arrangement of members before they can be correctly analysed. And whether this is the case or not, the order of the members may be changed so that the pupil may have an opportunity of judging of that arrangement which shows the greatest strength. It gives him a clear idea of the natural order, in which the elements of a sentence arrange themselves.

The third step is *paraphrasing* sentences and paragraphs preparatory to their proper analysis. This consists in giving the author's meaning in the words of the pupil. It may, however, be carried to any extent the teacher desires. For instance: he may confine it to a mere change of words to those of kindred signification; or he may extend it into a general discussion, of the matter and manner, the truth or falsity of the text. This exercise gives very clear views of the author's meaning. Indeed it is doubtful whether there is any *one* exercise of more practical benefit to the pupil than this. It aids very much in the cultivation of the powers of expression, and has a tendency to make close

thinkers (rare productions in these days of steam and lightning,) and accurate scholars, not only in this science, but in all others.

Next, after the arrangement of the above preliminaries, we may take up the *nature* of sentences. This consists in showing whether they are declarative, interrogative or exclamatory, and in pointing out the subdivisions that occur under these three general heads.

It will be borne in mind that the nature of a sentence determines, in a measure, its delivery. It might therefore, appear that this step should precede the others. But when we reflect that the delivery is taught in reading exercises, and that the nature of sentences is brought forward here, not so much for the purpose of being discussed, as for an aid in other exercises, it will appear proper enough. The same is true measurably of the two succeeding steps, viz: Structure, and Rank, the first having reference to the proximity and correlation of the members, and the second to the independence or mutual dependence of the same. Hence sentences may be close, compact or loose with reference to structure. There are also subdivisions under these heads. This step throws light upon the succeeding one, for the rank of a member must depend, to a great extent, upon the structure of the whole. Hence sentences with reference to their *rank* may be *independent* (having independent members) and dependent (having dependent members.)

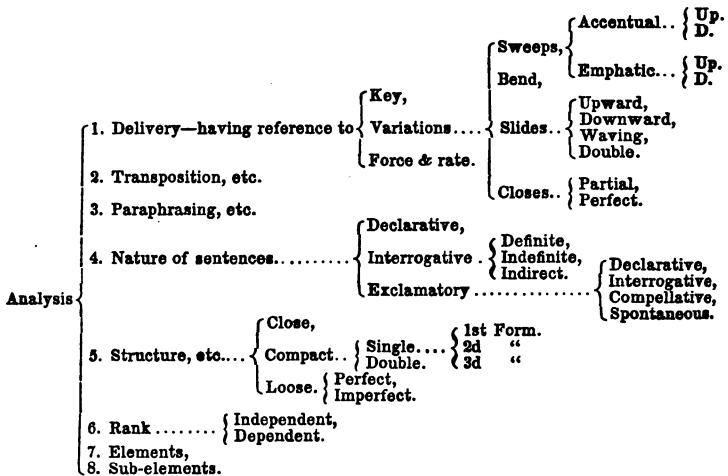
The elements of a sentence may be considered next, pointing out the subject and predicate, the objective, adjective and adverbial elements, also designating the class—(1st, 2d, or 3d,) to which they belong.

This exercise is more extensive than any other belonging to the system of Analysis; and for this reason its details will be deferred until another time. It also has more direct reference to the syntactical relation of the various kinds of elements. Hence it may be regarded as the true analysis of sentences. It should precede common parsing, because it prepares the way for that exercise. Having attended carefully to this, the agreement, government and relation of the parts of speech are determined with comparative ease. The parts of speech themselves are more readily distinguished, and not only so, but a thorough knowledge of this and the preceding exercises gives an ease and freedom of thought and expression, which can not be acquired by the common method of parsing. It gives extended and comprehensive views of the language. The writer or speaker is not confined to the narrow limits of the parts of speech alone, in giving utterance to his thoughts, but he has the whole range of elements before him, of the second and third class—and the varieties and forms of these classes from which to make



his selections, affording all that pleasing variety so desirable in composition. It shows the great strength and extreme flexibility of the language, the power it possesses to establish truth and enforce argument, its capabilities to clothe thoughts and ideas in their most attractive garb; thus throwing a charm around the whole subject.

This department of sentential analysis may be divided into two steps, viz: the elements of the entire sentence, (which elements often contain other elements of any or of all the three classes) and the elements again of these parts; or elements and sub-elements. A synopsis of the above method, may be briefly sketched or summed up in the following outline:



OHIO WESLEYAN UNIVERSITY.

J. OGDEN —

### The English Gerund.

Much confusion arises in the grammar of our language, by one's not attending to the exact force and nature of the words employed in the sentence. No part of speech, perhaps, affords greater difficulty than the verb with its various inflections; and yet nothing is more systematic and regular. I speak here more particularly of the mood. It is in this accident that verbs are the most difficult to understand.

There is one mood of the verb constantly omitted from the classifica-

tion found in our grammar books, and yet constantly used in both speaking and writing—I mean the *gerund*. The *gerund* is that form of the verb, which, used substantively, retains the regimen of the verb. Thus, if I say “I, *lighting the fire*, find warmth,” I use the participle, or participial mood.

If I say, “*The lighting of the fire* warms me,” I use the same *form* of the verb as in the previous sentence, but it is no longer a participle, i. e., a derivative from the verb with an adjective concord. It is now a *verbal substantive*, having a construction precisely similar to all other substantives.

Lastly : I say, “*By lighting the fire*, I am warmed ;” in which sentence, the word *lighting* is a *substantive*, in that it is governed by the preposition ; and a *verb*, in that it governs the substantive following it. This is called a *gerund*, (from the Latin *gerere*, “to carry”)—so named because it performs a double duty, and therefore *carries a double burden*,—a verb meaning and a noun meaning. It resembles Issachar of old—an “ass, couching down between two burdens”—or the pack-saddle of our Dutch fore-fathers, with the *meal* on one side and the *stone* on the other to balance it.

There needs be no confusion in explaining this construction, because the position of the mood commonly determines its character. That mood is *participial* which is used as an adjective to agree with the substantive as a modifier, and it is *gerundive* when it governs a substantive, or is governed by a preposition, etc. It may also be readily distinguished from verbal substantives, by observing that *all* substantives, whether verbal or not, have the construction of the substantive, and that only.

DELAWARE, O. May, 1855.

S. W. W.

### Aboirdupois Weight—A Lesson.

The class had finished reciting the Table of the above weight. It was an arbitrary effort of memory. It was so many more words and figures, composing empty propositions ; all looked like machine or automata. This did not realize the theory of education, on which manhood in its highest ideal may solidly rest.

I beckoned Edward to my side, that he might take the weights from the School Cabinet, and send them to the class.

“Charles, there is a two pound weight. Hold it in your hand, till

you feel its weight, and could judge whether a book, or an apple weighs as much. Then, Robert, you may weigh it, and let it go into the hand of every boy in the class."

It passed around. The next was a pound weight, then the half pound, then the quarter, the two ounce and the ounce. Then I took the pound in my right hand, and the ounce in my left.

"How many ounces make a pound?" "Twelve." The next below says, "Sixteen," and passes up.

"If a pound, Avoirdupois weight, is sixteen ounces, then a half pound contains how many ounces?" "Eight," shouted the eager class, availing itself of the unusual liberty allowed in oral digressions, (which are no rarity.) "Very well, pass the half pound weight again. How many ounces?" "Eight," rung again from the rosy lips of the attentive auditory, with that tone of triumphant certainty, which sent the Syracusan Philosopher apparently demented through the streets, vociferating "Eureka;" the tone of delighted consciousness, affirming an appreciated fact new to the mind; an unquestionable truth bright with the lustre of the mine whence it rose. That is the spirit to cultivate in a scholar, alike remote from obstinate dogmatism, on the one hand, and from sloth on the other. It is the spirit of a Fremont, a Columbus, a Canova. Pardon the digression and this additional, that the *application* of a sentiment is good for nothing, if it does not come in, where it belongs, like good advice to persons in love.

To return. "True. Now, if a half pound is eight ounces, then a quarter pound"—"four ounces," "four ounces."

My dear fellow-teacher, did you ever test your own success, in conveying definite ideas, by the exactness of detail, as in *dollars, ounces, yards*, that hangs the denomination to the number given, not only mentioning the *four*, but as if, by spontaneous effort, unconsciously adding *ounces*" like a business man.

"Had we scales, we could weigh articles, like a merchant. I will bring the scales." It cost but a moment to spring open the wire hook suspending a small pair of balances, used for Chemical purposes, and bring it to the class.

"What have you got to weigh? or you? or you? running my finger rapidly along the line of enthusiasts."

"A knife? hold! weigh this one." "Here is this," said Frank with rather a doubt in his air, and voice, as he drew a top from his right pocket. It weighed an ounce, to a drachm, the scale poising it perfectly as the composure of my nerves allowed.

Not to make this a long article, (too long, perhaps as it is,) he weighed tops, a green marble, pearl-handled knife, pennies, (four weighing  $1\frac{1}{2}$  oz.) till it was time to close, intermingled with which was an explanation of the duties of the sealer of weights, as well as a call from a gentleman having sons in the school, who seated himself, and saw the process with much interest.

To-morrow, we will see how weights and measures are made, from standards, how necessary they are for trade, and similar adjacent ideas.

A word, and this is closed. How easy to convert the dull routine of the "TABLES," more detestable than the Roman, alas, far more hateful than dining-tables, into food for the mind, exquisite culture of the hand, eye, and a powerful stimulant to future effort. *The teacher makes the school.* A thinking man, who acts himself out, creates thoughts in the mind of those that touch or skirt his sphere of influence, as a well-affectioned man, finds his scholars hanging on his lips, like children on a parent, with an insatiate and growing love of learning, a passionated thirst for knowledge, which the infinite dimensions of our immortal capacities will forever limit, and satiate, but to heighten it anew.

Teacher; the eyes, the ears, the hands, that coöperate in study, and in your charge, to-day, to-morrow, if duly trained, and sanctified in the garb of Heaven, weigh the planets and the suns, or measure their orbits and compute their Cycles. Do your utmost, to win the young mind to the love of Truth.

L. W. HART.

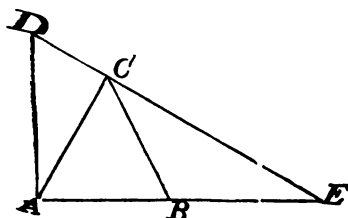
[Conn. Common School Journal.]

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#### MATHEMATICAL DEPARTMENT.

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SOLUTIONS TO QUESTIONS PUBLISHED IN THE APRIL NUMBER OF THIS JOURNAL.

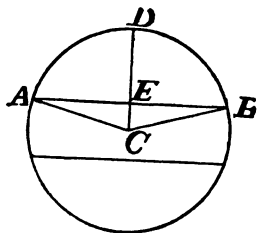


Circumscribed circle about ABC.

QUESTION No. 15. Solution by A. B. CORNELL.—Let ABC be the triangle; BE base produced; AD the perpendicular. DE joins the perpendicular and base produced, passing through C.  $CD =$  radius of the

DEMONSTRATION.— $\angle ACE = 90^\circ$ , hence  $AC^2 + CE^2 = AE^2 = 4AB^2$ , or  $CE^2 = 3AB^2$  or  $CE : AB :: \sqrt{3} : 1$ . (1) ACE and ACD

are similar, since their sides are perpendicular. ∴ CE : AC :: A : CD, or compared with (1) AC : CD :: √3 : 1; but Dav. Leg. 1 V, Prop. IV. S., AC : R :: √3 : 1, therefore, CD = R.



No. 16. Solution by A. SCHUYLER.—L

$x = ^\circ, ' \text{ and } '' \text{ in } ADB, \text{ then } \frac{x}{360} \pi r^2 =$   
 $CADB, \text{ and } \frac{r^2 \sin x}{2} = CAB; \text{ but } \frac{\pi r^2}{3}$   
 $= \text{required segment}; \therefore$

$$\frac{x}{360} \pi r^2 - \frac{r^2 \sin x}{2} = \frac{\pi r^2}{3}, \text{ or } \frac{\sin x}{2} = \left( \frac{x}{360} - \frac{1}{3} \right)$$

or  $\frac{x}{57.3} - \sin x = \frac{120}{57.3}$ . From the table of Nat. Sines we find

between  $149^\circ$  and  $150^\circ$ : by double position the correction is found =  $16' 30''$ , ∴ the angle ABC or arc ADB =  $149^\circ 16' 30''$ .

In ACE the angle A =  $90^\circ - 74^\circ 38' 15'' = 15^\circ 21' 45''$ . The  $\sin 90^\circ : \sin 15^\circ 21' 45'' :: r : CE$ . Nat. Sines  $1 : .26492 :: r : CE$ .  $CE = .26492r$ .  $DE = DC - EC = r - .26492r = .73508r$

No. 17. Solution by R. W. McFARLAND.—First,  $\frac{2y^2 - 8}{\sqrt{x}}$

$$+ \sqrt{4y^2 - 16\sqrt{x}} = \frac{3\sqrt{x}}{2}. \text{ Clear of fractions and factor,}$$

$$2(y^2 - 4\sqrt{x}) + 2\sqrt{x}\sqrt{y^2 - 4\sqrt{x}} = \frac{3x}{2}, \text{ hence}$$

$$\sqrt{y^2 - 4\sqrt{x}} = -\frac{\sqrt{x}}{2} \pm \sqrt{x} = \frac{\sqrt{x}}{2}, \text{ or } -\frac{3\sqrt{x}}{2}.$$

$$y^2 = 4\sqrt{x} + \frac{x}{4} \text{ (A) or } y^2 = 4\sqrt{x} + \frac{9x}{4} \text{ (A')}$$

Second,  $\sqrt{x} + \sqrt{8(y - \sqrt{x}) - 4} = y + 1$ . Transpose

$y - \sqrt{x} - 2\sqrt{2(y - \sqrt{x}) - 1} = -1$ . Multiply by 2 : subtract 1 from each member.

$[2(y - \sqrt{x}) - 1] - 4\sqrt{2(y - \sqrt{x}) - 1} = -3$ , a quadratic.

(B)  $(\sqrt{2(y - \sqrt{x}) - 1} = 3)$ , or  $1 = \sqrt{2(y - \sqrt{x}) - 1}$  (B')

$$2(y - \sqrt{x}) - 1 = 1, \text{ or } y = \sqrt{x} + 1$$

$$y^2 = x + 2\sqrt{x} + 1 = (A), \quad 4\sqrt{x} + \frac{x}{4}, \text{ whence}$$

$x = 2$  or  $\frac{8}{3}$ , and  $y = \sqrt{2} + 1$  or  $\sqrt{\frac{8}{3}} + 1$ . By taking (A') and (B') other values of  $x$  and  $y$  may be found.

Several very beautiful demonstrations of No. 15 have been received, but with more complicated figures. B. F. Downs sent 4 demonstrations for it—all very short. Several solved No. 16 by Calculus, but it was thought the above would be understood by a larger class of persons.

ACKNOWLEDGMENT.—All the questions were solved by Adspertum, Bowlder, B. F. Downs, Gamma, George Huldey, C. S. Hays, R. W. McFarland, J. N. Soders and M. C. Stevens. A. B. Cornell solved the 15th and 17th, J. McCarty solved the 15th and A. Schuyler the 16th.

#### QUESTIONS FOR SOLUTION.

No. 22. By BOWLDER.—The sine of an arc whose radius is unity,

is  $\sqrt{\frac{x}{a+x}}$ , what is its tangent.

No. 23. By S LOURE.—Given  $x + xy + xy^2 + xy^3 = 15$ .

$$x^2 + x^2y^2 + x^2y^4 + x^2y^6 = 85.$$

to find  $x$  and  $y$ .

No. 24. By A. SCHUYLER.—What is the product of Zero and Infinity?

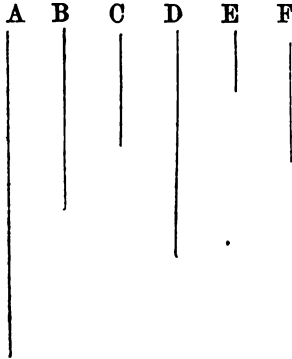
Correspondents furnishing questions will please accompany them with their own solutions when they can do so.

All communications for this Department should be addressed "Math. Dept. O. J. Ed'n., Care of F. W. HURTT, Cincinnati, O.," until further notice; and, to be in time, should be mailed by the first of the month preceding that on which they are to appear.

#### THE USE OF GEOMETRY IN THE SOLUTION OF NUMERICAL PROBLEMS.

EXAMPLE 8.—Brown and Smith united in the purchase of a tract of land which contained A acres, Brown paying  $B \times C$  dollars, and Smith paying  $D \times E$  dollars. But different parts of the land being found

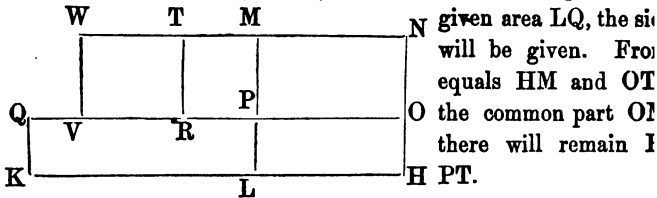
to be of unequal value, it was so divided that Brown's part cost less per acre more than Smith's. How many acres fell to the share of each?



SOLUTION.—Take  $HK = A$  representing Brown's part of the land, and  $LK$  Smith's part. Let  $LM$  represent the price per acre of Brown's land and  $KQ$  the price per acre of Smith's land. Complete the rectangles  $HM$  and  $LQ$ ; then will  $HM = B \times LM$  be the sum paid by Brown, and  $LQ = C \times KQ$  the sum paid by Smith.

Now,  $ON (= F)$  is given, and represents the given difference in prices per acre. If, therefore,

we apply the rectangle  $OT =$  the given area  $HM$ , the side  $OR$  will be given. And if to  $RT (= ON)$ , we apply the rectangle  $RW$



we apply the rectangle  $RW$  to the given area  $LQ$ , the side  $RV$  will be given. From  $RV$  equals  $HM$  and  $OT$  the common part  $OR$  there will remain  $RV - OR =$  the difference in prices per acre.

Now,  $HP : LQ :: PT : RW$ , because the antecedents are equal rectangles, as are also the consequents. But by reason of equal altitudes we have  $HP : LQ :: OP : PQ$ . And for a like reason  $PT : RW :: PR : RV$ . Therefore,  $OP : PQ :: PR : RV$  which is equivalent,  $OP : OQ - OP :: OR - OP : RV$ . By inversion we have  $OQ - OP : OP :: RV : OR - OP$ , in proportion all the lines except  $OP$  are given. For  $OQ$ ,  $RV$  and  $OR$  respectively, substituting  $a$ ,  $c$  and  $d$ , and for  $OP$  substituting  $x$ , the proportion will become  $a - x : x :: c : d - x$ , which is identical that of Example 7. The problem is, therefore, solved, since it has been changed into one which has already been solved.

CALCULATION.—Let  $A = OQ = a = 90$ ;  $B \times C = 1200$ ;  $C \times E = 500$ , and  $F = 20$ . Then  $OR = d = B \times C \div A = 1200 \div 90 = 13.33$ ; and  $RV = c = D \times E \div F = 500 \div 20 = 25$ . The calculation may be completed according to the method indicated in Example 7.

**GEOMETRICAL EQUIVALENT.**—Given the areas, the sum of the bases, and the difference of the altitudes of two rectangles to find the sides.

**ALGEBRAIC EQUIVALENT.**—Given  $px = a$ ,  $qy = b$ ,  $p + q = c$ , and  $x - y = d$ , to determine  $p$ ,  $q$ ,  $x$  and  $y$ .

**REMARK.**— $B$  and  $C$ , the sides of the rectangle  $B \times C$ ; and  $D$  and  $E$ , the sides of the rectangle  $D \times E$ , may be proportional to any convenient factors of the numbers expressing the areas.

LANCASTER, O.

JOHN WILLIAMS.

**ERRATA.**—In the diagram connected with Example 7, (See May No. page 143,) the letters  $C$  and  $G$  should be interchanged. At the bottom of the page for "proposition" read *proportion*.

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MISCELLANEOUS.

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### The Infinity and Antiquity of Creation.

There are myriads of microscopic animals living in the water we drink, the air we breathe, and the food we eat. A large portion of the crust of the earth is composed of the remains of animal life: animals, some of them inconceivably small, and yet of perfect construction and organization: animals which lived and died far back in the dim vista of the past, perhaps millions of years before Adam was created.

There appears to be no limit to the *minuteness*, or to the *vastness* of creation. Some of these little animals are so small that millions may be found in a single cubic inch of rock. In a cubic inch of chalk, (with which every schoolboy and schoolgirl is familiar,) a formation 1000 feet in thickness, there may be more than one million well-preserved animalcules with their shells. In Germany there is a formation 14 feet in thickness, called *Polishing Slate*, a cubic inch of which contains *forty one thousand millions* of these microscopic animals.

In contrast with these little animals, how huge and vast is this earth on which we live! And yet were the sun to be placed centrally upon the earth, it would extend not only far out on every side to the distant moon, but also as far beyond the moon, as the moon is from the earth. A body so great, that were there a railroad encircling it, and were we to take cars on that railroad and travel at the usual speed, resting only nights and Sundays, it would require nearly fifty years—double the average of human life—to travel round it. Still, notwithstanding



the vastness of our sun, when compared with other suns it dwindles to a point, and becomes comparatively an object too minute for observation.

For instance, the bright star, in the well-known constellation *Lyra*, would nearly fill the whole orbit of Uranus, which is 3650 millions of miles in diameter. So vast that a person traveling at the accustomed railroad speed day and night without cessation, would be more than 60,000 years in passing round it. But there are others still larger. Some of the nebulous stars, if placed centrally upon our sun, would extend with their atmosphere in every direction far out beyond the great orbit of Neptune.

The nebulous cluster, called the "Milky Way," to which our sun belongs, is but a small fraction of creation, and yet it is estimated to contain more than 18 millions of stars; many of which, probably a large number are, when compared with our sun, of enormous dimensions.

The powers of the liveliest imagination soon flag in endeavoring to form even an approximate idea of this comparatively small number of dazzling luminaries; or indeed to obtain any just conception of the immensity of only *one* of these mighty, ponderous orbs! But among all these luminous worlds which people the regions of space, there is harmony and perfect order; and these vast centers of light, accompanied by their attendant primaries and secondaries, are themselves moving round some great central star. Maedler, the celebrated German Astronomer, supposes this central sun to be *Alcyone* (25 Tauri) in Pleiades; being distant from us more than 34 millions of times the distance of our sun, and requiring 537 years for light to pass from it to us. He thinks he has also determined the period of the revolution of our sun, with its 60 attendants, (39 primaries and 21 secondaries) to be 18,200,000 years; the mass of all the inferior systems—the suns between us and Alcyone—to be 117,400,000 times that of our sun.

Traveling at an inconceivable velocity it requires, we learn then, more than 18 millions of years for our solar system to perform but *one* revolution; and yet it is probable, aye, quite evident, that our system has described *more* than one circuit of its mighty orbit in this boundless immensity of space. Geological science, for the formation of the various strata comprising the crust of the earth, leads us back, for its inchoation, through periods of such inconceivable length that the powers of the mind fail to date the period of the creative fiat. And yet the deductions from Astronomical science on this point fully corroborate those from Geology. It was but a few years since, when it was

almost universally believed that the work of creation occurred only about 6,000 years ago, and that at that period the earth first came rolling from the hands of its creator. But this theory has been overthrown by the developments and investigations of Geologists.

Let us now see if Revelation and Astronomy would not equally overthrow such a belief. Revelation teaches us that "in the *beginning* God created the heavens and the earth." The creation of the starry hosts then, which dot the regions of space, was synchronous, far back in the *beginning*, with that of the earth and our solar system. On the morning of creation, the earth and all the blazing orbs which constitute the "heavens," at the sound of the Almighty fiat, from nothingness sprung forth into being, and started at once with concurrent action on their harmonious journeyings. Thus we learn that the primitive earth is equi-ancient with all the shining points which people the starry firmament above. And also that the creation of the earth and its duration thus far is a syndrome as well with the *most distant* system of worlds, as with the *less remote*.

Moreover light from these distant bodies could not have started on its wearisome journey *before* the morning of creation; and yet astronomers tell us, that it requires millions of years for light to traverse the intervening distance before reaching the earth. Sir Wm. Herschel stated that light must have been more than two millions of years in passing from some of the nebula he was examining to the earth; and later astronomers assure us that there are nebula discernible, which are so remote that it must have required more than 30 *millions of years* from the day of creation, before their light could have reached the earth.

And yet how long these silent whisperings form the eternity of past years have been conversant with earth, we know not. Neither can we tell how far back *beyond* this period in the vast eternity of departed ages, to place the *beginning*. But this only do we know, that the date of the act of creation must be *anterior* to any such period.

It is very probable that light has been traveling from some parts of this boundless universe even since the dawn of creation, and not reached us yet, some of these heralds of the mighty past may now be just arriving; some just entering within the range of the far-seeing telescope; whilst others perhaps are only midway in their swift journeyings to the earth! And yet Revelation tells us, that the inceptions of these systems, so remote in the regions of illimitable space, were synchronous with those of the earth.

Thus, indeed, independent of Geologists or Geological science, we can satisfactorily determine the great antiquity of creation, and consequently of the earth. Our mother earth is truly venerable with years. She is old now, very old; and yet she moves on in her accustomed path with as much grandeur and sprightliness as when first "the morning stars sang together and all the sons of God shouted for joy."

MARIETTA HIGH SCHOOL, APRIL, 1855.

F. M. D.

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## Answers to Questions on the School Law.

BY THE COMMISSIONER OF COMMON SCHOOLS.

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**QUESTION 97.**—Are members of a board of school examiners entitled to compensation for services rendered at the special meetings of said board?

**ANSWER.**—By sec. 46 of the school law, it is provided that "the members of the board shall be entitled to receive each one dollar and fifty cents for every day necessarily engaged in official service, to be paid out of the county treasury on the order of the county auditor." By sec. 45, it is made their duty to fix the time and place of holding regular meetings, and to cause notice of the same to be published in some newspaper of general circulation in their county.

When, therefore, members of a board of school examiners present their bills for services rendered at special meetings, such bills should be accompanied with a statement of the circumstances which, in the opinion of the board, rendered such meetings necessary, and the county auditor should allow them, and issue his warrant for their payment, unless it appear that such meetings were wholly unnecessary.

School districts should not be subjected to the alternative of doing without schools for a month or two, or of employing persons who do not hold the requisite certificates and whose qualifications may be of doubtful character, in order to save the expense of a special meeting of the board. Such would be a "penny-wise and pound-foolish" policy. Nor should such special meetings be called every time an itinerating teacher may chance to desire an examination.

County auditors should be reasonable in allowing compensation to examiners for their services, and the latter should be judicious and prudent in appointing special meetings.

**QUESTION 98.**—The person elected to the office of local director in a certain sub-district, being temporarily absent at the time of the election, and not returning so as to take the requisite oath of office within five days thereafter, the board of education appointed another person to fill said office. Was the appointment legal?

**ANSWER.**—It was not; for no vacancy had occurred in said office, by death, refusal or incapacity to serve, removal out of sub-district, or resignation. Although it is provided in sec. 3, that local directors shall, within five days after their election, take the required oath of office, yet such statutes are generally regarded as *directory* so far as relates to the time within which the official oath is required to be taken. No practice is more common than to elect to office

persons temporarily absent from their place of residence at the time of election and to allow them, to qualify by taking the proper oath of office, provided they return within the time expected, or within a reasonable time thereafter. It might operate very unfortunately for a sub-district to be deprived of the services of an efficient school officer, simply because he was prevented by some casualty beyond his control, from taking his official oath within the time limited by law.

**QUESTION 99.**—To what extent are township boards of education legally responsible for the performance of contracts negotiated and made by local directors in relation to the purchasing of school house sites, the building, furnishing, or repairing of school houses, the employment of teachers, and the providing of fuel for schools?

**ANSWER.**—Boards of education are legally responsible for the performance of such contracts so far as the same may have been negotiated and made in obedience to the rules and regulations prescribed by said boards, or so far as the consent or order of said boards for making such contracts may have been obtained.

In contracting for the purchase of a school house site, or for building and furnishing a new school house, local directors can not exceed, without rendering themselves personally liable, the sum specially estimated and set apart by said boards, for those specific objects in each particular year and for each particular sub-district, unless they first procure the consent or authority of said boards of education.

In making contracts for providing fuel, making ordinary repairs, and all other provisions necessary for the convenience and prosperity of their school, local directors may, in the absence of any general rules on the subject, use as much of the money applicable to such purposes, as in any one year, shall not exceed the amount distributable to their sub-district in proportion to the enumeration of scholars resident therein. But should they exceed that sum without first obtaining an order therefor from the township board of education, they would render themselves personally responsible for such excess, unless it could be made to appear that the board had palpably neglected to make, as the school law requires, the necessary provisions for such indispensable school expenses, and had been contumacious in withholding their assent to the reasonable request of said local directors.

In making contracts with teachers, local directors should not, as a general rule, incur expenses beyond their proportion of the school fund derived from the State, and that raised in the township for the purpose of prolonging the schools therein after the state fund had been exhausted.

The school law imposes upon boards of education the duty of making the necessary provisions for continuing the schools in operation, in their respective townships, for at least seven months in each year, and requires them annually to determine by estimate, as nearly as practicable, the amount of money necessary to be expended for that purpose. Local directors ought, therefore, to pay due regard to such estimates, in negotiating the contracts which the law authorizes them to make. Although the estimates of the board prove inadequate to secure the objects designed, yet local directors possess no legal power to supply the deficiency.

When boards of education utterly neglect to perform any duty which the law enjoins upon them, local directors may apply to the proper court for a writ of mandamus to compel its performance.

Boards of education ought to make in the record of their proceedings, sepa-

rate entries of the several amounts of money estimated by them for building and furnishing school houses, for providing fuel and making repairs, and for prolonging schools in the several sub-districts in their respective townships, to the end that local directors may know what sums they are authorized to expend for each of the above purposes.

QUESTION 100.—When an incorporated village has become a “*separate school district*” by the operation of sec. 32 of the school law, is it lawful for the board of education of such village to build a school house containing rooms sufficient for the accommodation of all the children or scholars of the village, and appropriate one of said rooms to the use of a high school department, without first taking the votes of the electors, as required in sec. 21, in the case of a township high school?

ANSWER.—It is lawful; for the framers of the law intended to confer upon boards of education in such cities and villages as should be created “*separate school districts*” a general power to “establish schools of different grades,” whether such schools or grades were to occupy a single or several buildings. It was not contemplated that a public meeting of the qualified voters should be first called to decide the matter. The power of the board to erect one or more school houses, and to establish schools of one or more grades, is discretionary, and may be exercised without regard to other considerations than the public good.

The language of secs. 32, 33, and 35, is too plain to be misunderstood. The city or village board of education consists of three members, and the city or village is created a “*separate school district*,” which the board may, if they deem it expedient, divide into sub-districts, but if they do so, it does not affect the board or its jurisdiction, nor does it give to the sub-districts the right to elect local directors as in the case of township sub-districts. Yet the city or village board possess the “*same powers*” as township boards, “*so far as applicable*,” and additional discretionary power given in sec. 33, to divide the city or village into sub-districts or not, and to establish schools of different grades, as the public good may seem to require.

H. H. BARNEY,  
*Commissioner of Common Schools.*

Every subscriber thinks the paper printed for his own benefit, and if there is nothing in it that suits him, it must be stopped—it is good for nothing. Just as many subscribers as an editor may have, so many tastes has he to consult. One wants something smart, another something sound. One likes anecdotes, fun and frolic, and the next door neighbor wonders that a man of sense will put such stuff in his paper. Something spicy comes out, and the editor is a black-guard. Next comes something argumentative, and the editor is a dull fool. And so between them all, you see, the poor fellow gets roughly handled.

And yet to ninety-nine out of a hundred these things do not occur. They never reflect that what does not please them may please the next man; but they insist if the paper does not suit them, it is good for nothing.—*Vermont Patriot*.

“The man who has no self-respect, is sure to suspect everybody to be conspiring against his dignity. He thinks meanly of himself, and naturally looks for others to be of the same opinion. A mean dog sneaks, and whines to be kicked; a noble one holds up his head, and looks confident of his worth. If you hear an individual complaining that somebody has treated him with contempt and evinced a disposition to kick him out of his position, make certain that the individual feels deserving of the kicking.”

## CIRCULATION OF THE JOURNAL.

The first, second and third columns in the following Table, exhibit the circulation of the Journal, in the several counties in Ohio, at the close of the corresponding volumes, and the fourth, the present circulation of the current volume. In addition to these, we have more than 170 subscribers in other States, making the whole number over 2000. The number of subscribers in Ohio reported last year at this time was 1740.

| Counties.     | I. | II. | III. | IV.            | Counties.     | I.  | II. | III.          | IV.         | Counties.  | I.   | II.  | III. | IV. |
|---------------|----|-----|------|----------------|---------------|-----|-----|---------------|-------------|------------|------|------|------|-----|
| Adams....     | 1  | 2   | 7    | 11             | Hamilton..    | 72  | 182 | 172           | 120         | Noble..... | 0    | 4    | 6    | 2   |
| Allen....     | 0  | 4   | 13   | 11             | Hancock... 16 | 24  | 24  | 9             | Ottawa... 1 | 0          | 0    | 2    | 2    |     |
| Ashland.. 54  | 46 | 28  | 16   | Hardin.... 1   | 1             | 4   | 0   | Paulding.. 0  | 1           | 0          | 0    | 0    | 0    |     |
| Ashtabula 29  | 39 | 18  | 10   | Harrison... 8  | 18            | 27  | 10  | Perry..... 2  | 1           | 1          | 13   | 12   | 0    |     |
| Athens... 0   | 1  | 27  | 23   | Henry.... 0    | 0             | 1   | 0   | Pickaway.. 9  | 26          | 36         | 24   | 24   | 0    |     |
| Auglaize.. 0  | 0  | 2   | 0    | Highland.. 12  | 15            | 36  | 41  | Pike..... 1   | 4           | 4          | 3    | 3    | 0    |     |
| Belmont.. 24  | 31 | 31  | 10   | Hocking... 3   | 1             | 0   | 1   | Portage... 4  | 18          | 43         | 23   | 23   | 0    |     |
| Brown.... 0   | 27 | 124 | 73   | Holmes.... 3   | 2             | 7   | 0   | Preble... 21  | 26          | 48         | 30   | 30   | 0    |     |
| Butler... 14  | 10 | 58  | 15   | Huron.... 35   | 32            | 72  | 37  | Putnam... 1   | 0           | 0          | 2    | 2    | 0    |     |
| Carrroll... 2 | 7  | 5   | 3    | Jackson... 0   | 2             | 14  | 63  | Richland.. 57 | 45          | 41         | 23   | 23   | 0    |     |
| Ch'mpaign 5   | 19 | 33  | 15   | Jefferson.. 13 | 56            | 23  | 30  | Ross..... 7   | 24          | 19         | 21   | 21   | 0    |     |
| Clark..... 14 | 17 | 14  | 10   | Knox..... 45   | 36            | 35  | 21  | Sandusky. 2   | 7           | 12         | 5    | 5    | 0    |     |
| Clermont. 22  | 37 | 70  | 72   | Lake..... 25   | 24            | 32  | 24  | Scioto.... 4  | 50          | 24         | 29   | 29   | 0    |     |
| Clinton... 3  | 41 | 32  | 21   | Lawrence.. 8   | 13            | 10  | 13  | Seneca.... 44 | 58          | 61         | 55   | 55   | 0    |     |
| Col'mbi'na 35 | 51 | 48  | 35   | Licking... 44  | 47            | 43  | 35  | Shelby... 2   | 3           | 2          | 2    | 2    | 0    |     |
| Coshocton 4   | 18 | 52  | 46   | Logan..... 1   | 5             | 4   | 20  | Stark..... 80 | 75          | 26         | 27   | 27   | 0    |     |
| Crawford. 13  | 13 | 13  | 4    | Lorain.... 5   | 19            | 18  | 9   | Summit... 9   | 8           | 30         | 6    | 6    | 0    |     |
| Cuyahoga. 48  | 95 | 56  | 13   | Lucas..... 20  | 10            | 21  | 24  | Trumbull. 4   | 11          | 10         | 11   | 11   | 0    |     |
| Darke... 3    | 2  | 4   | 3    | Madison... 2   | 20            | 15  | 5   | Tuscaraw's 5  | 6           | 21         | 19   | 19   | 0    |     |
| Defiance... 7 | 3  | 10  | 9    | Mahoning. 4    | 10            | 11  | 2   | Union.... 0   | 1           | 3          | 1    | 1    | 0    |     |
| Delaware. 11  | 41 | 23  | 28   | Marion... 8    | 9             | 1   | 3   | Vanwert... 1  | 0           | 1          | 0    | 0    | 0    |     |
| Erie..... 58  | 40 | 20  | 17   | Medina... 3    | 2             | 5   | 27  | Vinton... 0   | 0           | 3          | 3    | 3    | 0    |     |
| Fairfield. 6  | 7  | 20  | 15   | Meigs..... 0   | 0             | 7   | 4   | Warren... 21  | 45          | 90         | 66   | 66   | 0    |     |
| Fayette... 2  | 2  | 20  | 18   | Mercer.... 0   | 1             | 8   | 0   | Washing'n 20  | 20          | 20         | 25   | 25   | 0    |     |
| Franklin.. 30 | 30 | 60  | 40   | Miami.... 18   | 26            | 33  | 18  | Wayne... 12   | 12          | 21         | 18   | 18   | 0    |     |
| Fulton... 1   | 5  | 6   | 4    | Monroe... 1    | 2             | 2   | 13  | Williams.. 0  | 7           | 7          | 2    | 2    | 0    |     |
| Gallia.... 0  | 1  | 1   | 2    | M'tgomery. 66  | 52            | 45  | 19  | Wood.... 10   | 18          | 13         | 8    | 8    | 0    |     |
| Geauga... 6   | 6  | 2   | 4    | Morgan... 13   | 12            | 16  | 31  | Wyandot. 2    | 6           | 7          | 4    | 4    | 0    |     |
| Greene... 62  | 60 | 87  | 45   | Morrow... 9    | 32            | 7   | 5   | Totals.. 1285 | 1920        | 2375       | 1775 | 1775 | 0    |     |
| Guernsey. 25  | 42 | 90  | 42   | Muskingum 53   | 88            | 147 | 62  |               |             |            |      |      |      |     |

## Teachers' Institutes.

THE SOUTH-WESTERN NORMAL INSTITUTE will be held in Oxford, Butler Co., commencing on the 16th of July, and continuing five weeks. MR. BARNEY, the State Commissioner, is to superintend it, and a large number of Teachers and Lecturers are appointed to conduct the exercises. Nearly all the counties in the south-western part of the State are represented in it; and the Institute will furnish an excellent opportunity to Teachers in Ia., Ky., and other neighboring States.

Arrangements are already made for holding Institutes in quite a number of counties during the months of July, August, Sept. and October. We are desirous to publish the list, as fully as possible, in the July number, and hope that those who have not already made and communicated their arrangements will do so, if practicable, before the 15th of June.

## Editors' Portfolio.

The approaching semi-annual meeting of our Association promises to be one of interest and profit. Those who attended the meeting in Cleveland in 1851 will not need to be assured that it is a most delightful place for such a gathering in the summer months. The Addresses and Reports to be presented will be worthy of the place and the occasion. Though personally opposed from the beginning to a change from the usual time for holding this session, we felt inclined to accommodate those who for years have been prevented from meeting with us; but the number of remonstrances against any change of this long established custom, which we have received from nearly every part of the State, is conclusive in favor of holding it during the week of our National Holiday.

### Correspondence.

DEAR SIR:—We have nine school houses, in which schools were taught the past winter, besides a select school at the center, sustained by individual effort. I visited the nine schools this winter, twice, and by some effort got up a public examination of schools, in February, at which some four or five schools were present. A goodly number of spectators were present, and considerable interest was manifested: a committee was appointed to make arrangements for holding another in the summer. At the close of the examination I reported the condition of the schools, school houses, and their sites, which was not very flattering for the cause of education. But the report, or the examination, or something else, has awakened considerable interest upon the subject of improving the condition of our houses as well as schools generally. The Board of Education estimated a tax of \$400, for the purpose of purchasing sites and moving school houses and repairing them. In this district, No. 9, we concluded to keep the steam up. Accordingly we purchased one acre of ground, made a "bee," moved our house on it, and set out some 30 or 40 shade trees on it, as well as a few fruit trees. If we can only keep up the spirit of progression, our house, yard, and school will, in some measure, be what it should be.

G. B. S., Edinburg, Portage Co.

Our Schools are very prosperous. The High School is larger than in the winter, numbering 68: more than we have room for. The citizens have voted a tax which will in a short time yield us \$18,000 or \$20,000. They have bought and paid for a lot of two and a half acres, on which I had 200 forest trees and 150 evergreens planted this spring. They will erect the house in parts; the plan now is to have a main building and two wings. The Board, and many of the citizens are wide awake and determined to have as good a school house as the State can show.

D. F. D. W., Tiffin.

Our town has just voted a tax of \$6,000, to build a Union School House.

J. W. L., Jackson, April 7th.

### Notices of Colleges, Schools, etc.

Ohio Wesleyan University, Delaware.—Commencement will be attended on Wednesday, the 13th of June.

Otterbein University, Westerville.—The Anniversary exercises are to be attended on the 20th and 21st of this month.

Miami University.—Commencement occurs on the 27th instant.

**PUBLIC SCHOOLS.**—The Regulations of the Union Schools of McConnelsville, have been printed in pamphlet form. The schools employ seven Teachers, besides Dr. Catlin, the Superintendent, and consist of three Primary, two Secondary, one Senior, (or Grammar school,) and the High School: the last numbers 68 pupils, and the Senior 30.

The Union School of Martinsville, Belmont Co., closed its first year on the 29th of April last. The town contains 1800 inhabitants: the youth of school age number 471; 405 were enrolled in the school, and the average attendance was 203. Mr. E. B. Peirce, the Superintendent, is aided by two male and four female teachers. Their salaries vary from \$200 to \$800. The expense of the school for the year was \$2,600; the cost of tuition per scholar \$4.32; while the cost in private schools in the vicinity is \$20 per year.

The Public Exhibition at the close of the winter term of Mr. M. Gilmore's Academy, in Jackson, was attended during the last week in April; and that of Mr. J. A. Sloan's in Batavia, the first week in May. Both are spoken of in flattering terms by the papers. We hope that these gentlemen will be instrumental in securing the establishment of good Public Schools, in their respective towns.

#### Hints, Suggestions and Questions to Teachers.

In teaching definitions, aim to give an idea of the proper *application* of words, (i. e., of the circumstances in which they should be employed,) as well as of the equivalent or synonymous word. This will obviate the danger of making such mistakes as the one committed by the man who went for the first time to attend court and heard the judge say to the attendant, "*Extinguish* those lamps." He turned to a neighbor and inquired the meaning of *extinguish*. To put out, was the reply. Pleased with this addition to his vocabulary, he resolved to use it hereafter. Soon after his return home, a pig entered the house; "John," said he to his son, "extinguish that pig in an instant."

Too much care can hardly be taken to give scholars correct ideas of those words in our language which are *pronounced* alike, but *spelled* differently. Let a little time be spent nearly every day in making your pupils familiar with the few hundred words of this class, and they will not be liable to the mistake of the boy who had been told not to say *tale*, but *narrative*, who soon after requested his mother to make the dog stop shaking his *narrative*.

A good method of awakening interest in spelling is to write on the blackboard examples of incorrect spelling seen upon signs, or in manuscript letters. "*Grocerie*," "*Shaveing* and *Hair-cuting*," "*For Ladys*," "*Waggon Shop*," are some of the "*signs*" which may be seen in certain of the towns in Ohio. The following verdict is said to have been given by a jury in Georgia, in the case of *A. Johnson vs. Thos. Cameron*:

"We the gury chozen and swoarne agree that tom kamron must pay abe gonsin the full amount of 20 five cents that the plaintiff pay over the won kwart of liker for the *benefit of the Gury* and kosts will be rooled out."

So in teaching geography, the mistakes actually made by their seniors may often be used to good purpose with scholars. In one of the counties of this State a person under examination by the County Examiners, stated, in the writer's hearing, that Ohio was bounded east by N. Y., and south by Tennessee. One in Harrison county, a short time since, said the same State was bounded east by the Ohio river, south by the Illinois, and west by Tuscarawas river. A merchant of some wealth was told that one of his ships was in jeopardy: "*Jeopardy, Jeopardy*," said he, "*where is that, I never heard of that port before!*"



### Items.

Mr. BENJAMIN NEWELL, late Superintendent of Schools in Ravenna, has removed to Beaver Dam, Wis., having been appointed a Teacher in an Institution just commencing there.

Mr. R. M. MERRILL, late Superintendent of Schools in Mansfield, has taken charge of the Academy in Conneaut, Ashtabula co.

Mr. J. P. ELLINWOOD, late of Hamilton, has been appointed Principal of the High School in Newtown, Hamilton co. : salary \$500.

Mr. J. F. HILL, recently of Chicago, has taken charge as Superintendent and Principal of the Union School in Hanging Rock, Lawrence co.

A graduate of a German Normal School who speaks English very well, desires to obtain a situation as teacher in a Public School. Inquiries may be directed to M. F. COWDERY, Sandusky city.

Lawrence and his Clerk.—About thirty years ago, a young man with limited capital, commenced business in the city of Boston, and was obliged to employ a single clerk on a small salary. A lady called at his store one day, and made some purchases which she wished delivered at her residence. The merchant requested his clerk to deliver the bundle as required. He declined; the merchant immediately took up the bundle, and delivered it as directed. The clerk was never worth a hundred dollars in his life — the merchant was Abbott Lawrence, now a millionaire.

The reply of Louis XII of France, showed a great and noble mind; when advised to punish those who had wronged him before he was King, he answered: It is not becoming a King of France to avenge injuries done to a Duke of Orleans.

"How," said Mr. Munsell to Mr. Yates, "do you accomplish so much in so short a time? have you any particular plan?" "I have. When I have any thing particular to do, I go and do it."

#### State Teachers' Association.

The semi-annual meeting will be attended at Cleveland, on the 5th and 6th of July next. The session will commence at 10 A. M., of Thursday the 5th: the opening Address will be given by the President, Mr. A. J. Rickoff, Superintendent of the Public Schools of Cincinnati; and the evening Address by Hon. J. M. Root, of Sandusky City. Several Reports will also be presented. The usual arrangements will be made for the accommodation of female Teachers. Two of the Railroads leading into Cleveland will carry Delegates to and from the meeting at half fare as heretofore: it is hoped that several of the other Railroads in the State will do the same.

The Convention of County School Examiners, assembled at Cincinnati in Dec. last, adjourned to meet at the same place with the Teachers' Association, and on the day previous to its session.

The Ohio Phonetic Association adjourned to meet on the day following the meeting of the Teachers' Association.

Since the first of March, some mistakes have occurred in entering the names of subscribers on the mail-books: this will explain their failure to receive the April and May numbers at the proper time. It is our aim to have everything done correctly and promptly at the office, and, in case of any deficiency, we are desirous to remedy it as soon as possible, and wish to acknowledge it rather than have it charged to the Post Office department.

THE  
Ohio Journal of Education.

COLUMBUS, JULY, 1855.

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First Annual Report

OF THE COMMISSIONER OF COMMON SCHOOLS, IN OHIO.

This Report, a document of 123 large octavo pages, has just been issued, having been delayed some four months by the tardiness of certain officers whose duty it was to return some of its statistics.

We should cheerfully lay before our readers a large portion of its contents, but, as it will be circulated somewhat widely, we shall present only some of the more important statistics, and the paragraphs connected with them, and a general outline of the whole Report :

“The appropriations to the purposes of education in Ohio, during the year 1854 have consisted of the following items :

|   |                |
|---|----------------|
| Amount of State School Fund apportioned to the counties, according to the enumeration of unmarried youth, between the ages of five and twenty-one years, being at the rate of \$1,37 <sup>7</sup> / <sub>10</sub> per capita..... | \$1,118,089 02 |
| Interest paid to the counties on School and Trust Funds, held by the State as a permanent loan from the counties to which they belong.....  | 112,463 65     |
| Amount of School District Library Fund distributed to the counties according to their enumeration of youth.   | 55,904 45      |
| Township assessments for School House construction, wages of teachers in addition to State Fund, fuel, and miscellaneous expenses *.....  | 980,000 00     |
| Total amount of funds and property appropriated...  | \$2,266,457 12 |

The enumeration of youth of school age, as certified by the County Auditors, upon the returns of township clerks, furnishes an aggregate of 816,408, or 4,451 more than for 1853.

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\* The returns by County Auditors make this amount \$820,737, but the levy was for \$987,696 06, and the sum collected may be safely stated as above.

There are 1,514 Boards of Education in the State, of which 104 may be termed special districts, consisting of cities, towns or villages, with a population exceeding three hundred. The townships are divided into 11,365 sub-districts, of which 1,305 are supposed to be fractional districts.

The number of School Houses in the State is about 10,300, estimated to be worth \$3,704,720 90. Of these 770 have been constructed during the past year, at a cost of \$346,944, being an average of \$451.

The returns show the number of Common Schools to be 13,914 ; in which 9,902 male teachers and 8,502 female teachers have been employed, receiving respectively \$23 and \$13 per month for their services. The total attendance in Common Schools has been 601,559, (although the number returned as enrolled is 612,185,) while the average daily attendance has been 362,514. Winter Schools have been taught 33,221 months, or an average of  $3\frac{3}{8}$  months, and Summer Schools 35,861 months, or an average of  $2\frac{4}{8}$  months. Total average for the year  $5\frac{1}{8}$ , or almost six months.

It is impossible to present an accurate statement of the total amount paid teachers. The returns warrant the following statement:

|  |                    |           |
|--|--------------------|-----------|
| Amount paid male teachers in Common Schools..... | \$867,257          | 31        |
| “ “ female “ “ “ .....                           | 455,235            | 10        |
| “ “ male “ High Schools.....                     | 27,169             | 68        |
| “ “ female “ “ “ .....                           | 8,205              | 62        |
| “ “ male “ Other Schools.....                    | 5,128              | 50        |
| “ “ female “ “ “ .....                           | 1,435              | 00        |
|  | <u>\$1,364,431</u> | <u>21</u> |

Or only \$133,878 53 more than the amount of the State School and Special Trust Fund distributed to the counties. The returns of county auditors show that the township assessments for the purpose of prolonging schools seven months amounted to \$404,378 81—thus leaving \$270,500 28 unaccounted for. The addition of the sum last named to the amount of the foregoing statement would indicate more accurately the total amount of teachers' wages during the past year, to wit: \$1,634,931 49; while the financial statements of County Auditors show the total amount of funds applied in 1854 to the support of schools to have been \$1,684,694 36 1, or \$2 07 5 per scholar.

There are 57 High Schools in the State, employing 71 male and 63 female teachers. The former receive an average of \$58 a month or an aggregate of \$27,169 68; while the monthly compensation of female

teachers in High Schools is \$28 50, or an aggregate of \$8,205 62. The number of scholars enrolled was 2,414 males and 2,197 females; average daily attendance, 2,258 males and 1,496 females. High schools are in session ten months of the twelve almost universally. The amount of taxes collected for their support in the year 1854 was \$25,232 35 6.

Reports have also been received from 48 Colored, and 16 German and German and English Schools, the statistics of which present average results, similar to the common schools of the State.

The basis of the foregoing summary is appended in the tables annexed. It will be seen that the returns from the counties, though fuller than formerly, are yet very incomplete. Indeed, they furnish only the elements of calculations as to what the statistics probably (not what they actually) are. To remedy these deficiencies the undersigned proposes to furnish blank forms for the reports of the ensuing year; and if former omissions are not hereafter supplied there will be no excuse against the firm enforcement of the forfeitures contemplated by the School Act for the neglect of local officers to make the prescribed returns."

A general review of our legislation on the subject of Education here follows: alluding to the grants of land for school purposes, and to the provisions of the old, and of the present Constitution.

"An enumeration of the periods, in which substantial legislation for the encouragement of Common Schools has occurred—namely, in 1821, providing for the erection of school districts, the election of school committees, and taxing the property of all within the district for school purposes; in 1825, containing the earliest provisions for a county tax of half a mill on the dollar for school purposes, and for the appointment of county examiners; in 1836, when the county tax, which had been gradually increased, reached one and a half mills, with an additional half mill at the option of the commissioners; in 1837, when an act was passed, creating the office of State Superintendent, so ably and usefully filled by the late Samuel Lewis for three years thereafter; in 1888, when the system was carefully revised, establishing a State Common School Fund of two hundred thousand dollars to be distributed among the several counties according to the number of youth therein, increasing the county tax to two mills, requiring township clerks and county auditors to act as local superintendents, and renewing the provision for three county examiners—these dates, and the legislation associated therewith, it will be observed, constitute the clearest illustration of the connection between the material develop-

ment of the State and the moral and intellectual wants of the people. The wilderness and the war of 1812, engrossed all regards and all resources, until a second generation appeared upon the stage of action; but between 1820 and 1840, the foregoing outline reveals a forward movement of the public mind, valuable in all its consequences, and very significant of the condition and prospects of the community. During the next ten years, it is true, the school system suffered a reaction in consequence of the universal depression in business which prevailed. This reaction reached its lowest point in 1847, when the county levy of two mills for school purposes was reduced to two-fifths of a mill; but in 1848 the latter provision was repealed, and the county commissioners were authorized, but not required, to levy as high as one mill; while in 1851 the commissioners were required, not merely authorized, to levy a county school tax of *not less* than one mill on the dollar, and the Common School Fund, designed for general distribution, was increased from \$200,000 to \$300,000.

At this juncture, it became the duty of the first General Assembly convened under the Constitution of 1851, to obey the injunction of the sixth article already quoted. Since 1838, the legislation of the State had become so confused, that a universal demand existed for a digested school code; and the General Assembly, in furnishing such a code, determined to modify some features of the existing system. The act of March 14, 1853, in many respects, is simply a revision, without material change, of acts thereby repealed. The prominent provisions which are new—improvements in the estimation of those who advocated and enacted the law—may be stated as follows:

1. A State School Tax was substituted for the county tax.
2. A Township Board of Education, consisting of a representative from each sub-district.
3. "Free education to all the youth of the State," and the abolition of rate bills.
4. A fund of one-tenth of a mill yearly "for the purpose of furnishing school libraries and apparatus to all the common schools in the State."
5. The supervision of the system by a State Commissioner of Common Schools.

#### THE STATE SCHOOL TAX.

An assessment upon the grand list of taxable property, and the annual distribution of the amount collected to the several counties of the State in proportion to the enumeration of youth in each, has taken the *place of the county tax for school purposes*. So far as the State, by

the legislation of the General Assembly, becomes an auxiliary of Popular Education, there is a manifest propriety in a general levy and assessment, collected in the same manner as other State taxes. The Judiciary is thus supported, although the terms of courts vary greatly in different localities; the burthen of the public debt is not apportioned upon the districts whose resources have been developed by the construction of the Public Works; and, in accordance with these analogies of our financial system, the General Assembly determined that the taxation requisite to secure a thorough and efficient system of common schools throughout the State, should constitute a General School Fund, to be distributed among the counties according to the number of youth of school age. The consequence is, and herein is the only objection to the substitution of a State for a county school tax, that some counties pay more than they receive, while a far greater number gain by the arrangement. Thus, in the first year of the present school act, the joint operation of a two-mill levy for school purposes, on the grand list of taxable property, and its distribution in proportion to the enumeration of scholars, was as follows:

*LIST OF COUNTIES, which received more than they contributed to the State School Fund, with the amounts annexed.*

|                 |            |                |            |                  |           |
|-----------------|------------|----------------|------------|------------------|-----------|
| Adams .....     | \$4,185 23 | Hancock .....  | \$4,914 41 | Ottawa .....     | \$ 910 89 |
| Allen .....     | 4,723 36   | Hardin .....   | 1,876 50   | Paulding .....   | 734 00    |
| Ashland .....   | 1,910 72   | Henry .....    | 1,728 47   | Perry .....      | 3,430 15  |
| Ashtabula ..... | 3,497 82   | Highland ..... | 817 74     | Pike .....       | 1,385 03  |
| Athens .....    | 6,972 59   | Hocking .....  | 5,286 99   | Putnam .....     | 2,743 41  |
| Auglaize .....  | 3,641 58   | Holmes .....   | 3,316 34   | Richland .....   | 1,585 48  |
| Belmont .....   | 1,328 75   | Jackson .....  | 4,804 80   | Sandusky .....   | 3,014 71  |
| Brown .....     | 1,748 74   | Knox .....     | 1,082 18   | Scioto .....     | 1,280 09  |
| Carroll .....   | 2,635 17   | Lake .....     | 541 79     | Seneca .....     | 1,140 65  |
| Clermont .....  | 529 07     | Lawrence ..... | 4,221 33   | Shelby .....     | 1,495 42  |
| Coshocton ..... | 2,634 81   | Logan .....    | 1,133 98   | Trumbull .....   | 234 23    |
| Crawford .....  | 2,225 02   | Lorain .....   | 1,193 91   | Tuscarawas ..... | 4,553 64  |
| Cuyahoga .....  | 1,540 25   | Lucas .....    | 1,777 78   | Union .....      | 2,914 38  |
| Darke .....     | 3,112 47   | Medina .....   | 2,380 72   | Van Wert .....   | 2,368 84  |
| Defiance .....  | 2,346 88   | Meigs .....    | 5,346 81   | Vinton .....     | 3,622 77  |
| Delaware .....  | 438 57     | Mercer .....   | 2,835 23   | Washington ..... | 6,967 91  |
| Fulton .....    | 3,578 70   | Monroe .....   | 8,733 60   | Wayne .....      | 1,171 78  |
| Gallia .....    | 4,655 30   | Morgan .....   | 7,457 22   | Williams .....   | 3,812 61  |
| Geauga .....    | 941 12     | Morrow .....   | 1,939 34   | Wood .....       | 3,462 02  |
| Guernsey .....  | 3,951 12   | Noble .....    | 5,687 47   | Wyandot .....    | 1,164 19  |

*LIST OF COUNTIES, which contributed to the State School Fund more than they received, with the amounts annexed.*

|                  |            |                 |             |                  |             |
|------------------|------------|-----------------|-------------|------------------|-------------|
| Butler .....     | \$9,521 75 | Hamilton .....  | \$71,163 42 | Montgomery ..... | \$12,219 62 |
| Champaign .....  | 1,937 02   | Harrison .....  | 540 87      | Muskingum .....  | 3,598 67    |
| Clark .....      | 7,120 50   | Huron .....     | 7 72        | Pickaway .....   | 9,071 98    |
| Clinton .....    | 940 22     | Jefferson ..... | 2,654 09    | Portage .....    | 2,006 93    |
| Columbiana ..... | 279 02     | Licking .....   | 1,763 01    | Preble .....     | 4,154 34    |
| Erie .....       | 232 89     | Madison .....   | 3,263 14    | Ross .....       | 6,017 52    |
| Fairfield .....  | 1,957 90   | Mahoning .....  | 978 86      | Stark .....      | 3,265 57    |
| Fayette .....    | 1,239 44   | Marion .....    | 704 53      | Summit .....     | 520 17      |
| Franklin .....   | 12,880 07  | Miami .....     | 1,610 53    | Warren .....     | 6,898 13    |
| Greene .....     | 7,119 14   |                 |             |                  |             |

It is not proposed to extenuate these facts—on the contrary, the foregoing figures are presented as the best commentary upon the wisdom and magnanimity of the rule recently adopted. What citizen of the wealthy counties last enumerated will grudge the aid thereby extended to districts of the State less favored by situation, means of communication, or by natural features of the country? Property is recognized in the constitution as the basis of taxation—'taxation' is enjoined upon the General Assembly as a prominent means of affording thorough and efficient instruction to the youth of the State: and if property is amassed in towns or cities, the law should not be restrained by county lines from equalizing the appropriation for school purposes—extending its benefits uniformly, or, in the language of the Constitution, *'throughout the State.'*

Is it not reasonable to suppose that Hamilton county, and especially the city of Cincinnati, will regard the distribution of her munificent largess in eleven counties of North-Western Ohio, and the border counties of the Ohio river as far as the Muskingum, not only as a wise measure of public policy, but as sure to be returned at no distant day by the increase of productive energy, which is an obvious result of general education? Nor will Franklin county be dissatisfied because Fulton, the average value of whose lands is \$2,85 per acre, receives an educational surplus of \$3,578 70, or about one-fourth of the amount contributed by the seat of government beyond the sum received. Montgomery and Preble also—seated in the heart of the Miami Valley and enriched by the construction of the Miami Canal—certainly have no just cause of complaint, when, by a glance on their parallel of latitude to the eastern border of the State, it is found that Monroe and Noble, counties almost mountainous in surface, and situated beyond the incidental benefits of the Public Works, are the recipients of most of the amount contributed by the former counties. By a similar principle of compensation, Ross, Pickaway and Fairfield counties are charged with the educational surplus allotted to Pike, Jackson, Hocking and Perry counties—the fertile Pickaway plains aiding the adjacent highlands: Muskingum acknowledges her obligations to the Improvement of the river so called, by contributions to the schools of Guernsey and Belmont; and as we proceed northwardly, Stark, Summit and (since the appraisement of 1853) Cuyahoga—counties traversed and developed by the Ohio Canal—are found to equalize the resources of the adjacent counties of the Lake coast.

*The city of New York, since the establishment of a State school tax*

of \$800,000, contributed \$200,000 in 1851, and \$130,000 in 1853, more than was distributed back to her schools, but no dissatisfaction was expressed. Experience has shown that the men of business in that city are mostly drawn from the rural districts, and New York will thus be compensated, at no remote day, for whatever aid was afforded to their education in early life: besides the benefits which every commercial center derives from the intellectual progress of the community in which it is situated. These remarks are applicable to the city of Cincinnati, whose interests are closely associated with every portion of Ohio, and also to the other prominent cities and towns of the State.

Again, it is capable of demonstration, that where population is dense, the cost of an educational system is reduced by the construction of Union School Houses, a careful gradation of schools, and the exclusive employment of female teachers in the subordinate departments. 'No one,' remarks Mr. Henry S. Randall, late superintendent of the Common Schools of New York, 'familiar with the subject of education, need be informed of the superior advantages in point of economy, classification, and effective action, which large schools possess, where the density of population admits of them, over small schools.' Unquestionably, the amount received by the cities and towns, where wealth supplies the educational surplus in question, is fully as available to them for school purposes, as a much larger amount would be when expended in the agricultural districts of the State.

There is another consideration, which the undersigned feels bound to adduce in favor of the present rule of taxation and distribution for school purposes. Allusion has already been made, with no invidious motive, to the unavoidable inequality of benefits conferred upon different counties by the construction of our canals, and the coincidence noted, that the late distribution of the State School Fund restores, in some measure, the equilibrium of public burthens between localities less benefited, but equally taxed on account of the State debt contracted for Internal Improvements, and those counties which are more fortunately situated at the central points of canal navigation. Of the counties named above, which pay more than they receive, those traversed by the Miami Canal, the Hocking and Muskingum Improvements, and the Ohio Canal, contribute the aggregate amount of \$148,246 04, while the other counties in the list, not thus situated, contribute only \$33,178 51."

The next section contains a clear exposition of the wisdom of the



plan of entrusting the management of schools to a Township Board of Education.

Some six pages are devoted to the discussion of the propriety of sustaining *free schools* by a tax upon all the property of the State. From the conclusion we quote :

“ Good schools not only increase the value of property, but the value of human life. And although their agency in enhancing the value of property and developing the physical resources of the country may not be so visible as that of turnpikes, plank roads, and canals, yet it is even greater and far more certain. Their influence is like that of the dew, and the shower, and the sunshine, quiet and almost imperceptible ; but let them cease to diffuse their benefits and their blessings, and devouring famine would not more surely come in the one case, than a deadly blight upon our prosperity and happiness in the other. To abandon, then, the idea of *free schools*, is to turn back half a century to that crude system of education which every step of modern progress, and every result of modern improvement unite in condemning as unsuited to the times in which we live. We might almost as well recall from the past its obsolete system of finance, its iron forms of government, its slow modes of commerce, and its bloody superstitions.

Our argument in favor of continuing the present State school tax, embraces the following propositions, viz : It is needed to sustain a thorough and efficient system of free schools ; it makes an ample return to the people of the State for the burden which it imposes ; it neither withdraws money from the State, nor produces an improper aggregation of it in particular localities ; but, on the contrary, its tendency is to diffuse, and distribute what it raises, *among* those, and to those, who most need its aid ; in short, like the rain, the air, and the sunlight, it refreshes, vivifies, and energises all.”

“ The object of the present school law is to sustain and equalize a system of free schools throughout the State. And in furtherance of this magnanimous object, every city, town and county within the State, is equally interested, and ought cheerfully to contribute, in the ratio of its taxable property, to the necessary expense. This great duty is one of paramount importance, fraternal in its character, and therefore obligatory on all. For educational purposes, the State may with propriety be regarded as one great School District, and the population as constituting but one family, charged with the paternal duty of educating all its youth. In this respect there ought to be no local preferences, no sectionalism, no diversion of the general School Fund from its legiti

mate channels. In the distribution of this fund, the rule adopted by the law, which is the only just and fair one, should govern, and the city schools should not be preferred to the country schools, merely because there happens to be more taxable property in the city in proportion to the enumeration of youth, than in the country, or in some particular counties in the State. The law does not, nor should it, make any distinction on this account. The general State tax for other purposes is expended wherever it is needed, according to the necessities of the Government, and not with reference to the amount of taxable property in any particular county or city. The modern theory of popular education is founded on the principle that the public security and welfare require the education of all its citizens, and that it is both just and expedient to tax the property of the people for the education of all the children of the people; to tax property, in other words, for that security of the rights of property and of persons, which a dissemination of universal intelligence always affords to such rights."

"It is not to be expected that any method of distributing the State School Fund, however maturely considered and wisely framed, can fully secure to all the essential point, to wit: equal access to good schools. But it is believed that the plan adopted by the school law, secures as near an approximation to the true principle as any which has been, or can be devised. It should not, therefore, be inconsiderately or rashly changed."

A comprehensive argument in favor of School Libraries is followed by a detailed statement of the arrangements made, and the books selected for these Libraries.

The discussion of some other miscellaneous topics is succeeded by a statement of the irreducible School Fund of the State, amounting now to "a capital of \$2,044,056, upon which the State Treasury pays an interest of six per cent.;" "a synopsis of other school revenues beside taxation, namely, Fines, Swamp Lands, etc.; a comparison of the cost and advantages of Private and Public Schools"; "Teachers' Institutes"; and "Plans for the management and improvement of Common Schools."

It will be well for the friends of education in every county to give attention to the "Fines" referred to under the second head named above, and see to it that the moneys thus collected are applied to the purposes for which they have been set apart.

The comparative economy of Public Schools is briefly but clearly shown; and the Commissioner bears decided testimony in favor of the utility of *Teachers' Institutes*.

The "Plans," etc., are treated under the following heads :

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 at once, and teaching them thoroughly.
7. Teachers' Institutes, Associations, and Normal Schools.
8. School Libraries and apparatus.
9. Introduction of Graded Schools to the greatest practicable extent.
10. High Schools, and High School Departments."

The remarks and suggestions under each of these heads are eminently worthy of attention.

It is a matter of rejoicing that a large edition of the Report has been published, and that it will be circulated quite widely among school officers, teachers, and friends of education. Packages will be sent, for distribution, to most of the towns in the State located on Railroads or Express routes, and copies will be deposited at the place of our meeting in Cleveland, to supply those who may not otherwise obtain them.

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### Close of the Year in Public Schools.

The school-year in the greater portion of our Public Schools has now closed. Many changes will be likely to occur: some, which would not be desirable, will happen; while others, which it is not pleasant to make, must be effected. Boards of Education will find themselves in delicate and responsible positions, and will often feel deeply the importance of the trust committed to them.

Some Teachers, whose services are highly valued, and whom the Board would gladly remunerate more amply than circumstances will warrant, will be induced, by the offer of higher salaries, to leave places where they have been highly useful, have acquired the confidence of scholars and patrons, and an influence with the whole community which no money can purchase, and nothing but years of similarly faithful service can secure to a successor. Other Teachers, who though amiable and well-disposed, have failed to achieve "that measure of success which is indispensable to the prosperity of the schools," must, painful as is the

necessity, be dismissed ; or the whole system may suffer, and the usefulness of every Teacher employed may be materially diminished.

We believe that there are few positions requiring more of discretion, prudence, noble disinterestedness, and a determination to act firmly and resolutely in accordance with the dictates of judgment and the convictions of duty, than that of Directors of a system of Public Schools. It is gratifying to think that a large number of those who fill the office regard it in a becoming light, and engage in its duties with proper views. We would, if possible, encourage all such to persevere in the course they have adopted, assuring them that Teachers and intelligent friends of education appreciate their services, if the community at large do not at present ; and that the time will come when all will be ready to accord to them the credit their services merit.

But while it is pleasant to think that the great majority of Boards of Education are governed by liberal and enlightened views, there are those who have not opened their eyes to see nor allowed their minds to feel the importance of retaining the services of faithful and competent Teachers or Superintendents ; and they will allow such to leave their employ and thus deprive their schools of advantages which it will be impossible for any but their present instructors to give them ; when a very moderate increase of their compensation, the permission to spend a few days in visiting other schools without being compelled to lose the time, or even the expression of a willingness to increase their salaries, and a determination to do it as soon as possible, would retain those whom they have found exactly adapted to the stations they now occupy.

We believe that Boards of Education are beginning to understand pretty clearly that a liberal and even a generous policy toward their Teachers is far more economical than a parsimonious course which leads Teachers to feel that their employers wish to secure the greatest possible amount of labor for the least possible compensation ; and that should they pay them for a day or two spent in visiting other schools for the special purpose of improving themselves and thus benefiting their schools,—or should they fail to deduct a few hours lost on account of temporary illness, their lives might be endangered like that of the miser who was said to have died of *enlargement of the heart*, because he had finally given six pence to a poor creature who had been asking alms of him for years without success.

Perhaps in no State of the Union has so agreeable a state of feeling generally existed between Teachers and their employers, as is the case with the Teachers and Directors of our Public Schools. It is to be

hoped that this state will continue to exist. That it may, it is only necessary that the officers continue to be ready to manifest a proper appreciation of worth and fidelity ; and an equal readiness to dismiss from their service those found incompetent and unworthy.

A. D. L.

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### Physiology in Public Schools.

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That physiology should be taught in our public schools, is not questioned by any well-informed persons. An argument in favor of its introduction, would appear like an attempt to demonstrate a self-evident proposition. There is certainly wider scope for advocating the suspension of some branches now deemed indispensable, than for opposing the introduction of a science, comprehending the laws of life and health.

It is, however, no longer a question whether or not physiology shall be admitted as a branch of common school education ; it is already being taught extensively ; and those who observe the avidity with which youthful minds seize upon the facts and deductions of physiological science, can not but wonder, that, until recently so little attention has been bestowed upon this subject by the friends of general education. All have been anxious that scholars should be taught to speak and write correctly, that they should be instructed in arithmetic, in geography, in natural and moral philosophy, etc ; but the idea of giving any prominence to the study of their own bodies, and the laws by which they should be governed in developing their physical powers and preserving their health, seems scarcely to have been seriously entertained, until a comparatively recent period. But now that we have begun to educate, in this department, the questions arise to what extent should we carry our teachings, and by what methods shall we impart instruction.

To teach physiology successfully we must also teach anatomy, for the study of the former presupposes some acquaintance with the latter. But how shall we teach anatomy in common schools, where it is utterly impracticable to introduce the facilities afforded to students in a medical college ? We do not propose to make operative surgeons of our common school students, and it is not therefore necessary that they learn practically the use of the scalpel and forceps. Neither is it necessary for them to witness actual dissections of the various organs of the body,

before they can comprehend their physiological relations to a very considerable extent, any more than an actual survey of a country is indispensable to the student in geography.

With a judicious text-book then, and with well selected appliances for illustration, such as can with entire propriety be brought into the recitation room, anatomy and physiology may be taught in any of our schools. Cutter's Physiology and his outline anatomical plates are a very good beginning in this direction, and no school in the country should be without them. With these and such extemporaneous methods of illustration as will readily suggest themselves to any competent teacher, the hour devoted to anatomy and physiology may be rendered fully as pleasing and instructive, as any other in the day.

But to accomplish all that is desirable in this department, and to save time so necessary for the numerous branches to be pursued in the higher grades of public schools, instruction should, if practicable, be imparted by oral lectures. By no other method can so much be accomplished in a given time as by this, in almost any branch of science; and it is peculiarly adapted to teaching anatomy and physiology. The lecturer should have two skeletons,—one articulated, the other separated,—plates or paintings of the muscles, nerves, viscera, etc., and if practicable, a well constructed manikin, exhibiting the natural color, shape, size and position of each important organ. With these appliances, a person who is familiar with the subject, and who possesses respectable powers of description, with some tact in elucidating subjects by extemporaneous illustrations on the blackboard, can, by devoting to it two or three hours each week, accomplish more in an ordinary school-term toward making a class comprehend the sciences of anatomy and physiology, than is usually effected in other branches in two terms, by the common modes of instruction.

This subject may perhaps be resumed hereafter.

W. S.

CINCINNATI.

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#### HOME EDUCATION.

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In our last it was intimated that a little judicious indulgence of children in the manifestation of their peculiarities of mind, a generous forbearance with indications which may at first seem wayward, may often be of great service. It is equally true that in many cases a good degree of firmness on the part of parents in enforcing what they deem to be right and fitting, without regard to the wayward inclinations of chil-

dren, is indispensable to their proper training. And since no two minds are constituted alike, and no two can properly be treated in the same manner, it is only by becoming familiar, as far as may be, with the laws of mind, and by carefully studying the individual peculiarities of the children that parents can be prepared to manage them judiciously. While the simple expression of the wish of the parent may, in some instances, suffice to give to the mind of a child the desired direction; in the case of others, a resolute perseverance in the enforcement of that wish or purpose may be indispensably necessary.

A striking illustration of this is furnished by the incident related of himself by JOHN ADAMS, the second President. We quote his own language: "When I was a boy I had to study Latin grammar; but it was dull, and I hated it. My father was anxious to send me to College, and therefore I studied the grammar till I could bear it no longer; and going to my father, I told him I did not like study, and asked for some other employment. This was contrary to his wishes, and he quickly replied: 'Well, John, if Latin grammar does not suit you, you may try ditching: perhaps that will; my meadow yonder needs a ditch; and you may put by Latin and try that.' This seemed a delightful change, and to the meadow I went. But I soon found ditching harder than Latin, and the first forenoon was the longest I ever experienced. That day I ate the bread of labor, and glad was I when night came on. That night I made some comparison between Latin grammar and ditching, but said not a word about it. I dug next forenoon, and wanted to return to Latin at dinner; but it was humiliating, and I could not do it. At night, toil conquered pride; and though it was one of the severest trials I ever had in my life, I told my father that, if he chose, I would go back to Latin grammar. He was glad of it; and if I have since gained any distinction it has been owing to the two days' labor in that abominable ditch."

This, it will be seen, proved the turning point in his life: had the father lacked the firmness and decision then manifested, the son might it is true have taken some part in the Revolution, he might have shouldered a musket, or been the driver of a provision wagon; but, without the culture thus secured to him, it is hardly probable that he would have become the compeer of Jefferson, or that the two would have been thus spoken of by Mr. Wirt: "They were, in truth, but hemispheres of the same golden globe, and required only to be brought and put together, to prove that they were parts of the same heaven formed whole." Nor would Jefferson have pronounced upon him that lofty panegyric:

“ The *Colossus* of that Congress — the great pillar of support to the Declaration of Independence ; and its ablest advocate and champion on the floor of the House, was John Adams.”

A. D. L.

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PROFESSIONAL.

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*A Word to those Interested.*

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We often feel when we receive, from those already located in places affording fine fields for usefulness, requests for aid to enable them to obtain other situations, that we would like to whisper a word in their ear, did circumstances permit. Or, if possible, we would show them the picture of the man standing at the base of a mountain, and, with fore arms bared, grasping a pick-ax, exclaiming as he eyes its rocky ribs, “ If I can not *find* a way, I can *make* one.” That is, we would say to them, If you have a place that is not all that you could wish it to be, *make* it such. Make your school a better one than your patrons have ever had, better than they have ever seen, the best school which can be made of the materials it contains. Not only can the character of your school, and the reputation of its Teacher be *formed* by you, but the public sentiment can be *reformed*, such a sentiment can be *created* as will cause the people to sustain you fully, and authorize the Board of Education to pay you *liberally*, or at least *respectably* for your services.

A few years since, a Teacher who had already acquired some reputation, was invited to take charge of a Union School in a village of some 700 or 800 inhabitants. We are not informed at what salary he was first employed, but many of his friends thought it impossible that so small a place should be able to give him a respectable compensation. But in a short time they were paying him \$800 ; or more than one dollar, each, for every man, woman and child in the village ; yet so efficient were his labors, such a character did he give his school, that the tuition of scholars called in from abroad more than paid his salary. Soon his compensation was raised to \$1000, and not long after he was invited to another place at a salary of \$1200.

The case of many others more or less similar to his might be cited if necessary. Now what *has* been true of him and of others, will prove true in time to come. We believe that there are very many, at the present time, who are ambitious to be enrolled among those who are re-



ceiving the large salaries paid to some of our Teachers and Superintendents, but who are not at all willing to earn the experience and achieve the success which they admire, by the same gradual process, the same slow, but sure progression through which all must pass. To all such may be well to remark that the majority of our most successful Superintendents and prominent Teachers in Public or other Schools, have risen to the places they now fill with such honor, by successive steps. Many of them commenced in their present fields of labor at very moderate salaries, and have had them increased, often without the necessity of their intimating a wish for it, to \$700, \$800, \$1000, \$1200 or \$1500. One Superintendent we remember, in one of our large cities, was paid only \$500 for his services the first year: he has now for some time been receiving \$1200 to \$1500. Several others commenced with a compensation but little higher, and are now paid the highest salary given to any Teachers in places of the same size.

To any who are vainly seeking to find prepared for them just such a place as some one else has, by years of patience and persevering, (and, perhaps at first, comparatively unrequited toil,) made for himself, the sentiment of the motto in the picture is appropriate: *Make one*. The truth is, a man of real ability, whose whole soul is engaged in the work of education, who is willing to devote his entire energies to its promotion, may, without much risk, commence labor in a place without stipulating the price to be received. He may appropriate the language of Archimedes in regard to the power of the lever: "Give me a place to stand, and I can move the world." For, if he devotes himself wholly to his work, he will move the whole community; and when they are satisfied that he is doing for them what *such men only can do*, they will be ready and willing to *pay him, what such men only should be paid*. Of the truth of this some pertinent and striking illustrations might also be given.

To those who are constantly complaining that they are *not appreciated*, that they are paid less by one, two, or three, hundred dollars, than they ought to receive, we can only say that we do not know how to sympathize with them: not having been greatly troubled in that way. Our own experience would lead us to think that people are quite as likely to over-estimate, as to under-rate those who labor for them faithfully and successfully; and our observation would indicate that those who throw themselves entirely into their work are more frequently pained by being thought capable of *more* than they themselves profess, than by receiving credit for *less ability* than they claim to possess.

## English Grammar.

NO. III.

The elements of sentences, their nature and use, may be shown in the following diagram.

Some of these forms, it is true, are of rare occurrence in good English composition ; yet, since they *do* occur, under some circumstances, (which, indeed, is all we claim for them,) they may be regarded as forming a part and parcel of the various kinds of elements as they *do* exist in sentences.

They are not laid down, I believe, in full, by any philologist of whom I have any knowledge, but we find fragments of them in different authors. Greene recognizes more of them than any other writer of the present day ; yet, even he has failed to give us a clear idea of their susceptibilities and use.

A diagram, accompanied with one short example in each of the *forms* of the several classes, may, therefore, be of use in leading some teachers more fully to comprehend the nature and flexibility of our language, and thereby aid them in giving instruction in the same.

A word of explanation, however, should precede the diagram, so that it may be more readily understood.

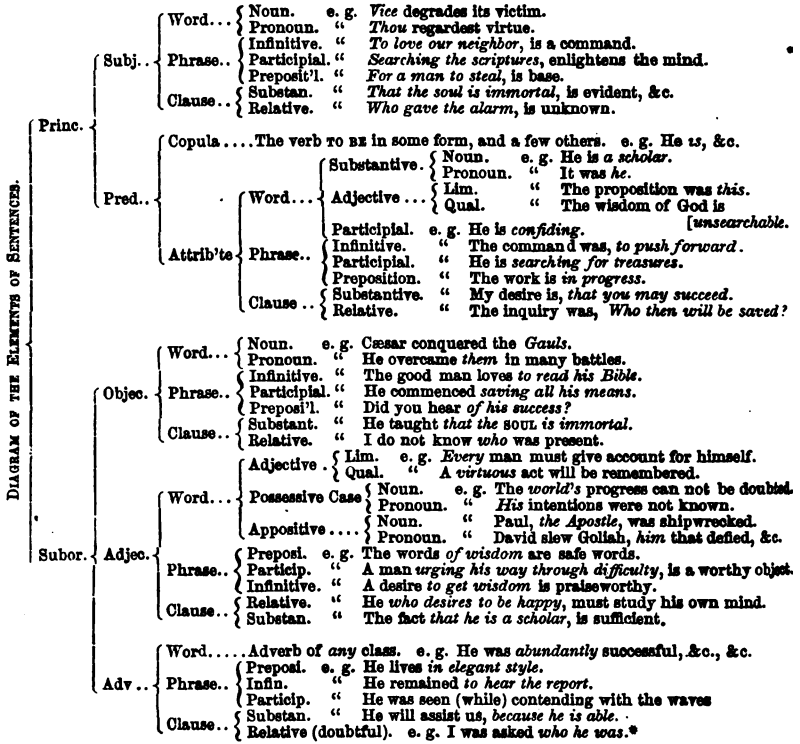
It will be seen that the *elements* are first divided into principal (subject and predicate) and subordinate, (objective, adjective and adverbial ; ) and that any of these may be of the first, second, or third class. The first class is a word, the second a phrase, the third a clause. This classification is for convenience merely. The distinction between a phrase and a clause is, that the former is a combination of words *not* forming a complete sentence, while the latter is an entire sentence, having subject and predicate, and subject to all the modifications common to *any* sentence.

A distinction should also be, perhaps, between an element and a member of sentences. An element may or *may not* be a member, owing to the class. The 3d class is always a member ; the 1st and 2d, *never*. A member of a sentence, viewed in this light, is, therefore, one of the entire sentences of a compound sentence. Hence, all subordinate members are elements of the third class ; but not *all* elements are members.

Again : there are three kinds of phrases, named after the mode, or

introductory word, viz.: the infinitive, participial, and prepositional; also two kinds of clauses, named either after the introductory word, or the subject of that clause, viz.: Relative (introduced by a relative pronoun) and substantive, (having a substantive—either noun or pronoun—for its subject.)

These all may be used either as subject, predicate, object, adjective or adverbial elements, and are of frequent occurrence, with a few exceptions, which will be noted in the following:



\* Not clear.

In whatever light the preceding views may be regarded, the facts are none the less evident, that our language presents all these phases; and that a clear understanding of it is very much facilitated by taking this view of the subject; at least it has been so in my own case.

Perfection is, by no means, claimed for the above; but it is merely thrown out with a hope to induce others to make investigations in the same direction; that we all may be mutually profited.

### The Teacher's Reputation.

*How is a Teacher to maintain for a great number of years, the reputation of a good Instructor?* "How is it," inquired a gentleman of a gray-headed Teacher, "that you, who have nothing beyond a Common School education, have so long continued to rank among the best Instructors of the county; whilst nearly all who were your fellow laborers twenty years ago, are now considered unfit for the occupation."

"A few principles by which I have endeavored to regulate my professional deportment," replied the old man, "have probably done much towards producing this result."

1. "I have not considered or treated others of my occupation, as being my rivals."

2. "I have never knowingly suffered parents or pupils to suppose my attainments greater than they really were."

3. "When I have found that I have erred in my instructions, I have been prompt in correcting the error."

4. "I have practised visiting schools, for the purpose of making additions to my stock of professional knowledge."

Prejudices unfavorable to subsequent success are often engendered by rivalry. Unkindness of feeling towards the successful, on the part of the friends of the unsuccessful party is often produced, and is apt to operate injuriously to the school and the Teacher.

It is generally unwise for any one to take charge of a school, if so doing, should give another reason to feel that he or she had been supplanted.

If teachers from a distance find employment in our vicinity, by forming an acquaintance we may obtain new ideas, valuable to us in our vocation; and from our previous knowledge of the community, we may be able to make suggestions by which their services may be more effective.

Some of our acquaintances, who, otherwise might have succeeded well in teaching, have failed because their scientific attainments were below what they had induced the community to expect. Whatever may be our abilities, we must fail in the confidence of the public, if found unequal to our pretensions.

Every teacher sometimes errs; and having erred in his instructions, duty to his pupils imperatively demands a correction. He who when he has discovered his error will not retract, is unfit for an Instructor.

"*I will not give it up till I have it from higher authority,*" said a Teacher to a boy who pointed him to an error in his instructions to a Grammar Class. The child felt that the error was perceived, but, pride prevented its admission. To that child his instructions were thenceforth of little value.

There are few Teachers who have not in their manner of conducting schools, something which may profitably be imitated by others. Those who visit schools for the sake of improvement, will hardly fail to notice what that something is. In their visits they may find a diffident Teacher of much merit, where the community is unprepared to expect any thing above mediocrity. Visitors, if possessed of a favorable reputation, may confer a benefit on a worthy co-laborer, and advance the educational interests of the public, by helping him to enlarge the bounds of his acquaintance. In this way those who are advanced in life may do much towards helping themselves to an assurance, that their stations will be honorably filled when they shall have passed from the stage of action.

D. C. EASTMAN.

### Importance of Thoroughness.

Thoroughness — *thoroughness* — and again I say THOROUGHNESS is the secret of success. You heard some admirable remarks this morning from a gentleman from Massachusetts, (Mr. Sears,) in which he told us that a child, in learning a single lesson, might get not only an idea of the subject matter of that lesson, but an idea how all lessons should be learned,— a general idea, not only how that subject should be studied, but how all subjects should be studied. A child, in compassing the simplest subject, may get an idea of perfectness which is the type, or archetype, of all excellence, and this idea may modify the action of his mind through his whole course of life.

Be thorough, therefore, be complete in every thing you do ; leave no enemy in ambush behind you as you march on, to rise up in the rear and assail you. Leave no broken link in the chain you are daily forging. Perfect your work so that when it is subjected to the trials and experiences of life, it will not be found wanting.

It was within the past year that I saw an account in the public papers of a terrible gale in one of the harbors of the Chinese seas. It

was one of those *typhoons*, as they are called, which lay prostrate not only the productions of nature, but the structures of man. In this harbor were lying at anchor the vessels of all nations, and among them the United States sloop of war Plymouth. Every vessel broke its cable but one. The tornado tossed them about, and dashed them against each other, and broke them like egg shells. But amidst this terrific scene of destruction, our government vessel held fast to its moorings, and escaped unharmed. Who made the links of that cable, that the strength of the tempest could not rend? Yes! *Who made the links of that cable, that the tempest could not rend!* Who was the workman, *that worked under oath*, and whose work saved property and human life from ruin, other-wise inevitable? Could that workman have beheld that spectacle, and heard the raging of the elements, and seen the other vessels as they were dashed to pieces, and scattered abroad, while the violence of the tempest wreaked itself upon his own work, in vain, would he not have had the amplest and purest reward for the fidelity of his labor?

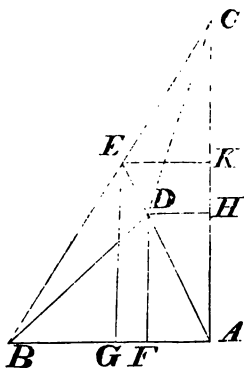
So, in the after periods of your existence, whether it be in this world, or from another world, from which you may be permitted to look back, you may see the consequences of your instruction upon the children whom you have trained. In the crises of business life, where intellectual accuracy leads to immense good, and intellectual mistakes to immense loss, you may see your pupils distinguishing between error and truth, between false reasoning and sound reasoning, leading all who may rely upon them to correct results, establishing the highest reputation for themselves, and for you as well as for themselves, and conferring incalculable good upon the community.

So, if you have been wise and successful in your moral training, you will have prepared them to stand unshaken and unswayed amidst temptation, firm where others are swept away, uncorrupt where others are depraved, unconsumed where others are blasted and perish. You may be able to say that, by the blessing of God, you have helped to do this thing. And will not such a day be a day of more exalted and sublime joy than if you could have looked upon the storm in the eastern seas, and known that it was your handiwork that saved the vessel unharmed amid the wrecks that floated around it? Would not such a sight be a reward great and grand enough to satisfy and fill up any heart, mortal or immortal?

HORACE MANN.

## MATHEMATICAL DEPARTMENT.

SOLUTIONS OF QUESTIONS PUBLISHED IN THE MAY NUMBER OF THIS JOURNAL.



QUESTION 18. Solution by M. C. STEVENS.—*Statement*—Let A be the point from which the islands C and B are first seen—AE the direction of the ship. Draw the perpendiculars EK, DH, EG and DF.

*SOLUTION*.— $\angle KAE = 25^\circ$ .  $AD = 8$  m.  $AE = 11$  m.  $AH = FD = 8 \cos 25^\circ = 7.25047$ ;  $DH = FA = 8 \sin 25^\circ = 3.3809$ ;  $AK = EG = 11 \cos 25^\circ = 9.96939$ ;  $EK = AG = 11 \sin 25^\circ = 4.6488$ .

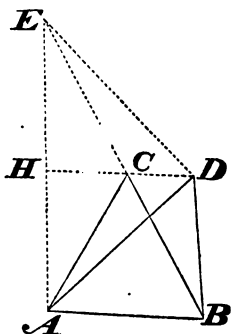
Let  $x = AB$ , and  $y = AC$ . Since  $BD = CD$ , we have  $(x - AF)^2 + FD^2 = (y - AH)^2 + DH^2$  or  $FA^2$ , or  $x^2 - 2AFx = y^2 - 2AHy$  (1).  $BGE$  and  $CEK$  are similar,

whence  $x - AF : AK :: AG : y - AK$ , or  $y = \frac{AKx}{x - EK}$  (2).

Substitute (2) in (1), and the values of the lines we have  $x^3 - 16.0594x^2 + 129.6576x - 818.1916 = 0$ .

By HORNER'S method.  $x = 11.029+$ ,  
whence  $y = 17.233+$ .

If the bearing had been  $45^\circ$ , this problem could have been reduced to a quadratic. The figure can be constructed by the intersection of two parabolas.



QUESTION 19. Solution by R. W. McFARLAND.—*Statement*—Let ABC be equilateral. Since it is on the same base as ADB, it is only necessary to prove  $AC + CB < AD + DB$ .

*DEMONSTRATION*.—Erect a perpendicular on AB, and produce BC to meet it in E.  $\triangle EHC = \triangle HCA$  in all their parts, as HC is common, and all their angles are equal; hence, H is the middle point of AE. Then  $EC = CA = CB \therefore DE = DA$ .

But  $BE < DE + DB$ , whence  $BC + CA < BD + DA$ .

QUESTION 20. Solution by GAMMA.  $x + \frac{2}{\sqrt{x}} = \sqrt{x} + 6\sqrt{x}$ , or  
 $x\frac{2}{2} = x + 4$ . Multiply by  $x\frac{1}{2}$ .  $x^2 = x\frac{2}{2} + 4x\frac{1}{2} = x + 4x\frac{1}{2} + 4$ .  
 $x = x\frac{1}{2} + 2$ .  
 $x = 2$ , or  $-1$ .

QUESTION 21. Solution by BOWLDER.  $4 - \frac{11x}{3} = \frac{\frac{2}{3}x - 1}{x + \sqrt{\frac{2}{3}x + x}}$ .  
 Multiply both numerator and denomination of the fraction by  $(x - \sqrt{\frac{2}{3}x + x})$ .  
 $4 - \frac{11x}{3} = \frac{(\frac{2}{3}x - 1)(x - \sqrt{\frac{2}{3}x + x})}{(x + \sqrt{\frac{2}{3}x + x})(x - \sqrt{\frac{2}{3}x + x})}$ .  
 $4 - \frac{11x}{3} = \frac{(\frac{2}{3}x - 1)x}{x}$   
 $\frac{11x^2}{3} - 3x = \sqrt{\frac{2}{3}x + x} = \frac{1}{3}\sqrt{3x^2 + 9x}$ .

Multiply by 9, and add  $3x^2 + 9x + 2\frac{1}{4}$  to both sides, and extract the square root.

We have  $6x - 1\frac{1}{2} = \sqrt{3x^2 + 9x} + 1\frac{1}{2}$ . Transpose and square both sides  $11x^2 - 15x = -3$ .

$$x = \frac{15 \pm \sqrt{93}}{22}$$

ACKNOWLEDGMENT.—All the questions were solved by Adspectum, Bowlder, S. Loure, Geo. Huldey, R. W. McFarland, J. N. Soders and M. C. Stevens. Wm. Fillmore solved No. 20.

#### QUESTIONS FOR SOLUTION.

No. 25. By J. McCARTY.—Two stakes, respectively 6 and 10 feet long, are placed at such a distance apart that their tops range with that of a certain tree. A line drawn from the middle point of the shorter stake to the top of the tree, cuts off, on the longer stake, 35 inches from its top, what is the height of the tree?

Several correspondents have requested a solution for the following problem from Robinson's Plane Trigonometry:

No. 26. Given  $AB = 428$ , the angle  $C = 40^\circ 17'$ , and  $(AC + BC) = 918$  to find the other parts; the angle B being obtuse.



No. 27. By GAMMA. 
$$\left. \begin{aligned} x^2 + y^2 &= 8 \\ x + xy &= 6 \end{aligned} \right\} \text{ to find } x \text{ and } y \text{ by Quadratics.}$$

Although not so many solutions, as usual, were sent in this month, there are quite as many communications. Several problems have been received lately. There are now on hand several short communications on different subjects in Mathematics, which will appear in due season. One from Boulder on the problem of lights will appear next month if space will permit.

Correspondents furnishing questions will please accompany them with their own solutions when they can do so.

All communications for this department should be addressed "Math. Dep't. O. J. Ed'n., care of F. W. Hurtt, Cincinnati, O.," until further notice; and, to be in time, should be mailed by the first of the month preceding that on which they are to appear.

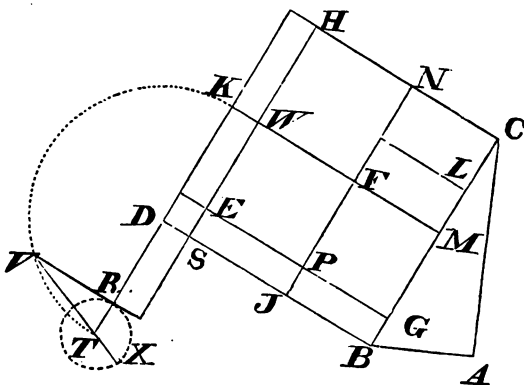
THE USE OF GEOMETRY IN THE SOLUTION OF NUMERICAL PROBLEMS.

EXAMPLE 9.—The difference between the first and second of three numbers is 7; the difference between the second and third is 2; and the numbers are such that the sum of the squares of the first and second is equal to the square of the third. What are the numbers?

GEOMETRICAL EQUIVALENT.—Given the difference between the base and perpendicular, and the difference between the perpendicular and hypotenuse of a right-angled triangle, to find the sides.

SOLUTION.—Let ABC be the required triangle; and let CD be the square of the hypotenuse, CE the square of the perpendicular, and

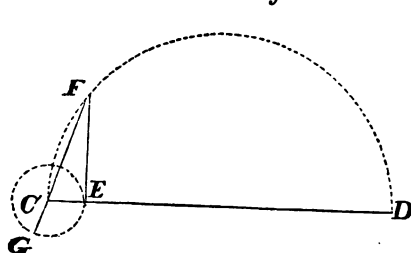
Fig. 1.



CF the square of the base.—  
Then GDH = CF (Leg. 4, 11 Cor.). Take FL = JG + KH = 2JG; then LN = WDP = 2BG × GM + BG<sup>2</sup>, a given area; and CN — CL = CM — CL

=  $ML = 2BG$ , a given line. Therefore, since the area of  $LN$ , and the difference of the adjacent sides are given, the side  $CN$ , which equal to the required base, may be found as in Example 4.

Fig. 2.



CONSTRUCTION.—Let  $A$  represent the given difference between the first and second of the required numbers; and let

$B$  represent the difference between the second and third of those numbers. Take  $CD =$  twice the sum of  $A$  and  $B$ , and about  $CD$  as a diameter describe a semi-circumference. Take  $CE = B$ , and draw  $EF$  perpendicular to  $CD$ , and let it meet the circumference at  $F$ . From  $C$  as a center, and with a radius equal to  $CE$  describe a circumference, and through  $C$  draw the secant  $FG$  terminating in the concave arc; then will  $FG$  represent the least of the required numbers. The reason of this construction will be obvious from an inspection of Fig. 1, where  $DR$  is equal to  $GM$ , and  $RT$  is equal to  $BG$ .

REMARK 1.—If from a scale of equal parts the lines  $A$  and  $B$  be laid off in the ratio of the numbers 7 and 2, and if the foregoing diagram be carefully constructed, the line  $FG$  will measure 8 by the same scale on which  $A$  and  $B$  respectively measure 7 and 2; and the calculation will verify this value of the line  $FG$ .

REMARK 2.—All problems, whether numerical or geometrical, producing equations of the first or second degree, are as susceptible as the examples already given, of being analyzed by the geometrical method.

REMARK 3.—In any problem producing an equation of the first or second degree, the answer may be constructed geometrically, as has been done in the present instance. Therefore in regard to the two classes of problems just specified not only may the geometrical mode of analysis be employed as a substitute for the algebraic, but geometrical construction may be employed as a substitute for numerical computation.

LANCASTER, O.

JOHN WILLIAMS.



## GRANVILLE FEMALE ACADEMY.

Having visited this Institution since Mr. W. P. KERR, the present Principal took charge of it, we believe that the accommodations correspond with the external appearance of the building. Its Catalogue shows it to have been highly prosperous during the past year.

The annual examinations commenced on the 30th ult., and the closing exercises are to occur on the 4th of July: Rev. H. L. Hitchcock, of Columbus, delivers the Anniversary Address on the P. M. of the day. The next term will commence on the 13th of September.

## Answers to Questions on the School Law.

BY THE COMMISSIONER OF COMMON SCHOOLS.

**QUESTION 101.**—Since the passage of the present School act, a new school-house has been erected in sub-district No. 6, in ——— township, and its entire cost assessed upon the taxable property in said sub-district. A few months subsequent to its erection, two of the inhabitants were set off to an adjoining sub-district; and it is now proposed by the Board of Education of said township to include in their annual estimate of the amount of money necessary to be expended for school purposes, other than for the payment of teachers, the sum of \$3, to be assessed upon the taxable property in said sub-district No. 6, for the purpose of refunding to the inhabitants set off as aforesaid, the tax which they paid for building said school-house. Can a tax for such a purpose be legally assessed as proposed?

**ANSWER.**—The School law does not authorize the assessment of a tax upon the property of a sub-district, or of a township, for the purpose of refunding to any inhabitant a tax paid by him for building a school-house in the sub-district from which he may have been transferred. The reason is obvious. By sec. 22, it is provided that the amount of money annually needed in any of the sub-districts of a township, for purchasing school-house sites, building, furnishing or repairing school-houses, providing fuel, and for all other school purposes, other than the payment of teachers, shall be assessed by the county auditor on all the taxable property of the township, not included in any city or incorporated village or territory annexed thereto, forming any special district. Under the operation of this provision of the law, the transfer of an inhabitant from one sub-district to another, can neither increase nor diminish the amount of his school tax. The fact that sec. 23 provides that a portion of the cost of purchasing a school-house site, and erecting or repairing a school-house thereon, in any particular sub-district, wherein the inhabitants had not, prior to the enactment of the present School law, borne a reasonable share of the burden of taxation for such purpose, in comparison with other sub-districts in the township, does not require, in order that justice and equity may be done, that a tax assessed against a person for building a school-house should be refunded to him when set off to another sub-district; because the assessment of a portion of the cost of the school-house upon the property of a particular sub-district is authorized solely on the ground that its inhabitants have not borne their share of such burdens in comparison with the inhabitants of other sub-districts in the township.

The legality of the tax to refund the money in question, is not established by the circumstance, that the Board of Education, contrary to justice and equity, caused the whole cost of the school-house to be imposed on the property of sub-district No. 6. A transgression of one provision of a law, does not authorize the violation of another.

In the School laws of those States where the cost of a school-house is required to be assessed upon the property of the district in which it is erected, some provision is generally made for the relief of those set off to other districts shortly after being taxed for building school-houses. The School law of the State of New York, for instance, contains the following provision:—"Every taxable inhabitant of a district, who shall have been, within four years, set off from any

other district without his consent, and shall, within that period have actually paid in such other district, under a lawful assessment therein, a district tax for building a school-house. shall be excepted by the trustees of the district where he shall reside from the payment of any tax for building a school-house therein.

QUESTION 102.—When a school examiner vacates his office by resignation refusal to serve, removal out of the county, or otherwise, should the vacancy be filled by appointment for the full term of two years, or only for the unexpired term of the examiner who thus vacates his office?

ANSWER.—The appointment should evidently be made for the full term of two years. This is obvious from the language employed in the last clause of sec. 44 of the school act: "All vacancies in said board, which may thereafter occur, whether from expiration of the term of office, refusal to serve, or otherwise, shall be filled by like appointment by said judge."

It requires no argument to show that vacancies resulting from expiration of the term of office, should be filled by appointment for the full term of two years. But the two classes of vacancies are required to be filled by like appointment by said judge. The term "like" must either be construed as referring to the length of time which the school examiners first appointed under the present school law, were entitled to hold their office, or to the fact that appointments to fill vacancies resulting from any of the causes stated in sec. 44, are required to be made for the same length of time, viz.: two years.

That the foregoing is a proper interpretation of sec. 44, will appear the more manifest by observing the language employed on the subject of vacancies, in sec. 3:—"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 by appointment for the unexpired term." In this section of the law, vacancies which are occasioned by expiration of the term of office are not coupled with those resulting from other causes, and for the obvious reason that the former are required to be filled by an election, as provided in secs. 2 and 4. When, therefore, the term of office of a local director has expired, the vacancy resulting therefrom can not be filled by an appointment.

By sec. 2, it is provided that each director shall continue in office, until his successor is elected and qualified.

The general rule on this subject is, that, where the law does not expressly declare that the appointment shall be for the unexpired term, and where it does not provide that one part of the board of officers shall be elected, and another go out of office at regular and stated intervals, all vacancies shall be filled by appointments for the full term.

H. H. BARNEY,

Commissioner of Common Schools.

### CIRCULATION OF THE JOURNAL.

The first, second and third columns in the following Table, exhibit the circulation of the Journal, in the several counties in Ohio, at the close of the corresponding volumes, and the fourth, the present circulation of the current volume. In addition to these, we have more than 180 subscribers in other States, making the whole number over 2100. The number of subscribers in Ohio reported last year at this time was 2000.

| Counties.      | I. | II. | III. | IV.             | Counties.     | I.  | II. | III.          | IV.          | Counties.    | I.   | II.  | III. | IV. |
|----------------|----|-----|------|-----------------|---------------|-----|-----|---------------|--------------|--------------|------|------|------|-----|
| Adams.....     | 1  | 2   | 7    | 12              | Hamilton..    | 72  | 182 | 172           | 135          | Noble.....   | 0    | 4    | 6    | 2   |
| Allen.....     | 0  | 4   | 13   | 11              | Hancock... 16 | 24  | 24  | 9             | Ottawa ...   | 1            | 0    | 2    | 2    |     |
| Ashland... 54  | 46 | 28  | 19   | Hardin ...      | 1             | 1   | 4   | 0             | Paulding..   | 0            | 1    | 0    | 0    |     |
| Ashtabula 29   | 39 | 18  | 10   | Harrison... 8   | 18            | 27  | 11  | Perry.....    | 2            | 1            | 13   | 13   |      |     |
| Athens ...     | 0  | 1   | 27   | 23              | Henry.....    | 0   | 0   | 1             | 0            | Pickaway..   | 9    | 26   | 36   | 24  |
| Auglaize... 0  | 0  | 2   | 0    | Highland... 12  | 15            | 36  | 41  | Pike.....     | 1            | 4            | 4    | 3    |      |     |
| Belmont... 24  | 31 | 31  | 20   | Hocking... 3    | 1             | 0   | 1   | Portage... 4  | 18           | 43           | 23   | 23   |      |     |
| Brown.....     | 0  | 27  | 124  | 86              | Holmes....    | 3   | 2   | 7             | 0            | Preble....   | 21   | 26   | 48   | 39  |
| Butler.....    | 14 | 10  | 58   | 15              | Huron.....    | 35  | 32  | 72            | 38           | Putnam... 1  | 0    | 0    | 2    |     |
| Carroll... 2   | 7  | 5   | 3    | Jackson... 0    | 2             | 14  | 63  | Richland.. 57 | 45           | 41           | 23   | 23   |      |     |
| Ch'paign... 5  | 19 | 33  | 15   | Jefferson... 13 | 56            | 23  | 30  | Ross.....     | 7            | 24           | 19   | 21   |      |     |
| Clark.....     | 14 | 17  | 14   | 10              | Knox.....     | 45  | 36  | 35            | 31           | Sandusky.. 2 | 7    | 12   | 32   |     |
| Clermont... 22 | 37 | 70  | 75   | Lake.....       | 25            | 24  | 32  | 24            | Scioto ...   | 4            | 50   | 24   | 7    |     |
| Clinton... 3   | 41 | 32  | 21   | Lawrence... 8   | 13            | 10  | 15  | Seneca... 44  | 58           | 61           | 55   | 55   |      |     |
| Col'mbi'na 35  | 51 | 48  | 35   | Licking... 44   | 47            | 43  | 35  | Shelby... 2   | 3            | 2            | 2    | 2    |      |     |
| Coshocton 4    | 18 | 52  | 46   | Logan.....      | 1             | 5   | 4   | 21            | Stark.....   | 80           | 75   | 26   | 29   |     |
| Crawford... 13 | 13 | 13  | 4    | Lorain....      | 5             | 19  | 18  | 9             | Summit... 9  | 8            | 30   | 7    | 7    |     |
| Cuyahoga... 48 | 95 | 56  | 36   | Lucas.....      | 20            | 10  | 21  | 24            | Trumbull.. 4 | 11           | 10   | 11   | 11   |     |
| Darke.....     | 3  | 2   | 4    | 3               | Madison... 2  | 20  | 15  | 5             | Tuscaraw's 5 | 6            | 21   | 19   |      |     |
| Defiance... 7  | 3  | 10  | 9    | Mahoning.. 4    | 10            | 11  | 3   | Union....     | 0            | 1            | 3    | 3    |      |     |
| Delaware... 11 | 41 | 23  | 28   | Marion... 8     | 9             | 1   | 3   | Vanwert.. 1   | 0            | 1            | 0    | 0    |      |     |
| Erie.....      | 58 | 40  | 20   | 19              | Medina... 3   | 2   | 5   | 27            | Vinton... 0  | 0            | 3    | 4    |      |     |
| Fairfield... 6 | 7  | 20  | 15   | Meigs.....      | 0             | 0   | 7   | 6             | Warren... 21 | 45           | 90   | 66   |      |     |
| Fayette... 2   | 2  | 20  | 18   | Mercer... 0     | 1             | 8   | 0   | Washington 20 | 20           | 20           | 27   | 27   |      |     |
| Franklin... 30 | 30 | 60  | 45   | Miami.....      | 18            | 26  | 33  | 18            | Wayne... 12  | 12           | 21   | 19   |      |     |
| Fulton.....    | 1  | 5   | 6    | 4               | Monroe... 1   | 2   | 2   | 14            | Williams.. 0 | 7            | 7    | 2    |      |     |
| Gallia.....    | 0  | 1   | 1    | 2               | M'tgomery. 66 | 52  | 45  | 19            | Wood..... 10 | 18           | 13   | 8    |      |     |
| Geauga.....    | 6  | 6   | 2    | 4               | Morgan... 13  | 12  | 16  | 31            | Wyandot.. 2  | 6            | 7    | 4    |      |     |
| Greene... 62   | 60 | 87  | 45   | Morrow... 9     | 32            | 7   | 7   | Totals..      | 1285         | 1920         | 2375 | 1920 |      |     |
| Guernsey... 25 | 42 | 90  | 42   | Muskingum 53    | 88            | 147 | 70  |               |              |              |      |      |      |     |

**FINANCIAL DEPARTMENT.**

**PARTIAL REPORT OF THE FINANCIAL COMMITTEE FOR 1854.**

The following sums, from the sources indicated, have been received for the support of the Agent during the year 1854:

|   |         |                                   |          |
|---|---------|-----------------------------------|----------|
| Montgomery Co. Teachers' Inst..             | \$50 00 | A. Holbrook, Salem.....           | \$5 00   |
| Preble Co.....do.....do.....                | 50 00   | W. P. Clark, Medina.....          | 5 00     |
| Clinton Co.....do.....do.....               | 40 00   | S. S. Cotton, Sandusky.....       | 5 00     |
| Columbiana Co.....do.....do.....            | 35 00   | James Elliott, Cincinnati.....    | 5 00     |
| Allen Co.....do.....do.....do.....          | 30 00   | S. M. Heslet, Portsmouth.....     | 5 00     |
| Clermont Co.....do.....do.....do.....       | 30 00   | H. D. Lathrop, Gambier.....       | 5 00     |
| Highland Co.....do.....do.....do.....       | 30 00   | Jesse Markham, Plymouth.....      | 5 00     |
| Richland Co.....do.....do.....do.....       | 30 00   | W. A. McKee, Coshocton.....       | 5 00     |
| Belmont Co.....do.....do.....do.....        | 25 00   | James Marvin, Warren.....         | 5 00     |
| Pickaway Co.....do.....do.....do.....       | 25 00   | R. M. Merrill, Mansfield.....     | 5 00     |
| Seneca.....do.....do.....do.....do.....     | 25 00   | Wm. Mitchell, Fredericktown.....  | 5 00     |
| Portage Co.....do.....do.....do.....do..... | 21 10   | I. S. Morris, Eaton.....          | 5 00     |
| Hancock Co.....do.....do.....do.....do..... | 21 00   | C. Nason, Cincinnati.....         | 5 00     |
| Warren Co.....do.....do.....do.....do.....  | 20 00   | John Ogden, Delaware.....         | 5 00     |
| Greene Co.....do.....do.....do.....do.....  | 15 00   | D. C. Pearson, Columbus.....      | 5 00     |
| Madison Co.....do.....do.....do.....do..... | 15 00   | E. B. Pierce, Martin's Ferry..... | 5 00     |
| Fayette Co.....do.....do.....do.....do..... | 4 00    | J. H. Rolfe, Cincinnati.....      | 5 00     |
| Lorin Andrews, Gambier.....                 | 20 00   | A. Samson, Columbus.....          | 5 00     |
| G. W. Batchelder, Zanesville.....           | 20 00   | C. R. Shreve, Roscoe.....         | 5 00     |
| M. F. Cowdery, Sandusky.....                | 20 00   | G. C. Smith, Columbus.....        | 5 00     |
| Andrew Freese, Cleveland.....               | 20 00   | J. W. Sutherland, Columbus.....   | 5 00     |
| John Lynch, Circleville.....                | 20 00   | Citizens of Franklin, Warren Co.. | 5 40     |
| D. P. Mayhew, Columbus.....                 | 20 00   | G. C. Woollard, Sandusky.....     | 3 00     |
| Dr. C. Cutter, Warren, Mass.....            | 20 00   | J. J. Sadler, Rootstown.....      | 2 00     |
| A. W. Price, Cleveland.....                 | 20 00   | John White, Martin's Ferry.....   | 2 00     |
| A. J. Rickoff, Cincinnati.....              | 15 00   | E. Story, Bowersville.....        | 1 00     |
| A. H. Bailey, College Hill.....             | 10 00   |                                   |          |
| S. M. Barber, Ashland.....                  | 10 00   | Rec'd from Institutes.....        | \$466 10 |
| Wm. N. Edwards, Troy.....                   | 10 00   | Rec'd from Teachers.....          | 288 00   |
| S. N. Sanford, Granville.....               | 10 00   | Rec'd from Agents, etc..          | 50 00    |
| J. A. Sloan, Batavia.....                   | 10 00   | Total received to June 25th.....  | \$809 50 |

## Editors' Portfolio.

Everything has been done which can be asked of our friends in Cleveland, for the purpose of rendering our meeting there agreeable. The free use of one of the finest Concert Halls in the City has been generously tendered by Mr. Chapin, the proprietor.

We invite attention to the announcements of our Advertisers. Messrs. Sheldon, Lamport & Co., J. H. Colton & Co., A. S. Barnes & Co., D. Appleton & Co., and G. & C. Merriam present new matter this month. W. B. Smith & Co., and others of our regular Advertisers continue to urge the claims of their valuable works.

### Notices of Colleges, Schools, etc.

Lane Seminary.—The 23d Anniversary of this Theological school was attended on the 13th ult.: eleven young men having completed the course of study took part in the exercises. Rev. H. Smith, D.D., late President of Marietta College, was inaugurated as Prof. of Sacred Rhetoric and Ecclesiastical History. The address to him on behalf of the Trustees was made by Rev. Dr. Fisher of Cincinnati.

The Report of the Examining Committee, presented by Rev. H. Little, contains the following significant passage:

"The Professors did not put their questions so as almost to give the answers themselves, but they presented them so as to make it necessary for the students to understand the subject in order to give intelligent or satisfactory answers."

Would that the same mode of examining might be adopted in all our colleges and schools.

Ohio Wesleyan University, Delaware.—The exercises of the graduating classes were attended on the 13th ult. Twelve young men completed the Collegiate course, and five received "certificates of proficiency" in the Scientific, and one in the Biblical course. The parts of all were generally well sustained. The Baccalaureate of the President, Rev. Dr. Thompson, on the subject of Reading, was a most interesting and instructive address. The address of Rev. Dr. Fisher, of Cincinnati, before the Societies on the evening previous was said to have been deeply interesting.

The Wesleyan Female College closed its year on the 12th of June: the graduates numbered four in the Classical, and three in the Scientific department.

Commencements and Anniversaries are yet to be attended:

Denison University, at Granville, Wednesday, July 11th.

Western Reserve College, at Hudson, Thursday, July 12th.

Kenyon College, and Ohio University, on the first Wednesday in August.

CATALOGUES.—Kenyon College, and Theological Seminary.—Theological Students 10; in the College classes 63—Seniors 7, Juniors 13, Sophomores 18, Freshmen 25; Grammar School 85: total 158. When Mr. Andrews took charge of the Institution there were 12 students in the Grammar School, and about 40 in the College classes. The Triennial shows that the graduates in Divinity number 71; the degree of A. B. has been conferred upon 187, in course, and that of A. M. upon 81: Honorary degrees, A. B. 3; A. M. 28; LL. D. 11; D. D. 18.

Ohio Wesleyan University.—Collegiate course, Seniors 12, Juniors 9, Sophomores 18, Freshmen 67, making 106; Preparatory 68; 174: Biblical course 15: Scientific 322: total 511.

Urbana University has closed its second year. Four Professors, one Tutor, and a Principal of the Preparatory Department are employed. Students: Freshmen 7, Special Course 21, Preparatory 82: total 110. The next year commences on the 3d of September.

Ohio Wesleyan Female College.—Rev. JAMES A. DEAN has succeeded Mr. Faville as President. Mr. WM. SMITH continues as Prof. of Math. and Natural Sciences. The Classical Department numbers 32; and the English 170: total 202.

Granville Female Academy has issued its 21st Catalogue. Mr. W. P. KERR is aided by seven Teachers. The Senior class numbers 6, and the whole number of pupils is 184.

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## Editors' Table.

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**Kames' Elements of Criticism**, revised, with omissions, additions and a new analysis, by Rev. J. R. BOYD, New York: A. S. Barnes & Co. We have long wondered why some publisher did not furnish an edition of this work suitable for use in our higher seminaries: we believe this to be what has been wanted, and doubt whether any other edition will hereafter be used where this is known. The additions, consisting of selections from standard British and American authors down to the present time, are highly valuable, and the notes contain valuable information. The whole is included in one neat 12 mo. of 486 pages.

**Elements of Astronomy**, for Schools and Academies, with explanatory notes and questions for examination. By JOHN BROCKLESBY, A. M., Prof. of Mathematics and Natural Philosophy, in Trinity College, Hartford. New York: Farmer, Brace & Co. This is compact treatise of 320 pages, containing the elements, and most of the important facts of the science clearly presented and systematically arranged: it is very finely illustrated. It is worthy of a careful examination by all who wish to secure the best text books.

**A Treatise on Pneumatics**: being the Physics of Gases, including Vapors containing a full description of the different kinds of Air Pumps, Barometers, Hygrometers, and other Meteorological Instruments. By M. H. BOYE, M. D., A. M., Prof. of Natural Philosophy and Chemistry in the Central High School of Philadelphia. E. C. and J. Biddle, Philadelphia. A convenient manual, copiously illustrated, and well arranged. The full description of the different kinds of instruments and the experiments to be performed with them, and especially the Tables given for the first time in English measures and Fahrenheit degrees, add much to its value.

D. Appleton and Co., have issued "Cornell's Intermediate Geography," being part second of their systematic series of School Geographies. It is a fine quarto of 84 pages, well printed and beautifully illustrated. The engravings are worthy to be used in forming the taste of children.

J. H. Colton and Co., are also publishing a fine series of Geographies, (of which Fitch's Physical Geography forms a part,) the cost of the Maps for which is over \$5,000, and of the Illustrations \$9,000.

Ivison and Phinney have sent us "The Robin Red Breast," a new Juvenile Singing Book. It is finely printed, and contains 200 pages of instructions, and music.

Pitman's Manual of Phonography, doubtless the best thing of the kind in existence, has just been issued: price 50 cents, in cloth 60 cents. Address Benn Pitman, Cincinnati.

**REPORTS AND PAMPHLETS.**—The Reports of the Superintendents of Schools in Mass., R. I., Conn., and Ia.; and of the Schools in a number of towns and cities have been received, but want of space prevents a proper notice of them this month.



### Items.

President LORIN ANDREWS has declined the Presidency of the University of Iowa, tendered to him a short time since. This will be grateful intelligence to his friends in Ohio.

Dr. W. C. CATLIN, late Superintendent of the schools of McConnellsville, has been appointed Superintendent of the schools of Mansfield. Mrs. Catlin is to be Preceptress of the High School Department.

Mr. GUNNING, late of Oberlin, succeeds Mr. M. A. Page as Principal of the schools of Maumee City.—*Toledo Teacher.*

Mr. D. CHRISTY, author of "Cotton is King" and other works, has been appointed Professor of Geology in the Female College at Glendale, Hamilton Co.

Mr. JAMES S. WARD has been appointed Prof. of Natural History and Botany, and of English Literature, in the same Institution.

### State Teachers' Association.

The seventh semi-annual meeting will be held in Cleveland on the 5th and 6th of this month. The Association will convene at 10, A. M., on Thursday the 5th, in Chapin's Hall, corner of Euclid Street and the Public Square.

The Committee of Arrangements will be in attendance at the Bennett House, to receive Ladies, and assign them places.

All the Railroads leading into Cleveland, the Cin. & Col., the O. Central, and the Urbana Rail Roads will carry delegates as heretofore: those paying full fare over the Road being returned free, on presenting the proper certificate from the Officers of the Association. It is hoped that most if not all the other Rail Roads in the State will grant us the same favor.

The Ohio Phonetic Association adjourned to meet at the call of its Executive Committee: the Committee have decided not to call a Semi-annual meeting.

The Associations named below are to hold meetings as follows:

Ohio State Musical Convention, at Cleveland, July 17th four days.

New York State Teachers' Association, at Utica, August 1st, 2d and 3d.

Pennsylvania State Teachers' Association, at Pittsburg, August 7th and 8th.

American Association for the advancement of Education, N. Y. City Aug. 28th.

### Teachers' Institutes.

Arrangements are already made for holding Institutes as stated below: the Agent, expects to attend at Oxford during the week commencing July 23d; and to be present at each of the others during a part or the whole of the session.

Greene county, at Xenia, July 9th, one week.

S. W. Normal, at Oxford, July 16th, five weeks.

Jackson county, at Jackson, August 6th, one week.

Scioto county, at Portsmouth, August 9th, three days.

Guernsey county, at Washington, August 20th, one week.

Athens county, at Albany, September 4th, one week.

Fayette county, at Washington, September 17th, one week.

Tuscarawas county, at New Philadelphia, October 1st, one week.

Columbiana county, at Hanover, October —, one week.

Muskingum county, at Zanesville, October 22d, one week.

Morgan county, at McConnellsville, October 29th, one week.

Monroe county, at Woodsfield, November 5th, one week.

THE  
**Ohio Journal of Education.**

COLUMBUS, AUGUST, 1855.

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**Ohio State Teachers' Association.**

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**T**HE seventh semi-annual meeting of this Association convened at Chapin's Hall, in the city of Cleveland, at 10 o'clock, a. m., and was called to order by President Andrews, of Kenyon College, late President of the Association. W. Mitchell, of Fredericktown, Secretary. The exercises were opened with prayer, by the Rev. Mr. Eells, of Cleveland.

Mr. Andrews then introduced Mr. A. J. RICKOFF, of Cincinnati, the President elect of the Association, who, after a few pertinent remarks, took the chair.

Messrs. W. F. Hurlburt, of Cincinnati, John Ogden, of Delaware, L. M. Oviatt of Cleveland, and J. S. Bailey of Zanesville, were appointed assistant Secretaries.

On motion of Mr. Andrews, the friends of education from other States were cordially invited to participate in the deliberations of the Association. The Rev. Mr. Shepardson, of Cincinnati, was then introduced by the President and proceeded to deliver the opening address.

Dr. A. D. Lord, chairman of the Executive committee, announced the business of the afternoon and gave notice that the following topics were expected to receive attention during the session of the Association, viz :

1. The establishment of a Normal School.
2. The establishment of Normal Institutes.
3. The growing evils of Truancy and Vagrancy.
4. The necessity of allowing ample *time* to complete the work of education.
5. The importance of improvement in school rooms and school furniture.

6. The subject of school libraries: the plans to be adopted to make them useful both to pupils and the whole community.
7. The propriety of making a knowledge of Physiology and Hygiene an indispensable qualification of every teacher in our Public Schools.

## AFTERNOON SESSION.

On motion of Dr. Lord, the records of the last annual meeting were so amended as to show that the proposed amendment to the constitution, notice of which was given at the last annual meeting, by Mr. Lynch of Circleville, was to be acted upon at this meeting, rather than at the next annual meeting.

Dr. Lord moved to amend article tenth of the constitution, so as to make it read as follows :

“ Any person may become a member of this Association by subscribing to this constitution and paying annually the sum of one dollar.”

The amendment was discussed by Messrs. Hancock, Rolfe, Smith, Cooper, Janney and Andrews. Mr. Edwards of Troy, moved to amend by inserting “ each male member paying annually,” etc. Dr. Lord moved to amend the amendment by substituting the following :

“ Any teacher or active friend of education may become a member of this Association by subscribing to this constitution and paying to the Treasurer the sum of one dollar ; and male members may retain the privileges of membership by the annual payment of one dollar.”

The President announced the order of the day to be an address by the Rev. J. A. Thorne, of Cleveland. The address, whose theme was “ Problems in Education,” was heard with the deepest interest and attention.

The Association resumed the consideration of the amendment to the constitution, which was farther discussed by Messrs. Rolfe, Hancock, and others.

The chair announced the order of the day to be a Report from Mr. Freese, of Cleveland, on the method of teaching Penmanship pursued in the Public Schools of Cleveland.

Mr. Freese presented his report, and was followed by Messrs. Folsom and Phelps, who gave some exercises on the blackboard, illustrating the system of penmanship.

The Association again resumed the consideration of the amendment to the constitution.

The question being on the amendment to the amendment was put and carried. Prof. Williams, of Delaware, moved the previous question, which was carried.

The amendment to the constitution as amended was adopted. Dr. Lord offered the following:

*Resolved*, That this change of the constitution take effect from the opening of the next annual meeting.

## EVENING SESSION.

The Association met at 7½ p. m. An invitation from the "Cleveland Academy of Science," to visit its rooms, was accepted, and the thanks of the Association returned: an invitation was presented by Mr. Freese, Superintendent, to attend a concert on to-morrow p. m., by the pupils of the Public Schools of Cleveland, for which the thanks of the Association were returned.

The President then introduced the Hon. I. M. Root, President of the Board of Education in Sandusky City, who addressed the Association.

## FRIDAY: MORNING SESSION

The session was opened with prayer by the Rev. Mr. Shepardson of Cincinnati. On motion of Mr. Andrews, the first half hour of the session was devoted to hearing from gentlemen from other States, with reference to the progress of educational interests.

Mr. J. Johonnet, agent of the New York State Teachers' Association, and J. G. McMynn, of Wisconsin, gave cheering accounts of the progress of common schools in their respective States; and Dr. Cutler, of the same in N. Hampshire.

Mr. R. Fry, of Cleveland, moved the appointment of a committee of three to report resolutions expressive of the sense of the Association relative to the death of the late Dr. Ray, of Cincinnati. Messrs. R. Fry, L. Andrews and John Hancock were appointed said committee.

The chair announced the order of the day to be a Report from Mr. M. F. Cowdery, upon the subject of a Normal School. Mr. Cowdery proceeded with his report, urging in a forcible manner, the necessity of establishing one or more Normal Schools in the State.

On motion of Mr. Royce, of Huron, the Report was accepted. Mr. Hartshorn, of Mt. Union, offered the following:

*Resolved*, That the Report be adopted as expressing in general the sentiment of the Association.

After a discussion by Messrs. Zachos, Dean, Cowdery, Rickoff, Andrews, Lord, Williams, McNeely, Fry and Dr. Cutter, the resolution was adopted.

Mr. L. Heyl, of Columbus, offered a Resolution in regard to ~~the~~ contemplated Normal School.\*

Prof. W. G. Williams, of Delaware, moved as a substitute the ~~three~~ Resolutions: the first relating to the importance of immediate ~~action~~ upon the subject; the second, returning thanks to Mr. McNeely for his munificent offer; and the third, providing for the appointment of a committee of nine—five residents of Harrison Co.—who should, in behalf of the Association, take legal possession of the property offered by Mr. McNeely.

The resolutions were discussed by Messrs. Myers, Dean, Hancock, DeWolf, Cutter, and others.

On motion of Mr. Hancock, the resolutions were taken up separately. The first resolution was adopted; the second was withdrawn. The third resolution was discussed by Messrs. Cowdery, Andrews, Zachos, and Williams.

Motions were made to amend by authorizing the committee to take possession of other eligible offers of property should such be made and to increase the number of members of the committee to eleven.

The amendment was discussed by Messrs. Hancock, Rolfe, Hartshorne, Cowdery, and others. Mr. A. Briggs, of Cleveland, at the request of Mr. Andrews, explained the law in relation to securing legal possession of the proposed donation of Mr. McNeely. After further discussion by Messrs. Zachos, Shepardson, Graham, of Penn., and others, the resolution was amended by substituting eleven instead of nine members, and by authorizing the same committee to accept other offers of property. The resolution was then adopted. A motion to reconsider was laid upon the table.

On motion of Mr. J. Brainard, of Cleveland, the subject of Juvenile offenders was made the first business for the afternoon.

#### AFTERNOON SESSION.

The Association met pursuant to adjournment.

Mr. Eaton, of Cleveland, offered the following:

WHEREAS, A large number of youth in our State, of School age, do not receive any School instruction, and Truancy and Vagrancy are common, especially in the cities, and a large share of the criminal population of the State are Juveniles, proper subjects of reformatory rather than *retributive* punishment; and WHEREAS, The State has acknowledged the duty incumbent upon it of providing means of education in knowledge and virtue for all youth, also the duty of providing for all youth who are not provided for by their parents, therefore,  
*Resolved*, That we believe some means should be adopted by our State author-

\* By some unaccountable means the Resolutions of Mr. Heyl and Professor Williams and the amendments disappeared from the Secretary's table, and have not yet been found.

ies to insure the attendance of all youth of School age within the State upon some instruction in knowledge and virtue; that provisions, if not already existing, should be made so that any town or city, by its own decision, may require all youth within its jurisdiction to receive instruction for such an amount of time during their minority as may be thought proper.

*Resolved*, That we deem it the duty of the State to establish a Reform School for Juvenile offenders, also for cities to establish such reform institutions as shall meet their peculiar demands.

*Resolved*, That we believe it the duty of city authorities, when authorized, to take measures, by the appointment of police, or otherwise, to prevent Truancy and Vagrancy.

*Resolved*, That we would earnestly urge upon all officers of towns and cities, upon whom the duty devolves of caring for neglected children, by indenture, or otherwise, the great importance of their trust as affecting the educational interests of the State.

*Resolved*, That we, as teachers, will use all legitimate means in our power to carry out the spirit of these resolutions.

After some discussion by Messrs. Eaton, Brainard and Briggs, the resolutions were adopted.

Prof. Smith, of Delaware, offered the following :

*Resolved*, That a statement of the action of the Association with reference to Normal School, be forwarded immediately to the Editors of all the county papers, with a request that they publish the same.

After some remarks by Messrs. Andrews, Smith and Coggeshall, Prof. Dean moved to amend "that the Secretary be instructed to see that paragraphs, with requests to Editors to copy, be inserted in the Cleveland papers;" which amendment prevailed, and the resolution was adopted.

Mr. Fry, from the committee to prepare resolutions touching the death of Dr. Ray, presented the following :

WHEREAS, It has pleased our Heavenly Father, since the last meeting of this Association, to take from us while yet in the meridian of his life, from the sphere of his active and worthy labors, one of the most honored and distinguished Educators of the State of Ohio, Dr. JOSEPH RAY, who died at his residence in Cincinnati, on the 16th day of April last, in the 48th year of his age, be it therefore,

*Resolved by the Ohio State Teachers' Association*, That in the death of Dr. JOSEPH RAY the Association has lost one of its most devoted members, purest minds, noblest hearts and best intellects, a ripe scholar, an active Philanthropist, and a devoted Christian.

*Resolved*, That in his death the homeless, outcast, unprotected child of want and wickedness has lost a warm friend and advocate, the School room a model, society an ornament, his adopted city a long trusted and efficient officer, the State of Ohio an Author of great merit; and that his acts have linked his name with the wise and good, and that it deserves to be fondly cherished as that of a Benefactor of his race.

*Resolved*, That in this connection, and growing out of the death of our deceased Brother, we deeply sympathize with the only son and family in their more recent and crushing affliction which it has pleased a mysterious and all-wise Providence to bring upon them, by the removal of their amiable, cherished and Christian widowed mother, thus rendering forever desolate the paternal roof, and again shrouding their homes and hearts in weeds of deepest mourning.

*Resolved*, That a copy of these resolutions be signed by the President and Secretary, and forwarded to the family of the deceased.

After a few touching remarks by the Rev. Mr. Shepardson upon the life and character of the deceased, the resolutions were unanimously adopted.

On motion of Mr. Eaton, a committee of three were appointed to

memorialize the Legislature the coming winter upon the subject of Truancy and Vagrancy.

The chair appointed Messrs. Eaton, J. A. Briggs, and L. L. Rice, said committee.

Mr. Andrews offered the following resolution :

*Resolved*, That this Association appoint Mr. S. Holbrook, of Salem, a committee of one, to whom all communications relative to exchanges of specimens of minerals may be addressed. It shall be the duty of this committee to determine and analyze any mineral specimens that may be presented for that purpose, and to encourage and facilitate a system of exchanges between the Schools of the State.

The resolution was adopted.

The chair announced the following gentlemen as the committee provided for by the resolutions respecting a Normal School: Dr. A. D. Lord, Lorin Andrews, M. D. Leggett, M. F. Cowdery, Geo. K. Jenkins, John Hancock, Cyrus McNeeley, James Taggart, Samuel Paul, John M. Black, Edwin Regal.

Mr. Cowdery, chairman of the Financial committee, made a call upon the members of the Association for their contributions to the salary of the Agent.

Dr. Lord, chairman of the Executive committee, presented some items of information with reference to the Journal of Education, and urged the propriety of increased effort for extending its circulation, and also for disposing of the bound volumes of the same now on hand.

On motion of Mr. Andrews, the Agent was instructed to sell the bound volumes of the Journal now on hand, at one dollar each.

On motion of the same, Rev. D. S. Burnett, of Cincinnati, was requested to deliver, at the next annual meeting, a biographical sketch of the late Dr. Joseph Ray.

Prof. F. Merrick, of Delaware, was chosen to deliver the opening address at the next annual meeting.

The thanks of the Association were tendered to Mr. Chapin, for the free use of his Hall for the meetings of this body.

The thanks of the Association were tendered to the several Railroad Companies which carry members of the Association to and from its meetings at half fare; and also to the citizens of Cleveland for their hospitalities.

The thanks of the Association were also tendered to the gentlemen who had delivered addresses during the session.

On motion of Mr. Tuckerman, copies of the addresses were solicited for publication.

Invitations were extended to the members of the Association to attend the session of the N. Y. State Teachers' Association, to be held at

Utica; of the Wisconsin Association, at Racine; and of the Pennsylvania Association, at Pittsburg.

On motion of Mr. J. Brainard, the Executive committee were instructed to appoint a Reporter for the next session.

On motion of Mr. Hancock, it was resolved to hold the next session at Columbus.

After the Benediction, the Association adjourned to meet in Columbus, during the last week in December next.

W. MITCHELL, *Recording Secretary.*

In addition to a large number of Ladies, the following gentlemen gave in their names as members, and paid the fee of one dollar:

|                     |                   |                     |                     |
|---------------------|-------------------|---------------------|---------------------|
| J. P. Alexander,    | E. G. Folsom,     | J. G. McMynn,       | Rev. D. Shepardson, |
| T. J. Anders,       | J. L. Fuller,     | E. Mix,             | B. C. Smith,        |
| J. S. Bailey,       | J. M. Fry,        | M. H. Moore,        | R. R. Spencer,      |
| O. O. Baldwin,      | George Gordon,    | J. H. Morgan,       | A. J. Sutton,       |
| Henry Barnes,       | John Graham,      | J. P. Mount,        | C. H. Talcott,      |
| Platt Benedict,     | Wm. S. Harlan,    | A. G. Murphy,       | H. C. Taylor,       |
| H. C. Breckenridge, | Thos. W. Harvey,  | Chas. J. D. Norman, | T. E. Webb,         |
| Levi C. Brown,      | J. W. Hiatt,      | S. A. Northway,     | R. L. Weighton,     |
| A. A. Bruner,       | James Johonnot,   | Jas. H. Patrick,    | Wm. Wheeler,        |
| E. R. Bryan,        | James A. Johnson, | Wm. H. Pearce,      | D. R. Whitcomb,     |
| Jacob Burgner,      | James W. Lusk,    | H. C. Pratt,        | W. W. Whitcomb,     |
| J. C. Clark,        | R. F. Martin,     | H. C. Ranney,       | Charles Williams,   |
| A. A. Crary,        | Rev. A. D. Mayo,  | J. K. Reed,         | P. C. Wilson,       |
| James A. Dean,      | H. L. McKee,      | J. C. Ritenburg,    | Wm. G. Williams.    |
| F. M. Dimmick,      | Thos. H. McLeod,  | Stephen Roberts,    |                     |
| E. H. Fairchild,    | Hiram McMillen,   | Wm. M. Russell,     |                     |

#### NAMES OF MEMBERS AND DELEGATES IN ATTENDANCE.

*Ashland County*—James McKennan, C. S. Martindale, R. Q. Beer, Jas. Hunter, Jr., J. Encill, Jr., Wm. Wasson, Misses H. Wasson, R. H. Wallace, M. Palmer, A. Urie, M. Carter.

*Ashtabula*—P. R. Spencer, A. A. Smith, J. Tuckerman, S. A. Northway, Mrs. E. E. Tuckerman, Mrs. C. Ellenwood.

*Crawford*—Mrs. Kate E. Bowers, Miss Jennie Kerr.

*Coshocton*—H. D. McCarty.

*Columbiana*—A. Holbrook, Henry Breckenridge, D. T. Johnson, A. E. Holcomb, Jas. H. Morgan, Mrs. M. P. Holbrook, Misses J. G. Breckenridge, J. A. Breckenridge, Almira Grissell, Nancy Plumer, Caroline Pinkham, Mary E. Pinkham.

*Cuyahoga*—J. A. Briggs, Horace Benton, C. F. Dutton, E. E. White, A. B. Palmer, J. Eaton, A. Freese, L. M. Oviatt, Richard Fry, W. G. Lawrence, P. W. Gardner, W. C. Baldwin, J. Brainard, A. G. Hopkinson, R. F. Humiston, Rev. J. A. Thorne, Misses S. A. Chamberlain, M. Clemens, M. White, M. Cunningham, A. Rairden, M. Smith, J. B. White, C. W. Pugsley, L. J. Wescott, S. Page, M. Turner, Van Valkenburgh, S. Caughlin, Peasely, McCarty, Gardner, Russell, Gallup, N. B. Merrill, J. A. Beebe, Phelps, Stowe, Wakefield, Vail, Merkle, Newton, Janes, Farrand, Duffy, Curtis, Brinsmade, Wilson, Wright, Prentiss, Haver, Tillotson, Bigelow, Oviatt.



*Delaware*—Prof. W. G. Williams, Prof. Wm. Smith, John Ogden, O. C. Wilson, Misses L. Wildbahn, A. M. Wilson.

*Erie*—Wm. H. Lapham, Chas. S. Royce, M. F. Cowdery, H. McMillen, Hon. J. M. Root, Mrs. McMillen, Misses Lucretia Sturges, Lucy Stevens, Emma Seymour, Laura Chandler.

*Franklin*—Dr. A. D. Lord, J. J. Janney, D. P. Mayhew, D. C. Pearson, G. C. Smith, M. H. Moore, Lewis Heyl, J. C. Rittenberg, L. L. Rice, Mrs. A. D. Lord, Misses L. W. Cooley, H. S. Carter, M. E. Robertson, C. George, M. P. Wheeler, C. B. Freeman, C. A. Moore, J. Fishburn, M. Smith, M. Rice, L. Brelsford, M. A. Harrison, Cora Douty.

*Gauga*—J. C. McMillen, Misses E. O. Merrill, M. A. Thompson.

*Greene*—Prof. J. C. Zachos, M. E. Story.

*Guernsey*—L. C. Brown.

*Hamilton*—A. J. Rickoff, M. D. Parker, John B. Trevor, I. M. Rolfe, F. W. Hurtt, L. M. Case, Joseph Herron, B. O. M. De Beck, W. H. Hayford, Rev. D. Shepardon, John Hancock, W. F. Hurlburt, A. A. Brunner, T. C. Bowles, W. L. Coggeshall, J. M. Anderson, Mrs. B. O. M. De Beck, Mrs. L. M. Hurlburt, Miss L. S. Barrett, Miss Bushnell.

*Hancock*—A. L. McKee.

*Harrison*—Cyrus McNeely, Edwin Regal, Flora Regal, Rebecca McGrew.

*Highland*—Miss J. A. Wheeler.

*Huron*—A. B. Cornell, J. H. Holton, Platt Benedict, S. F. Newman, Mrs. R. B. Holton, Misses J. A. Hitchcock, C. Gallup, L. M. Safford, N. M. Deoling, F. E. Penfield, J. Burr, J. Goodrich, A. Hubbard, I. Hubbard, Miss Dole.

*Jefferson*—T. F. McGrew, J. W. Crozier, Wm. E. Williams.

*Knox*—Lorin Andrews, J. P. Mount, A. G. Murphy, Wm. Mitchell, Mrs. Kate Mitchell, Misses A. S. Dyer, H. C. Morrison, C. E. Yates, M. H. Graham, M. A. Dawson.

*Lake*—J. B. Beach, S. C. Metcalf, Mrs. M. W. Thompson, Miss Holbrook, Susan Wilson.

*Lawrence*—Miss C. A. J. Watkins.

*Licking*—S. N. Sanford, Miss Julia L. Huggins.

*Lorain*—Profs. H. Fairchild, T. B. Hudson, J. Monroe, H. C. Taylor, Messrs. Brown, Penfield, Russell, Weighton, Mrs. C. H. Taylor, Hattie Bunker.

*Lucas*—Rev. A. Smyth, John A. Moore, Mr. Gunning.

*Medina*—Wm. P. Clark, J. G. Longley, Miss Stiles.

*Mercer*—Thomas Moore, David R. Moore.

*Miami*—Wm. N. Edwards.

*Monroe*—J. C. Clark, A. J. Sutton, W. Wheeler.

*Montgomery*—Charles Rogers.

*Morgan*—Dr. W. C. Catlin.

*Morrow*—J. B. Dawson, S. Roberts, J. B. Selby, Miss E. S. Brooks.

*Muskingum*—J. S. Bailey, A. Bartlett, Z. M. Chandler, C. Frame, J. M. McCartney, C. J. D. Norman, S. H. Patrick, A. Samson, R. W. Stevens, J. Townsend, Mrs. D. H. Barnes, Misses Sarah Haver, E. H. Johns, P. H. Trimble, Philena Stultz, E. Parker, S. Hutchinson, M. Goshen, M. H. Harris, N. D. Brooks, E. L. Stillman, M. C. Keeder, M. Harrison, E. Word, H. S. Josselyn, N. H. Chandler, E. Trepper, M. Dillon.

*Pickaway*—Misses E. Birdsall, E. A. Humiston, A. Marsh.

*Portage*—Misses Lizzie J. Caine, T. A. Horton, Sarah Udall.

*Preble*—I. S. Morris.

*Richland*—J. Markham, Miss E. A. Loughridge.

*Sandusky*—W. D. Gunning, J. W. Hurtt, W. M. Russell, A. D. Thomas, Misses J. A. Kidler, H. D. Morgan.

*Seneca*—T. J. Anders, Jacob Burgner, W. H. Pearce, D. F. De Wolf, Misses C. A. Dimick, E. Dimick.

*Stark*—Dr. H. Barnes, E. L. Carney, G. W. Clark, O. N. Hartshorn, T. W. Harvey, A. McGregor, Miss J. M. Beckett.

*Summit*—S. F. Cooper, I. P. Alexander, H. W. Howe, C. B. Bernard, Dr. S. E. Carter, H. K. Taylor, Mrs. M. I. Cooper, Mrs. M. A. Taylor, Misses Mary Gilbert, Jane Williamson, A. Bernard, J. Carson, M. McArthur, I. McArthur, S. Van Sickle, E. I. McNeal, Miss McAlpin, Miss McConieghy.

*Trumbull*—James Marvin, Hon. I. L. Fuller, M. D. Leggett, T. D. Webb, Esq., Mrs. A. Marvin, Mrs. D. Gaskill, Mrs. Loveland, Misses S. E. Brockway, S. C. King, L. M. Graves, A. M. Silliman, Miss Turner.

*Tuscarawas*—Thomas McCartney, Mrs. S. Otis, Mrs. A. B. Deardorf, Misses I. S. Whiting, M. W. Talbot, E. S. Talbot.

*Warren*—W. T. Hawthorne, Miss M. E. Brown.

*Washington*—E. D. Kingsley, F. M. Dimmick.

*Wood*—F. Hollenbeck.

*Wyandot*—Ira Poole.

*Massachusetts*—Dr. C. Cutter, Delegate from N. H. Teachers' Association.

*New York*—Mr. James Johonnot, Delegate from N. Y. State Teachers' Association: T. W. Hurlburt.

*Wisconsin*—J. G. McMynn, H. B. Coe, Racine.

*Indiana*—C. Barnes, Miss Mary F. Wells, Madison; W. D. Henkle, Richmond.

*Arkansas*—C. C. Nestlerode.

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## Examination of Teachers.

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MR. EDITOR:—It has occurred to me, in my labors in training teachers, that the methods of examination adopted by our county examiners are quite defective. They do not seem to meet all the demands of our present improved system of schools. And now, without assuming the prerogative to instruct our public officers, allow me to make one word of suggestion.

It is conceded on all hands, I believe, except by a few whose opinions on this subject are comparatively valueless, that teaching is both a *science* and an *art*; and that this, like other departments of science and art, is acquired either by actual experiment, or by a course of study; and in *professional* science, by a systematic course of training under the eye of an experienced instructor. The latter course is much to be preferred in the profession of teaching, for many reasons which we will not stop to enumerate now.

The prevalent method of conducting examinations of teachers does not differ materially, I believe, from that pursued by most of our academies, high schools and colleges. These examinations of course have strict reference to the several studies pursued in them. Nothing strictly professional is required. So in the examination of teachers. It is taken for granted, in too many instances, that because a candidate answers questions readily in arithmetic, grammar and geography, etc., that he is a good teacher. By a similar course of reasoning we might prove that because a man can answer questions readily in chemistry and botany, or can demonstrate well in Anatomy therefore he is a good physician. The one is professional; so is the other.

Now we do not underrate literary or scientific qualifications: would that the standard were higher, and that more attention were given these subjects in the examinations! But while we regard these as vitally important, the ability to instruct and educate must stand first and foremost, in our opinion, as a qualification for a teacher. It is the "*sine qua non*" of the profession.

Now the question arises; can this ability be tested in the common method of examination? We unhesitatingly answer, *it can not*, in the majority of cases. Our own experience in the Normal Department of this University has confirmed us in this opinion. Our convictions have always been of this cast; and every year's experience only tends to strengthen them; for in instances, not a few, in which the knowledge seemed to be clear, and the ability to answer questions beyond mediocrity, when an attempt was made at teaching, I have been the pained witness of an entire failure. When these students were thrown entirely upon their own resources, were required to originate ideas and thoughts, to follow out a continuous train of them, connecting and arranging them so as to lead their pupils to reach out their own powers, and to grasp and retain them—and so to present a subject, however familiar, as not to allow the minds of the class to wander, or to feel embarrassment from an evident want of connection, or of freedom of expression, or of that rapid play of thought which electrifies and enlightens every avenue of the soul, I say that when such an attempt has been made, I have seen that evident want of professional skill, which is the life and soul of teaching.

And here allow me to say also that after these defects have been pointed out, and repeated efforts made, I have had the pleasure of seeing these difficulties gradually yielding to perseverance and giving place to lively and spirited teaching: a proof that teachers are *not* as

Horace says of poets, "*born*," but they are for the most part, "*made*."

The only sure test, therefore of a good teacher is to throw him thus upon his own resources, and require a sample of his *teaching*, and *not* of his *reciting*; for it does not follow because he can *recite* well, that he can *teach* well.

But how shall this be done? Let us see. There are at least two or three ways in which it can be effected without involving any special difficulty. For instance: let the candidate be required, without the aid of questions or suggestions from the examiners, either to classify and arrange the topics of study in a systematic form, and so to dispose of the subdivisions in detail as to form a kind of synopsis embracing all the matter properly coming under the several heads; or what is still better, let him be required to take up the subject of study, wherever designated, and give a sample of his teaching, asking the questions necessary upon the subject, in such a manner as best calculated to arrest the attention of a class, and to elicit thought.

This may very conveniently be done where there is a large number of candidates; for in that case, a part of them may act as pupils, while one or more may assume the capacity of teacher.

The examiners may act as moderators, and vary the exercises to suit themselves. They then have, at the same time a convenient opportunity to judge, both of the literary qualifications of the candidates, and of their capacity and professional skill. Or if the candidates are few in number, or in fact but one, let him for the time being be the teacher, and the examiners the pupils. They certainly can judge better of his ability to teach, from an examination of this kind, than they could from the common method.

The thing therefore is entirely practicable; and I think would have a salutary influence upon our schools. The teacher would be awakened to a juster appreciation of his duties. He would feel that more is demanded of him as a professional man; and he would therefore seek not only to be well versed in the sciences, but to be well posted as to the best methods of giving instruction, etc. The examiners would also feel that greater responsibilities are resting upon them, that they are to be as good scholars, at least, as those they examine—and that they will be called upon to judge of the ability to teach. They will therefore give more heed to a subject upon which some—very many—are too ignorant.

J. OGDEN.

O. W. UNIVERSITY, July, 13th, 1855.

## School Houses.

Although many school houses have been rebuilt or repaired within a few years, the larger portion are still unsuitable for the purposes of education. They are too small, badly seated, badly located, without the means of ventilation, destitute of play-ground and out-buildings. But instead of dwelling upon these defects and deformities, and the multitude of evils attending them, I would present to the mind's eye the outline and general features of what appears to me to be the *beau ideal* of a perfect school house, being convinced that inattention to this matter oftener proceeds from the lack of a proper knowledge of what constitutes a good school building, and the advantages which result from it, than from an unwillingness to contribute the means to provide such edifices.

Its admirable situation is what first arrests our attention, and disposes us to linger and enjoy the scene. In conformity with the principles founded upon the laws of health and the dictates of taste, it is placed upon firm ground, on the southern declivity of a gently sloping hill, open to the south-west, from which quarter come the pleasant winds in summer, and protected, on the north-east, by a thick wood. From the road it is remote enough to escape the noise and dust and danger, and yet near enough to be easily accessible by a smooth, dry gravel walk.

About it is ample space, a part of which is opened for play-ground, and a part is laid out in plots for flowers and shrubs, with winding alleys for walks. These grounds, it will be observed, are partially shaded by tall trees, not in stiff rows, nor in heavy clumps, but scattered in graceful irregularity as if by the hand of nature. In the liberal play-ground, containing scarcely less than an acre, room has been found for a "specimen of the kingly, magnificent oak, the stately hickory, the wide-spreading beech, with its deep mass of shade, the symmetrical maple, with its rich and abundant foliage, the majestic elm, the useful ash, and the soft and graceful birch." In one corner is a cluster of the picturesque locusts, with their hanging, fragrant flowers; and the principal eminence is crowned with the hemlock and laurel, the most beautiful of evergreens. The flower-garden which lies between the building and the road, throws a charm around the spot, gives it an air of elegance and taste. Here, in this school of nature, where God himself *teaches* through his exquisite handiwork, the children, in hours of re-

laxation, may be seen among the roses, the viburnums, the honey-suckles, the sweet-briars, and many garden flowers, which fill the air with fragrance, unconsciously imbibing the love of the beautiful, and learning to find their pleasures and amusements in what is pure and lovely.

The building itself which occupies this well-chosen spot, is very different from most school-houses as they were but a few years since. From the size of some which we have seen, we might imagine that they were built for the purpose of packing the children in like pickled herring, instead of affording space for moving and breathing; while others, having been, by the joint action of time and the vandal hands of the boys, clothed in dilapidation and ruin, present in their repulsive aspect, the very image of desolation and cheerless poverty.

It is quite otherwise with the one before us. Its generous size, its graceful proportions, and the good taste displayed in the finish, produce the most agreeable impression. Taken together with its pleasant grounds, it constitutes a view which charms every beholder, and is the fairest ornament of the village which it blesses. Within, everything is in keeping with the perfection which reigns without.

The preservation of health, the demands of taste, and the requirements of convenience, are equally regarded in all the provisions and arrangements. For each scholar there is a separate desk and chair, mounted on iron supports, and combining, in a high degree, elegance, comfort, and durability. The scholars are seated facing the north, and on that side of the room which is occupied by the teacher, the wall is covered with blackboards and maps. There too we find, ready at hand, all needed apparatus and a library, in a safe and convenient repository. The light is not admitted in front, to the great injury of the eyes, as is too often the case, but is received from the east and west, thus falling as it should upon the sides of the pupils, and affording the greatest supply when needed, namely, in the morning and afternoon. The warming apparatus is so constructed as to diffuse an equable temperature throughout the room without subjecting any part to the extremes of heat and cold; while the apparatus for ventilation effectually removes the air as fast as it becomes unfit for breathing, and supplies its place with the pure, unadulterated atmosphere of heaven. Mats, scrapers, water, clothes, closets, and a suitable place for fuel, are all supplied.

And there it stands, the beautiful structure, with its little tasteful park, its shrubbery, its flower-pots, and all other needed appurtenances and ornaments. There it stands, the daily blessing of many children

and youth who resort to it for the bread of knowledge. There it stands, the surest guaranty of the future happiness and prosperity of the community among whom it is located.

It is itself a teacher. It teaches neatness and order. It promotes good morals and manners. It instils into the tender mind of childhood the love of the beautiful in nature and in art, and proclaims to every passer-by the dignity and importance of education. It is not a cold abstraction; it is a living epistle to be read of all.

But this fit home for the school to dwell in did not spring up out of the ground, like Jonah's gourd, in a night. It cost treasure, and it cost labor, but it amply compensates for both. Such a school-house is far more economical than those of the poorest class. By a few simple operations in addition and subtraction, it may be shown that no district can afford to support a poor school-house. If any one doubts it, let him sit down with me and sum up the cost of keeping up such a concern. Reckon the sums of money you annually sink in paying teachers to work without suitable tools and means, not forgetting that, as a general rule, you will be compelled to put up with the poorest teachers, for the best will not put up with such accommodations without extra compensation. Add to this the loss of half or three-fourths of the school-time of your children. Calculate the value of that knowledge and intellectual culture which your sons and daughters are thus deprived of forever. Compute, if you can, the amount of loss sustained in injured lungs and spines and eyes; in colds and fevers and consumption, and all the train of evils, generated or aggravated by the defects of the bad school-house; and to this add its unhappy effect upon the taste and moral sentiments, those faculties which are so intimately connected with whatsoever things are lovely, and whatsoever things are of good report.

Bring together these items in one grand sum total, and then say if any community can afford to support a poor school-house.—*First Report of Mr. J. D. Philbrick, Superintendent of the Schools of Conn.*

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COMMON SCHOOLS. — In an oration at Williams College, Massachusetts, Hon. Edward Everett once said, "I would rather occupy the bleakest nook of the mountain that towers above us, with the wild wolf and rattlesnake for my nearest neighbors, with a village-school well kept, at the bottom of the hill, than to dwell in a paradise of fertility, if I must bring up my children in lazy, pampered, self-sufficient ignorance."

## PROFESSIONAL.

## Literary and Scientific Qualifications for Teachers.

## NUMBER I.

When we picture to ourselves a teacher in the abstract, the idea present to the mind is that of a person who has a taste for literary and scientific pursuits, who is a habitual student, and who is distinguished for accurate and varied attainments in scholarship. We naturally think of teachers as the *litterati* and *savans* of the community to which they belong.

How different, too frequently, is the ideal from the actual teacher! Notwithstanding the advance that has been recently made in the standard of qualifications, are there not some persons still employed as teachers, in various parts of Ohio, who have never read a single standard English author? Would it be difficult to find teachers to whom Shakspeare, Milton, Pope, Thompson, Addison, Johnson, Goldsmith, Rollin, Hume and Gibbon are scarcely known, even by name? Are there not more than a few within the limits of the State who have not even a tolerable knowledge of any one branch of science?

Teachers are apt to be unconscious of their own deficiencies. Every teacher, for instance, regards himself as being, at least, a respectable grammarian: Boards of Examiners can best tell how small is the number of those who are really such. Teachers all regard themselves as competent arithmeticians: Boards of Examiners, if their examinations are sufficiently critical, can state how small is the number of those who are capable of demonstrating the principles and rules of arithmetic. There is not a teacher who would not take it as an insult to be told that he was not sufficiently familiar with his vernacular English to explain, in a proper manner, an ordinary reading lesson; but let Examiners try the experiment of interrogating candidates in relation to the signification of words, and the developments thus made will, I think, somewhat surprise them. There *are* teachers, and many of them, too, whose knowledge of history does not reach further back than their own early recollections, nor extend beyond the sphere of their own personal observation of passing events. These persons are scarcely aware that the events of the past have been recorded in books; or if by chance they may have learned that such books exist, they are excited neither by curiosity, nor



by the importance of the subject to make an attempt to become acquainted with the contents of these books.

Teachers are too frequently disposed to rest satisfied with their present attainments. Those whose attainments are most limited, most commonly manifest this disposition. Almost everywhere you may find persons who have been teaching five, ten, fifteen or twenty years, and have, in the meantime, made scarcely any sensible addition to their stock of information. If they knew little or nothing when they began to teach, they know little or nothing still. If their attainments were respectable *then*, in consequence of their having neglected to keep pace with the progress of the times, their attainments can *no longer* be regarded as respectable.

Boards of Education should unhesitatingly tumble stationary teachers overboard. There are others, who, though not absolutely stationary, yet, on account of their original backwardness, and their slow progress, should give place to others who are already equipped with the amount of scholarship demanded by the schools entrusted to their care. w.

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When we were a lad, just after we had commenced the puzzling study of arithmetic, we one day had occasion to seek the teacher's aid in solving a question. It was in Division, and, cipher as we would, we could not get an "answer without a remainder." After "trying" two long hours, we took our slate, marched up to the desk, and handed it to the teacher. He looked at our work, said not a word, wrote something on the slate and handed it back to us. Vexed and out of patience with his cool indifference, we returned to our seat, and after indulging in some very rebellious thoughts against him, we read the writing. It was, "*Try again, there is no remainder.*" The silent but expressive sentence gave us more assurance than if he had spoken it a dozen times. It inspired us with confidence. We did try again, and again, and after repeated exertions we succeeded in obtaining a correct result without a "remainder." We felt proud of that boyish triumph, and when we again laid our slate before the master, we were amply rewarded with an approving smile and encouraging words.

These six words were stamped indelibly upon our memory, and ever afterwards, when apparent difficulty stared us in the face in our undertaking, they returned to us. Right there before us, with our mind's

eye, we can see them on the slate—every word, every letter, distinctly, and we take fresh courage, and “try again.” Those words were the talisman to all we have ever accomplished. They are not cherished because of their authorship. The crabbed little school master that wrote them was the least beloved by us of all our useful instructors, and yet he wrote six words that are engraved upon our heart.—*Lady's Christian Annual.*

### A Lesson in History.

TEXT-BOOK, “*Worcester's Elements.*” The whole domain of history can not be explored in the time usually allotted to this branch in our schools. The judicious teacher will, therefore, select some of the most interesting and important events and periods, which he will endeavor to treat with some degree of thoroughness. Of course, he can not but pause awhile on the “plains of Marathon.” Marathon is the subject for this lesson. In the preceding lesson, the commencement of the Persian invasion was considered.

The text of the present lesson begins at the fifth paragraph on the twenty-fourth page, and ends with the tenth paragraph on the twenty-fifth page. The teacher, in assigning the lesson to the class, says:

“I expect you to commit to *memory* the portion of the text which I have designated, and to recite it promptly and energetically, without questions. I do not require the exact words of the book, but you must give every *fact* and every *thought correctly* and *promptly*. In the study of history you must constantly ask yourselves these questions.

*What?* This question will require you not only to scrutinize and learn the statements in the text, but send you to other authorities and writers for verifications and details. *When?* This question will send you to commune with chronological charts and tables. Chronology is said to be the eye of history. But history has another eye, viz: geography; you must not, therefore, forget to ask yourselves the question, *Where?*

Unless you are very good geographers, this question will compel you to turn to the maps which you will find in “*Mitchell's Ancient Atlas.*”

The question *Who?* will open to you a very interesting field. *Who was Aristides, the Just?* I think you will wish to know something more of such a character than you will find in our text. Well, you can be gratified by going to the classical and biographical dictionaries.

Finally, ask yourselves the question, *Why?* This will make you *think*.

It will lead you to consider the causes of events, and their connection with each other.

"Now those who study those questions most faithfully will be likely to succeed best in this branch. These are the principal questions I shall put to you in the recitation. You are at liberty to come to me with these questions, *after* using all the books within your reach to find them out."

After these remarks, the reader may suppose one day to have elapsed. The class are now in their recitation seats. The teacher is before them. A map of Greece, drawn by a pupil, is suspended upon the wall of the recitation room.

Teacher. "Miss A. may commence the recitation." Miss A. rises and repeats the fifth paragraph.

Teacher. "Miss B. may proceed." When Miss B. gets to the word *Miltiades* in the middle of the long sentence—

Teacher. "Pause there if you please. The class pronounce the word with *energy* and *distinctness*, thus, MILTIADES." The class repeat.

Teacher. "Mr. C. may proceed." Mr. C. recites through the sentence, and so on, Mr. D. E. F. and G. are called at random or by cards, till the substance of the lesson is recited without comment.

This part of the recitation occupies but a few minutes.

Teacher. "The promontory of Athos makes quite a figure in the Persian invasion. Miss H., *where* is it? Ans., "In Macedonia." Miss I. raises her hand.

Teacher. "Miss I, we will hear you." Miss I says, "It is in the *Ægean sea*."

Teacher. "You may point it out." (It is pointed out.) "You see that both are right. It is now called Monte Santo, or Sacred Mount. It is nearly as high as Mount Washington. There are many monasteries on its sides. It is connected to the main land by—(the class, an isthmus) about a half a league wide. In the next lesson you will find something about this isthmus.

The second Persian fleet of—(class, 600 sail,) 'ravaged the Grecian islands,' as this text has it. Tytler says, 'many of the Grecian islands,' and Weber says, 'the Cyclades.' Point out the principal Grecian islands. *What* are the Cyclades? (No answer.) Does not the word sound like *circle*?" The class answer, "It does." Teacher, "Do you see how the principal islands in the *Ægean sea* are arranged?" Mr. L. says they form a circular figure. "And from that are called *Cyclades*," says the Teacher.

Teacher. "In the mean time an immense army invaded Attica. Mr. M. may point out Attica. (It is pointed out.) As a natural division of land what would you call it?" Pupil. "A peninsula."

Teacher. "You will observe that it is a very small tract of land, being not more than two-thirds as large as Connecticut, and its soil far from being fertile, and yet it is famous in history. *Why?* To the class.

One pupil answers, "On account of its institutions;" another, "On account of its great men;" another, "Its literature."

Teacher. "True, but *why* did not other countries have all these as well?"

Pupil. "Because the people were not so brave and energetic."

Teacher. "But why were not other nations as brave and energetic? are not all nations from one stock?"

Pupil. "The land was poor and they had to work hard as we do in New England, and that made them hardy."

Teacher. "But all countries of sterile soil have not been famous in history. The truth is many causes conspired to make Attica what she was; much study of history and geography is required to understand it. We can not now go any further in that direction. We must go to Marathon, and see what happened there. But before we go, let me advise you to read that fine poem by Sir W. Jones, entitled, 'What constitutes a State?'"

Pupil. "Where shall we find it?"

Teacher. "In the Cyclopaedia of English Literature on the table there. If you wish to know more of the connection between historical facts and geographical facts, look into the admirable book entitled 'Earth and Man,' by Prof. Guyot, a very learned man who is employed to lecture at the Teachers' Institutes in Mass. But to Marathon. Mr. N. will you please to give us a brief analysis of the battle."

Mr. N. "The *place*, on a narrow plain near a small village called Marathon, about ten miles from Athens.

The *parties*, the Persians on one side and the Athenians and Plataeans on the other.

The *commanders*, Artaphernes, Dares, and the traitor Hippias, led the Persians; and Miltiades, the Greeks.

The *comparative forces*, the Persians 100,000 foot and 10,000 horse; on the other side 30,000 or 40,000.

Teacher. "You have given the Greek force according to the text-book. If that is correct the disparity was not very remarkable. Weber

says, '10,000 Athenians and 1,000 Plataeans.' Tytler says, 'Their whole army (the Grecian) was only 10,000 men;' and these are no mean authorities. Suppose we set down the Greeks at 11,000 and the Persians at 110,000, how can we account for the success of the former?"

Pupil. "The Persians were too sure of victory and did not prepare themselves for a severe contest."

Teacher. "What ground have you for that statement?"

Pupil. "The Persians brought with them marble of which to erect monument to their anticipated victory."

Teacher. "Any other cause of the result?"

Pupil. "The Greeks felt that their lives and fortunes all depended upon their success."

Teacher. "Any other?" No answer. He proceeds. "Other might be mentioned. Miltiades had learned the Persian tactics in Asia, the ground was rough so that the Persian cavalry were useless the Grecians gave instead of receiving the first shock of battle; the Grecian army was drawn up skillfully, and so posted against a hill that its flanks were protected. *Who* was 'Hippias the traitor' that was slain?"

Pupil. "He was a tyrant of Athens who had been expelled from arbitrary and despotic rule."

Teacher. "The word *tyrant* in Grecian history does not necessarily mean an arbitrary and despotic ruler. The traitorous conduct of Hippias will remind you of the blackest character in American history—Teacher making a pause of suspense, the class answer Arnold. The teacher adds, "I am sorry to say he was born in this State. I will in conclusion, read to you that fine passage on this battle, found in Webster's oration at Plymouth Rock. Commencing, 'When the traveler pauses on the plains of Marathon,' etc. One sentence more 'If we conquer,' said the Athenian commander, on the approach of that decisive day, 'if we conquer, we shall make Athens the greatest city of Greece.' I will only remark that the grateful Athenians employed one of their best artists to paint Miltiades in the act of making this speech.—J. D. P., *Conn. Common School Journal*."

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A fool in high station is like a man on top of a monument—every thing appears small to him, and he appears small to everybody.

## MATHEMATICAL DEPARTMENT.

EDITED BY F. W. HURTT, CINCINNATI.

## SOLUTIONS OF QUESTIONS PUBLISHED IN THE JUNE NUMBER OF THIS JOURNAL.

No. 22. Solution by J. M. ANDERSON. Given *the sine of an arc whose radius is unity, is*  $\sqrt{\frac{x}{a+x}}$  *what is its tangent?*

$$\text{Since } \sin^2 + \cos^2 = 1.$$

$$\cos. = \left( \frac{a}{a+x} \right)^{\frac{1}{2}}$$

Again, since  $\cos. : \sin. : : 1 : \tan.$

$$\left( \frac{a}{a+x} \right)^{\frac{1}{2}} : \left( \frac{x}{a+x} \right)^{\frac{1}{2}} : : 1 : \tan.$$

$$\therefore \text{tang.} = \sqrt{\frac{x}{a}}.$$

No. 23. Solution by A. A. KEEN.

$$\text{Given } \left\{ \begin{array}{l} x + xy + xy^2 + xy^3 = 15 \\ x^2 + x^2y^2 + x^2y^4 + x^2y^6 = 85 \end{array} \right\} \text{ to find } x \text{ and } y.$$

Factor  $\left\{ \begin{array}{l} x(1+y)(1+y^2) = 15 \text{ (1)} \\ x^2(1+y^2)(1+y^4) = 85 \text{ (2)} \end{array} \right\}$ . Square equation (1) and divide the result by equation (2) and we have

$$\frac{(1+y)^2 + (1+y^2)}{1+y^4} = \frac{45}{17}$$

Clear of fractions, transpose, and divide by  $y^2$

$$14y^2 - 17y - 17 - \frac{17}{y} + \frac{14}{y^2} = 0.$$

Add 45 to both sides and factor

$$14 \left( y^2 + 2 + \frac{1}{y^2} \right) - 17 \left( y + \frac{1}{y} \right) = 45.$$

Let  $z = \left( y + \frac{1}{y} \right)$ ,  $\therefore 14z^2 - 17z = 45$ , and  $z = 2\frac{1}{2}$  or  $-1\frac{5}{14}$

whence  $\begin{cases} y = 3 \text{ or } \frac{1}{3} \text{ from } + \text{ value of } z, \\ x = 1 \text{ or } 8 \text{ by substitution.} \end{cases}$

Or thus by M. C. STEVENS.

Take the recurring equation  $14y^4 - 17y^3 - 17y^2 - 17y + 14 = 0$ .

Multiply by 14 and add  $702\frac{1}{2}y^2$ , and we have

$$196y^4 - 238y^3 + 464\frac{1}{2}y^2 - 238y + 196 = 702\frac{1}{2}y^2$$

Extract square root  $14y^2 - 8\frac{1}{2}y + 14 = \pm 26\frac{1}{2}y$  :

whence  $y = 2$  or  $\frac{1}{2}$ , and  $x = 1$  or  $8$ .

Observe that this is a new method of solving recurring equations of the 4th degree. Every equation of this kind, can be solved by adding to the middle term as above.

No. 24. Solution by J. N. SODERS.

*What is the product of Zero and Infinity?*

$$\frac{x}{0} = \infty, \text{ hence } x = 0 \times \infty.$$

Zero by Infinity = any finite number.

ACKNOWLEDGMENT.—All the questions were solved by Adspetum, Bowlder, Gamma, C. S. Hays, R. W. McFarland, M. C. Stevens, J. N. Soders and A. Schuyler. E. C. Ellis, J. M. Anderson and Abijah McLain solved Nos. 22 and 23. D. Daily solved Nos. 23 and 24. A. Schuyler sent a very pretty and original solution to No. 18 of the July number, but it was too late to be noticed. He also solved Nos. 19 and 20, which were overlooked in making up the matter for the last number.

The interest in this Department is manifestly increasing, yet we feel that too many of those for whom it was established are not free enough to correspond. Write friends: send in your problems. Let us know what class of examples will be of the most practical benefit to you: though we may not answer your letters, we are glad to hear your suggestions and receive your aid. Though many problems are on hand, yet yours may answer the object of the Department better than many we now have. If all can not appear we will try to choose for your good: some have been faithful and regular—we hope they will continue.

#### QUESTIONS FOR SOLUTION.

No. 28. By A. B. CORNELL. A, B and C paid each \$300 for a piece of land. A paid a certain sum per acre, B \$1 more, and C \$1 more than B per acre. There were 300 acres in all. How much did each pay per acre?

No. 29. By S. G. BARNARD for mental solution. Mary spun yarn for the  $\frac{1}{3}$  part. She took 9 skeins and her employer 5, when she found that she could take  $\frac{1}{5}$  of what remained. How many skeins did she spin?

No. 30. By W. D. H. To construct a plane triangle, having given the sides about the vertical angle, and the lines bisecting them.

## PROBLEM OF LIGHTS.—BOWLDER.

In this problem, when  $b$  and  $c$  equal the intensities of two lights,  $a$  their distance apart,  $x$  the distance of the point of equal intensities (*between them*) from  $b$ , and  $(a - x)$  the distance from  $c$  to the same point; we find  $x = \sqrt{b} \left( \frac{a}{\sqrt{b} + \sqrt{c}} \right)$  and  $(a - x) = \sqrt{c} \left( \frac{a}{\sqrt{b} + \sqrt{c}} \right)$  or when  $x$  is greater than  $a$ ,  $x = \sqrt{b} \left( \frac{a}{\sqrt{c} - \sqrt{b}} \right)$  and  $(a - x) = -\sqrt{c} \left( \frac{a}{\sqrt{c} - \sqrt{b}} \right)$ . Observe that the whole distance  $a$ , in the first condition, is equal to the sum of the square roots of the intensities into the constant  $\left( \frac{a}{\sqrt{b} + \sqrt{c}} \right)$ , and in the second condition, is equal to the difference of the same into the constant  $\left( \frac{a}{\sqrt{c} - \sqrt{b}} \right)$ . Let  $y$  and  $z$  represent the constants, and we have  $y\sqrt{b} + z\sqrt{c} = a$ , and  $z\sqrt{b} - y\sqrt{c} = a$ . Hence, to find the point of equal intensities between the two lights or beyond the less, form an equation making the distance equal the sum of the square roots, or difference as it may be, of the intensities into the same quantity.

**EXAMPLE.** How far from each of two lights, whose intensities are to each other as 9 to 16, will their intensities be equal, if they are 70 inches apart?

Solution when the point is between them:

$$\left. \begin{array}{l} 4x + 3x = 70 \\ x = 10 \end{array} \right\} \text{whence } \left\{ \begin{array}{l} 4x = 40 \text{ inches from the greater} \\ 3x = 30 \text{ " " from the less.} \end{array} \right.$$

When the point is beyond the less:

$$\left. \begin{array}{l} 4x - 3x = 70 \\ x = 70 \end{array} \right\} \text{whence } \left\{ \begin{array}{l} 4x = 280 \text{ inches from the greater} \\ 3x = 210 \text{ " " " less.} \end{array} \right.$$

The same is true of magnets.

Correspondents furnishing questions will please accompany them with their own solutions when they can do so.

All communications for this department should be addressed "Math. Dep't. O. J. Ed'n., care of F. W. Hurtt, Cincinnati, O.," until further notice; and, to be in time, should be mailed by the first of the month preceding that on which they are to appear.



## MISCELLANEOUS.

## Component Elements of the English Tongue.

Suppose the English language to be divided into a hundred parts; of these, to make a rough distribution, sixty would be Saxon, thirty would be Latin, (including, of course, the Latin which has come to us through the French,) five would be Greek; we should thus have assigned ninety-five parts, leaving the other five, perhaps too large a residue, to be divided among all the other languages from which we have adopted isolated words. Thus, just to enumerate a few of these latter; we have a certain number of Hebrew words, mostly, if not entirely belonging to religious matters, as "amen, cabala, cherub, ephod, hallelujah, jubilee, manna, Messiah, sabbath, seraph." The Arabic words in our language are more numerous; we have several arithmetical and astronomical terms, as "algebra, cypher, zero, zenith, nadir, talisman, almanach and chemical;" for the Arabs were the chemists, no less than the astronomers and arithmeticians of the middle ages; as "alkal, alembic, elixir, alcohol;" add to these the names of animals or articles of merchandise first introduced by them to the notice of Western Europe, "giraffe, gazelle, saffron, lemon, orange, sherbet, lute, syrup, artichoke, mattrass, jar, assegai, barragan, coffee, sugar, amber, mummy, jasmin, crimson," and some farther terms, "assassin, vizier, divan, sultan, admiral, arsenal, carat, tarif, sofa, caffre, magazine;" and I believe we shall have nearly completed the list. We have moreover a few Persian words, as "bazar, lilac, pagoda, caravan, azure, scarlet, taffeta, saraband;" of "scimitar" it can, I believe, only be said, that it is Eastern. We have also a few Turkish; as "tulip, turban, chous, dragoman," or as it used to be spelt, "trunchman;" this last having hardly a right to be called English.

The new world has given us a certain number of words, Indian and other — "tobacco, chocolate, potatoe, maize," (Haytian) "condor, hamoc, cacique, wigwam;" and if "hurricane" is a word which Europe originally derived from the Caribbean islanders, it should of course be included in this list.

To come nearer home, we have a certain number of Italian words, as "bandit, charlatan, pantaloon, gazette." We have some Spanish, as "musquito, negro, duenna, punctilio, alcove,\* alligator, gala, cambist,

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\*On the question whether this ought not to have been included among the Arabic, see Diez, *Werterbuch*, d. Roman Sprachen, p. 10.

palavar." A good many of our sea terms are Dutch, as "sloop, schooner, yacht." Celtic *things* are for the most part designated among us by Celtic words; such as "bard, kilt, clan, pibroch, plaid, reel." Nor only such as these, which are all of them comparatively of modern introduction, but a considerable number, how large a number is yet a very unsettled question, of words which at a much earlier date found admission into our tongue, are derived from this quarter.—  
*English Past and Present, by R. C. Trench.*

## CIRCULATION OF THE JOURNAL.

The first, second and third columns in the following Table, exhibit the circulation of the Journal, in the several counties in Ohio, at the close of the corresponding volumes, and the fourth, the present circulation of the current volume. In addition to these, we have about 200 subscribers in other States, making the whole number 2200.

| Counties.     | I. | II. | III. | IV.             | Counties.     | I.  | II. | III.           | IV.         | Counties.  | I.   | II. | III. | IV. |
|---------------|----|-----|------|-----------------|---------------|-----|-----|----------------|-------------|------------|------|-----|------|-----|
| Adams....     | 1  | 2   | 7    | 12              | Hamilton..    | 72  | 182 | 172            | 135         | Noble..... | 0    | 4   | 6    | 3   |
| Allen.....    | 0  | 4   | 13   | 11              | Hancock... 16 | 24  | 24  | 9              | Ottawa... 1 | 0          | 2    | 2   | 2    |     |
| Ashland... 54 | 46 | 28  | 19   | Hardin.... 1    | 1             | 4   | 0   | Paulding... 0  | 1           | 0          | 0    | 0   |      |     |
| Ashtabula 29  | 39 | 18  | 10   | Harrison... 8   | 18            | 27  | 14  | Perry..... 2   | 1           | 13         | 13   |     |      |     |
| Athens... 0   | 1  | 27  | 26   | Henry..... 0    | 0             | 1   | 0   | Pickaway... 9  | 26          | 36         | 24   |     |      |     |
| Anglaize.. 0  | 0  | 2   | 0    | Highland.. 12   | 15            | 36  | 43  | Pike..... 1    | 4           | 4          | 3    |     |      |     |
| Belmont... 24 | 31 | 31  | 20   | Hocking... 3    | 1             | 0   | 1   | Portage... 4   | 18          | 43         | 24   |     |      |     |
| Brown.... 0   | 27 | 124 | 86   | Holmes... 3     | 2             | 7   | 0   | Preble.... 21  | 26          | 48         | 39   |     |      |     |
| Butler.... 14 | 10 | 58  | 15   | Huron.... 35    | 32            | 72  | 40  | Putnam... 1    | 0           | 0          | 2    |     |      |     |
| Carroll... 2  | 7  | 5   | 4    | Jackson... 0    | 2             | 14  | 63  | Richland.. 57  | 45          | 41         | 24   |     |      |     |
| Ch'ampaign 5  | 19 | 33  | 15   | Jefferson... 13 | 56            | 23  | 30  | Ross..... 7    | 24          | 19         | 21   |     |      |     |
| Clark.... 14  | 17 | 14  | 10   | Knox..... 45    | 36            | 35  | 31  | Sandusky . 2   | 7           | 12         | 7    |     |      |     |
| Clermont . 22 | 37 | 70  | 75   | Lake..... 25    | 24            | 32  | 24  | Scioto... 4    | 50          | 24         | 28   |     |      |     |
| Clinton... 3  | 41 | 32  | 22   | Lawrence.. 8    | 13            | 10  | 17  | Seneca.... 44  | 58          | 61         | 55   |     |      |     |
| Col'mbi'na 35 | 51 | 48  | 35   | Licking... 44   | 47            | 43  | 35  | Shelby... 2    | 3           | 2          | 2    |     |      |     |
| Coshocton . 4 | 18 | 52  | 46   | Logan.... 1     | 5             | 4   | 21  | Stark.... 80   | 75          | 26         | 37   |     |      |     |
| Crawford . 13 | 13 | 13  | 5    | Lorain.... 5    | 19            | 18  | 10  | Summit... 9    | 8           | 30         | 7    |     |      |     |
| Cuyahoga . 48 | 95 | 56  | 36   | Lucas.... 20    | 10            | 21  | 24  | Trumbull . 4   | 11          | 10         | 11   |     |      |     |
| Darke.... 3   | 2  | 4   | 3    | Madison... 2    | 20            | 15  | 5   | Tuscaraw's 5   | 6           | 21         | 20   |     |      |     |
| Defiance.. 7  | 3  | 10  | 9    | Mahoning . 4    | 10            | 11  | 4   | Union.... 0    | 1           | 3          | 3    |     |      |     |
| Delaware . 11 | 41 | 23  | 28   | Marion... 8     | 9             | 1   | 3   | Vanwert.. 1    | 0           | 1          | 0    |     |      |     |
| Erie..... 58  | 40 | 20  | 20   | Medina... 3     | 2             | 5   | 27  | Vinton... 0    | 0           | 3          | 4    |     |      |     |
| Fairfield . 6 | 7  | 20  | 15   | Meigs..... 0    | 0             | 7   | 7   | Warren... 21   | 45          | 90         | 67   |     |      |     |
| Fayette... 2  | 2  | 20  | 18   | Mercer.... 0    | 1             | 8   | 0   | Washing'n 20   | 20          | 20         | 27   |     |      |     |
| Franklin.. 30 | 0  | 60  | 45   | Miami.... 18    | 26            | 33  | 18  | Wayne... 12    | 12          | 21         | 19   |     |      |     |
| Fulton... 1   | 35 | 6   | 4    | Monroe... 1     | 2             | 2   | 14  | Williams . 0   | 7           | 7          | 2    |     |      |     |
| Gallia.... 0  | 1  | 1   | 2    | M'tgomery. 66   | 52            | 45  | 19  | Wood.... 10    | 18          | 13         | 8    |     |      |     |
| Geauga... 6   | 6  | 2   | 5    | Morgan... 13    | 12            | 16  | 31  | Wyandot . 2    | 6           | 7          | 4    |     |      |     |
| Greene... 62  | 60 | 87  | 48   | Morrow... 9     | 32            | 7   | 10  |                |             |            |      |     |      |     |
| Guernsey . 25 | 42 | 90  | 42   | Muskingum 53    | 88            | 147 | 70  | Totals... 1285 | 1920        | 2375       | 2000 |     |      |     |

## Teachers' Institutes.

Arrangements are already made for holding Institutes as stated below:

Champaign county, Normal Class, at Urbana, August 16th, three weeks.

Jackson county, at Jackson, August 6th, one week.

Scioto county, at Portsmouth, August 9th, three days.

Guernsey county, at Washington, August 20th, one week.

Athens county, at Albany, September 4th, one week.

## Editors' Portfolio.

The meeting of our Association at Cleveland was large, enthusiastic, and harmonious. The weather was fine, the citizens manifested a becoming interest, and the occasion was altogether one to be remembered with pleasure by all.

The action in regard to the establishment of a Normal School was prompt and decided. A majority of the committee appointed to secure possession of the gift of Mr. McNeely being in attendance, a meeting was called immediately after the close of the session, and it was decided to meet in Hopedale on the 14th of August for the purposes contemplated. The best feeling pervaded the minds of the committee.

### Correspondence.

We are endeavoring to raise the standard of qualification among our teachers. We have adopted the plan of graded certificates: correct answers to 95 per cent. of the questions asked entitle the applicant to a first class certificate—for two years; 80 per cent., to second class—for one year; 60 per cent., to third class—for six months; and less than 60 per cent., to none. The plan is working admirably: applicants are becoming ambitious. We intend, if possible, to make ours the banner county, and one grand instrument to make it such is the Journal; hence we wish all our teachers to subscribe for it.

W. C., of the School Examiners, Clermont Co.

I shall make a strong effort, at our Fall examination of Teachers, to increase the number of subscribers to the Journal. I think it is time for Meigs county to try another denomination: it has been in the unit column long enough. I hope to make the number of subscribers 14 instead of "4," and as many more as possible.

A. A. K., Pomeroy.

Would it not be a good plan to enlarge the Journal to double its present size, and double the subscription price? Nearly all our Teachers are now paid \$300, or more per year, and all could afford to pay \$2 for such a paper as the Journal would then be, rather than do without it.

W. B. S., Stillwater.

To this it may be answered that, if every subscriber would make even a moderate exertion to increase the circulation of the Journal in his own vicinity, its size might be increased at least fifty per cent. without the necessity of adding to the price. We now send nearly 300 copies in single wrappers; if every one who receives this copy in this way would send in even a single dollar we could afford to issue a double number once in three months, or 48 pages every second month.

—RESIDENT EDITOR.

Our town has recently been incorporated under the name of Middleport, and I think there is no doubt but another year will bring about for us the adoption of the Union School System: our schools are now *graded*, being under the control of four competent Teachers, two male and two female.

D. P., Middleport, Meigs Co.

The Union School in this place, though in its infancy, has outlived much opposition, and is now, I think, firmly established.

J. W. H., Supt., Fremont.

### Notices of Colleges, Schools, etc.

Western Reserve College.—On the 12th ult., Rev. HENRY L. HITCHCOCK, late Pastor of the 2d Presbyterian Church in Columbus, was inaugurated President of this Institution in place of Pres. Pierce, who recently resigned after holding

the office for twenty-one years. It is confidently hoped that the College will now recover from its temporary embarrassments, and soon take the place which it once seemed destined to hold, of one of the first Colleges of the Union.

Granville Female Seminary.—Those who have daughters or wards to send away from home to school, would do well to look at the card of this Institution, on the 2d page of the cover. Parents may be assured that, in the family of Mr. and Mrs. Sanford, the health, the happiness, the comfort, as well as the intellectual and moral improvement of their daughters, will be watched over with *parental solicitude*. Granville is widely and favorably known as the seat of two male and two female institutions of learning, all well conducted and flourishing. Its healthfulness, its quietness, and the beauty of its scenery, render it a favorite place for study. The Female Seminary, now and for several years last passed under the successful management and instruction of Mr. Sanford, has enjoyed more than twenty years of uninterrupted prosperity. Its buildings are undergoing thorough repairs, and extensive additions and improvements are being made, both in the extent and completeness of their accommodations. The next term commences on the 6th of September next.

CATALOGUES.—Witteberg College—The College classes number 48 : Seniors 5, Juniors 9, Sophomores 13, Freshmen 21 : Partial Course 2, Commercial 52, Preparatory 62 : total 164. Beside the President, Rev. Dr. Sprecher, six Professors and Teachers are employed.

Bethany College, Va.—The number of students enrolled during the 14th session, ending July 4th, was 125. Seventeen graduated at the close of the preceding session. Rev. Alex. Campbell is President, and the Faculty numbers five other Professors.

Green Mount Male and Female College, near Richmond, Ia.—The students for the year ending with June, number 112. John Haines, the President, is aided by two male and two female Instructors.

The fifth annual Catalogue of Mt. Union Seminary and Normal School shows the Institution to be in a very flourishing condition. Mr. O. N. Hartshorn, the Principal, is aided by five male and two female Teachers. Students, Gentlemen 234, Ladies 108 : Total 342.

The fifth annual Catalogue of the Cincinnati Female Seminary, under the charge of Mr. T. A. Burrows, gives a list of 136 pupils for the past year.

The first annual Catalogue of Delaware Female College, under the auspices of the Presbyterian Church, (Old School,) contains the names of 112 pupils. Rev. D. McCarter is President : seven other Teachers are enumerated.

PUBLIC SCHOOLS.—During the last week in June, and the first in July, the papers of Cincinnati contained glowing accounts of the Examinations and Exhibitions of the several departments of the Public Schools. No one could read them without becoming satisfied that these schools have a firm hold upon the confidence and a warm place in the affections of the people of the city. The exercises of nearly all were largely attended by parents and citizens generally. Those of the two High Schools held a large audience from two till seven o'clock P. M., though the temperature was any thing but refrigerating. The presentation to Teachers of valuable tokens of affection, such as books, gold pens, portfolios, etc., both by schools and individual scholars, formed one of the interesting accompaniments of the closing exercises in most of the schools.

We copy the following statistics from the "Genius of the West" for July : Cincinnati has at present 17 district schools, 1 intermediate school, and 2 high schools, besides 2 schools for colored children, and 2 small neighboring schools. The number of teachers is 219, of whom 55 are males, and 164 females. The

average daily attendance for March was 8,660 pupils. The whole number of names entered during the year ending with June 30th, 1854, was 16,290; but on these the superintendent estimates that there are only about 12,000 or 14,000 different individuals. This is the estimate for public schools. In the 15 or 20 private seminaries of the city, there are probably not more than 3,000 or 5,000 pupils during the year, at the largest estimate. Thus, in a city of nearly 200,000 inhabitants, containing between 30,000 and 35,000 youths between six and sixteen years of age, only about 19,000 youths attend school at all, or about one-tenth of our whole population.

The citizens of Warren, Trumbull county, have voted a tax of \$8,000 for the erection of a Public High School House. The report of Mr. James Marion, the Superintendent, shows that substantial improvement in the gradation of the schools, and thorough instruction of the scholars, has been made during the year just closed.

The people of Springfield are just finishing two fine buildings for their Public Schools, at a cost of some \$11,000 or \$12,000 each. They are constructed in modern style, well lighted, and ventilated, and warmed by furnaces. We feel confident that if faithful and persevering effort and industry can do it, Mr. Hurtt, the Superintendent elect, will give them an efficient system of schools. It is a matter of rejoicing that Springfield, which has done so much for its various private schools and Seminaries, is not longer to neglect provision for its youth under the true system of education.

The good ladies of Ashland manifested their interest in their Public Schools, and their appreciation of the labors of the Superintendent and Teachers, by a bountiful Pic Nic served on the Fourth. Mr. BARBER, the Superintendent, received several handsome presents.

At the close of the last term of the Public High School of Columbus, the pupil presented to Mr. SAMSON, late Principal, a valuable gold watch appropriately inscribed.

#### Selected Anecdotes.

The School Mistress.—“The school ma'am's coming—the school ma'am's coming!” shouted a dozen voices at the close of half an hour's faithful watching, catch a glimpse of our teacher. Every eye was turned towards her with most scrutinizing glance—for the children as well as others always form an opinion of a person, particularly of their teacher, at first sight.

“How tall is she!” exclaimed one.

“Ho, I ain't afraid of her, nor a dozen like her,” exclaimed the “big boy” of the school.

“Nor I, either,” cried the big boy's little ally, “I could lick her easy as could n't you Tom?”

“Yes; and I will, too, if she goes to touch me.”

“Hush!” cried one of the girls, “she will hear you.”

By this time she had nearly reached the door, round which we were clustered, and every eye was fixed upon her face, with an eager, yet bashful gaze, waiting, as yet, what verdict to pass upon her.

“Good morning, children,” she said in the kindest voice in the world. Her face was lighted with the sweetest smile imaginable. “This is the morning to commence school, is it not?”

“I know I shall love her,” whispered a little pet in my ear.

We all followed her into the school room, except Tom Jones and his

watched until the rest were seated, and then came in with a swaggering, noisy gait and a sort of dare-devil, saucy look, as much as to say, "who cares for you?"

Miss Westcott looked at them kindly, but appeared not to notice them farther. After a short prayer, and reading a chapter in the Bible, she passed round the room, and made some inquiry of each one in regard to themselves and their studies.

"And what is your name?" she asked, laying her hand on Tom's head, while he sat with both his hands in his pockets swinging his body backwards and forwards.

"Tom Jones," shouted he at the top of his voice.

"How old are you Thomas?" she asked.

"Just as old again as half," answered Tom, with a saucy laugh.

"What do you study, Thomas?" "Nothing."

"What books have you?" "None."

Without appearing to be at all disturbed at his replies, Miss Westcott said: "I am glad that I am to have one or two large boys in my school; you can be of great assistance to me. Thomas if you will stop a few moments after school this afternoon; we will talk over a little plan I have formed."

"This was a mystery to all, and particularly to Tom, who could not comprehend how he could be useful to anybody, and for the first time in his life he felt as if he was of some importance in the world. He had always been called the "bad boy" at school, and he took a sort of pride in being feared by the children and dreaded by the teachers.

Miss Westcott, at once, comprehended his whole character, and began to shape her plans accordingly. She maintained that a boy, who at twelve years of age made himself feared among his schoolmates, was capable of being made something of. Heretofore all influences had conspired to make him bad, and perhaps a desperate character; she was determined to transform his character by bringing opposite influences to work upon him; and to effect this, she must train his confidence, which could not be done in a better way than by letting him feel that she placed confidence in him.

When school was out, more than half the scholars lingered about the door wondering what Miss Westcott had to say to Tom Jones. He had often been bid to remain after school, but it was always to receive punishment or a severe lecture, and nine times out of ten he would jump out of the room; but it was evidently for a different purpose that he was to remain now, and no one wondered what it could be more than Tom Jones.

"Do n't you think, Thomas, that our school room would be far pleasanter if we had some evergreens to hang about; something to make it more cheerful!" inquired Miss Westcott.

"Yes 'm, and I know where I can get plenty of them."

"Well, Thomas, if you will have some here by eight o'clock to-morrow morning, I will be here to help you put them up, and we will give the children a pleasant surprise. Here are some books I will give you, Thomas; you may put them in your drawer, as they are what I want you to study."

"But I can't study geography and history," exclaimed Tom confused, I never did."

"That is the reason why you think you can not," replied Miss Westcott; "I am quite sure you can, and will love them I know."

"Nobody ever cared whether I learned or not before," said Tom, with some emotion.

"Well, I care," said Miss Westcott, with earnestness; "you are capable of becoming a great and good man; you are forming a character for life, and it depends upon yourself what you become. The poorest boy in the country has an equal chance with the wealthiest, and his circumstances are favorable for becoming eminent, for he learns to depend upon himself. I will assist you all I can in your studies, Thomas, and I know you will succeed; remember that I am your friend, and come to me in every difficulty."

Tom Jones had not been brought up; he had come up, because he had been born in the world and could n't help it, but as for any mental or moral training, he was as guiltless of it as a wild bramble of a pruning knife. His father was an intemperate, bad man, and his mother a totally inefficient woman. At home he received nothing but blows, and abroad nothing but abuse. His bad passions were therefore all excited and fostered; and his good ones never called out. He always expected his teachers would hate him, so he whetted anew his combative powers to oppose them, and he had made up his mind to "turn the new school ma'am out of doors." When, therefore, Miss Westcott declared that she was glad to have him in her school, he was amazed; and that she should manifest such an interest for him, and give him a set of books, was perfectly incomprehensible to him. Miss Westcott understood his position and character, and determined to modify them. She felt that he was equally capable of good, and bad actions, though the bad now predominated. She knew that his mind must be busy; one might as well think of chaining the lightning, as bending down by force that wild spirit to his books. She would give him employment, but such as would call out a new train of ideas and thoughts. He must feel that he was doing good for others' sake, and that he was not guided alone by his own wayward will, yet there must be no *appearance* of restraint upon him; he must *choose* to do good.

Tom Jones went home that night with a new feeling in his breast; for the first time in his life, he felt that he was capable of rising above his present condition, and becoming somewhat greater and better than he was. His mind became inundated with new and strange emotions, and like a mighty river turned from its course, his thoughts and energies from that hour sought a new direction.

The next morning he was up with the dawn, and when Miss Westcott arrived at the school house, she found Tom Jones there with his evergreens.

"Good morning, Thomas," she said kindly, "so you are here before me; you must have risen early, and I see you have found some beautiful evergreens. Now, if you will help me to hang them, we will have the room arranged before nine o'clock."

"I have brought a hammer and some nails," said Tom, "I thought we should need them."

"Yes, so we shall, I am glad you thought of it," replied Miss Westcott.

That day every scholar looked amazed to see Tom Jones actually studying his book, and hear him answer several questions correctly, and they were still more confounded when at recess Miss Westcott said:

"Thomas, you will take care of these little children, will you not, and see that they do not get hurt? You must be their protector."

One would as soon have thought of setting a wolf to guard a flock of lambs, as Tom Jones to take charge of little children.

"Well," exclaimed Sam Evans, "I never saw such a school ma'am in all the days of my life, that I know of; did you, Tom?"

"No," replied Tom, "but I wish I had and I would have been a different boy from what I am now, but I am going to study now and learn something. Miss Westcott says I can, and I am now determined to try."

I was astonished to see the effect that Miss Westcott's treatment of Tom had upon the scholars—they began to consider him of some importance, and to feel a sort of respect for him which they at first manifested by dropping the nickname Tom, and substituting Tommy, which revealed certainly, a more kindly feeling towards him.

In less than a week Miss Westcott had the school completely under her control, yet it was by love and respect she governed, and not by an iron rule; she moved among her scholars a very queen, and yet so gained their confidence and esteem, that it did not seem to them submission to another's will, but the promptings of their own desire to please. One glance of her dark eye would have quelled an insurrection, and one smile made them happy for a whole day.

Julia Westcott taught a school with a realization of the responsibilities resting upon her, and she bent her energies to fulfill them. Carefully and skillfully she unlocked the soul's door and gave a searching glance within, in order to understand its capabilities, and shaped its course accordingly. The desponding and inactive she encouraged; the obstinate subdued; to the yielding and fickle she taught a strong self-reliance. She encouraged the *one single rain drop* to do all the good it could, and the rushing torrent she turned where it would fertilize rather than devastate.

There are in every school some dormant energies, which if aroused, might shake the world. There are emotions and passions, which if let loose will, like the lightnings of the heavens, scatter ruin and blight, but if controlled, may, like it, become the swift messenger of thought to the world. In that head you call *dull* may lie slumbering passions like some pent-up volcano: open that closed crater, and see if there don't belch forth flames which your hand can not stop.

\* \* \* \* \*

The sower in the parable sowed good seed, but that only which fell upon good ground bore good fruit; had the thorns been rooted out and the soil enriched, would not the other fields have yielded a harvest also? I have seen a teacher make his entrance into a school by reading a list of rules two or three feet in length: "you *must* do this—you *must* not do that," without a single remark upon the propriety, the why or the wherefore of the thing, but only "*you must not do so.*"

You might as well expect to cure a man of stealing by pelting him with bibles. The truth certainly hits hard enough—and so would stones; let a man feel the beauty and the benevolence of the law, and he will be quite as apt to profit by it.

Julia Westcott understood human nature. She made it a study, as every teacher ought to do. She rooted out error and prejudice from the minds of her pupils, showed them the evil of sin and the beauty of virtue, the advantage of education, and the consequence of ignorance; taught them their own capabilities and responsibilities, and adapted her instructions to capacities and necessities. And thus she went year after year, scattering good seed on good ground, and she reaped an abundant harvest. From many a happy home and high place came a blessing upon her; and there is no one who breathes her name with greater reverence, or remembers her with more grateful affection than "Tom Jones," who has filled with ability one of the highest judicial offices in the Union, and freely acknowledges that he owes his present character and position, under God's providence, to her treatment and instructions.

Truly: "he that goeth forth weeping bearing precious seed, shall come again rejoicing, bringing his sheaves with him."



## Editors' Table.

Messrs. Crosby, Nichols and Co., of Boston have just issued French Translations self-taught; or First Book of French Translation: on a new system. By G. H. Talbot, Professor of French Language and Literature. From a slight examination, we like the appearance of the work much, and think it well worthy of the attention of all who are interested in the study of French.

Messrs. A. S. Barnes & Co., have recently published a thoroughly revised edition of Davies' Arithmetic: the Primary is a new book, the Intellectual is virtually so, and the School Arithmetic is much improved. For further particulars see the advertisement of the Publishers.

Brookfield's First Book in Composition is a neat little work intended to aid Teachers in interesting their pupils in this art. It is well adapted to the purpose. Published by A. J. Barnes & Co., N. Y.

Payson and Dunton's Penmanship, revised series, in five numbers; accompanied by a book for Ladies, and one of Mercantile Forms. The books have copies at the head of each page. This system, as yet but little known in Ohio, should be thoroughly examined by Teachers and Committees. Published by Crosby, Nichols & Co., Boston. See advertisement.

A Manual of Ancient History, from the remotest times to the overthrow of the Western Empire, A. D. 476; By Dr. L. Schmitz, F. R. S. E. A well printed manual of 466 12mo pages, published by Blanchard & Lea, Philadelphia.

The Pennsylvania School Journal commenced its fourth volume in July. If any one wishes to know what rapid progress Pennsylvania is making in the cause of education, he should send for this Journal at once. Address T. H. Burrows, Lancaster, Penn., inclosing \$1.

The July number of the Bellefontaine Union School Offering is out, appearing better than its predecessor. It can not fail to do good, both at home and abroad.

Norton's Literary Gazette and Publishers' Circular, a handsome quarto, is published on the 1st and 15th of each month, at \$2.00 per year. It is an invaluable work to those who wish to be informed in regard to the issues of the Press.

In speaking of the series of Geographies published by J. H. Colton & Co., an error was committed, the cost of the Maps for the School Geography alone is \$5,000, and of the maps, etc., for the series over \$28,000.

We invite attention to the Physiological Works of Dr. Cutter, described in his advertisement contained in this number.

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### Items.

Prof. CALEB MILLS, State Superintendent of Public Instruction in Ia., has recently received the degree of LL. D. from Franklin College in that State.

Mr. F. W. HURTT, late of the Woodward High School in Cincinnati, is appointed Superintendent of the Public Schools of Springfield.

Mr. WM. MITCHELL, late Superintendent of the Schools of Fredericktown, has been elected to the same place in Norwalk: Salary \$800.

Mr. F. M. STEVENSON, late of Dresden, has been appointed Superintendent of the Schools of McConnelville, in place of Dr. Catlin, resigned.

Lieut. W. G. PECK, (of the Military Academy at West Point,) has been elected Prof. of Math. and Civil Engineering in Kenyon College.

Mr. J. W. SUTHERLAND, A. B., late Principal of one of the Public Schools of Columbus, has been appointed Prof. of Math. and Natural Science in Adelphia College, at Boonville, Mo.

Rev. A. C. BARRY, of Racine, has been appointed Superintendent of Public Instruction in Wis., in place of Hon. H. A. Wright, who died on the 27th of June last.

THE  
Ohio Journal of Education.

COLUMBUS, SEPTEMBER, 1855.

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Normal School.

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*Report of the committee to whom was entrusted the duty of considering the propriety of establishing a Normal School, under the auspices of the Ohio State Teachers' Association: Read at the semi-annual meeting, Cleveland, July 6, 1855.*

GENERAL PROPOSITIONS.

The position is assumed by your committee that the profession of teaching is an *affirmative profession*—that the labor of so acting upon other minds as to bring into active exercise and full development the higher qualities of our common nature, is a *positive* and *not* a negative employment.

There seem to be but two modes of awakening the intellectual and moral faculties of the child, and of fixing the entire character of the man. The first is, to allow the intellect to receive such development and the character to take such formation, as all surrounding circumstances, stimulants and influences may chance to give it, leaving it ever to be acted upon by public sentiment, and in turn to react upon this same public sentiment, without any pre-concerted, pre-determined plan whatever, trusting that all virtues spring into being spontaneously, and that vices only are the results of culture; trusting that the mighty ocean of public opinion can never be agitated but with entire safety to every tempest-tossed mariner; that honor, bright honor, so illuminates and guides all the business transactions of life, that deception and fraud may never find a lurking place; presuming that social life has neither dangers to be avoided, nor pure and ever-enduring enjoyments to be shared; presuming that existence here has no disappointments, no sorrows, no trials, no stern duties to be met, no temptations to be overcome, no purpose, no plan, no summits of bliss to be reached, no abysses of degradation and misery to be shunned; in brief, that all that exists *is right*, that

improvement, unceasing progress, were never to be regarded as essential stimulants to human exertion.

The second doctrine in the profession of teaching is, that the educator is bound to proceed upon the supposition that the child has faculties implanted within it which need active, positive, regular, frequent exercise for their proper development; that all external and chance developments of character are to be most carefully excluded—that dangers most imminent, and temptations and trials to virtue most sore, hourly beset the pathway of every child—that, in brief, this life has a purpose, and that that purpose is a complete and glorious preparation for another life; and, further, that all possible legitimate means are to be employed to secure this preparation for every child—that the wealth of the world should be laid under contribution, to effect this object—that nature herself is to be tortured into a confession of her most occult mysteries to aid in this grandest of all human enterprises—that the air-pump and the crucible, the telescope and the microscope must each reveal its distinct world of interest and wonder to aid in arousing the human intellect and elevating the human soul. Assuming the latter to be the true doctrine, the profession of teaching is claimed to be an *affirmative* profession, and the science of teaching, so far as the term science is applicable to it, is a positive and not a negative science.

Our next general proposition is, that the profession of teaching is a profession to be *acquired*, to be carefully, thoroughly, *profoundly* studied and wisely understood by those who follow it. Original diversities of mental constitution will always be to some slight extent elements of success or failure in every employment, in every profession. *Natural adaptation*, as it is popularly called, will often exert a casual favorable or unfavorable influence in every pursuit of life, and occasionally, this may be far-reaching in its tendencies, but these constitute rather the exceptions than the rule. A *strong will*, a determined purpose of life, based upon heartfelt benevolence or convictions of duty, if not in every possible instance equivalent to "natural adaptation," are certainly very excellent substitutes for it. If, in the candidate for the profession of teaching, there is some proper and adequate perception of its nature and duties, united with true benevolence and a profound reverence for the mandates of duty, the more superficial questions of "natural adaptation" will deserve very slight consideration.

Assuming, then, that the profession of teaching is not essentially unlike other professions in the matter of natural adaptation, the ques-

tion follows, is the employment of teaching of such a nature as to admit of any *previous preparation* for its duties? Can any body state what qualities of mind and heart, or what particular kind of intellectual and moral discipline and culture, or what specific attainments in science will be requisite or essential to the highest success in such an employment?

Can any body point out any general methods of instruction, or describe any principles of general or special application in the work of educating the young, which can be made subjects of study and investigation for an enthusiastic young candidate for this profession?

Can any one name the essential pre-requisites to successful school discipline and government, or can the most experienced of the profession point out any of the instrumentalities for the proper formation of character in the young, for controlling their waywardness, and for subjecting their whole nature to the sweet influences of duty and paternal and fraternal affection? And, lastly, can any body satisfy us that any of the methods of instruction of general application, any of the agencies and instrumentalities of an educational character that may be proposed as proper subjects of investigation and study, are *practicable* and *attainable* by the student in this profession? Can common minds understand these subjects and learn to apply them? Are they so free from exceptions, from transcendentalism, from mysticism, as always to afford rational satisfaction in their investigation? Is the phrase, "*Theory and Practice of Teaching*," a *significant* phrase, or an unmeaning, imaginative, poetical, delusive one? Or, if there is any real significance in the phrase, is it of non-essential, limited character, which merits no especial attention from teachers or from any one?

Time will not permit us to enlarge upon these topics, and before this audience we need not. There can be but one sentiment here with respect to either the importance or the practicability of thorough preparation for the profession which we so highly revere.

#### NECESSITY FOR THE ESTABLISHMENT OF A NORMAL SCHOOL IN OHIO.

There is a primary consideration connected with the early establishment of a professional training school of the highest character, which can not now be discussed, and that is, that children everywhere, in all time and in all countries, need the *very best* education that wealth and human wisdom are capable of giving them. But other if not stronger reasons can be stated for the most thorough, most immediate preparation of all the

teachers of our State for the duties they have assumed and are about to assume as teachers of the young.

Within the last ten years, there has been a change of public sentiment in our State respecting the importance and practicability of free, popular education—a change from a profound calm,—a general stagnation, to a high degree of excitement and expectation. The *possibility* of a better education for all has been conceded, everywhere conceded; faith, feeble enough yet, it is true, yet real, living faith, has gained an existence that general education, at the common expense, will be a matter of general utility and common benefit, and, accordingly, liberal provisions have been made by the State for conducting the grand experiment of educating the whole people. All the property of the State has been laid under contribution for this purpose, the most liberal interpretations of the natural and constitutional right to tax all the wealth of the State for the common safety and benefit of all, have prevailed in our legislative councils—and, still further, aside from and above all considerations of material prosperity, the patriot, the philanthropist and the Christian already begin to detect “signs of promise” that a better day is dawning for our race.

That grand leveler of *caste* and of artificial and unjust distinctions in society, that powerful antidote to so many of our social and moral evils—*universal, free education*, begins already to exhibit to the world some good results, and expectations are greatly awakened that greater results are yet to follow.

It must be evident to every one that the present and future teachers of Ohio, hold these great and grave questions almost entirely in their own keeping. Not only the interests and happiness of the present eight hundred thousand children of the State, but, in some considerable degree, the happiness of the eight hundred times eight hundred thousand children yet unborn, may depend upon our faithfulness, our energy—our devotion to duty, our enlarged, liberal, disinterested, self-sacrificing policy. On the other hand, our indifference, our unskillfulness, our selfishness, may, at any time, within the short space of a few months bring our free Public Schools into disrepute, may forfeit all of their claims to confidence and respect, may cause a reaction in public sentiment which only long years of future sacrifice and toil can counteract.

Standing on this eminence, holding in our hands treasures which belong most sacredly, not to ourselves, but to others, we have no alternative but to labor with the strength and ability which God has given

us, to sustain at the highest point of dignity and honor, security and confidence, the free public school system of our State. We want this professional school, then, to give us professional skill, varied attainments, strength and solidity of character to meet in a worthy manner the trusts reposed in us. We want it for the common store-house in which shall be gathered all the wisdom of our own and other lands on the all-absorbing subject of educating our race. We want an institution around which our common affections may cluster, one that shall give completeness and finish to our chosen profession. We want a professional school for the *uniformity* it will give to the methods of instruction adopted for any and every portion of the State; and this is a matter of such serious importance that a little space must be devoted to its discussion. It must have occurred to every teacher, and probably to every thoughtful parent, that there is an immense annual loss to pupils in the constantly changing modes of discipline and instruction in all the schools of the country. It will be quite safe to say that there is not a system of schools in any town or city of the State so complete in its arrangements and modes of instruction, that a new teacher can be substituted for an old one, without very serious loss to the school. Indeed, the more complete the arrangements, the greater the loss in a change. The new teacher has new motives to address to the pupils to incite them to study or duty, and this breaking up of one class of motives and substitution of another, will probably fritter away the more valuable advantages of an intellectual character, for a term, to say nothing of other and more serious losses.

Again, the new teacher, even after some terms of previous experience, when commencing in a well arranged system, has, perhaps, the merest elements in Theory and Practice of teaching yet to learn, and some time must elapse before skill can be acquired in the application of these first principles in human culture; and by the time the services of the teacher begin to be of especial value in one school or one system of schools, a new field of labor is sought, or the profession, perhaps, abandoned. And if all this is true in the city where the most talent, the most money and the most vigilance are expended upon the schools, what shall be said of the country districts where change of teachers quarterly is the rule, continuance two terms the exception?

Will not one or more professional schools of a high order, tend to remedy, if they can not entirely extinguish, these evils? If *teachers must change*, can we not save the *system* from constant fluctuation? Can not all the good methods of instruction in our State be collected

and embodied, and then diffused, widely and universally diffused? It is believed that something valuable to our schools, might, in this way, be gained.

OBJECTIONS TO THE ESTABLISHMENT OF A NORMAL SCHOOL BY AN ASSOCIATION OF TEACHERS.—First, the project is novel. Other professions have for a long time thought it necessary and expedient to provide plans and means for the best possible education of the incoming members of their profession, but it is not known that teachers have anywhere, heretofore, seriously undertaken to provide the means of securing a creditable and liberal professional education for themselves and their successors. Something *amusing*, if not instructive, might probably be said in reply to this objection, but, having no moments to devote to amusement at present, this objection must be dismissed from consideration with the suggestion that those who dread novelties and innovations will be quite likely to be saved from annoyance by emigrating to China or Japan.

Second, a Normal School, liberally organized and properly sustained, will cost money. Very likely it will. Other institutions, if they have any character and any value, cost money. And yet other institutions are sustained in our State, in a voluntary manner and at an immense annual expense, for the purpose of extending the empire of reason and diffusing knowledge among men. Then why may we not hope that an institution, having for its object the best possible education of those to whom the great interests of learning and morality are intrusted, can be established and sustained?

Some encouragement has already been given that this can be done. It will be remembered that previous to our last annual meeting an offer of great liberality was made by Mr. Cyrus McNeely, of Hope-dale, Harrison Co., O., to the Association, for the purpose of establishing at least one Normal School. Buildings, land and apparatus to the value of ten thousand dollars and upwards were offered to the Association on condition that an equal sum should be raised by the Association for the benefit of such a Normal School as the profession might think proper to organize. That offer is still made to your committee, with the further privilege of five or more years to raise the required amount to meet the donation of Mr. McNeely.

Without having asked any subscriptions for this purpose, it is believed by your committee that the amount necessary might be made up exc

sively among the teachers of the State within the time required, if not much sooner.

If so, the Association would need only to provide for current expenses, the buildings and apparatus being nearly new.

It is believed that the salary of a competent Principal might nearly or quite be met from the tuition of pupils, and that an annual or semi-annual assessment of ten per cent. upon ten or fifteen thousand dollars, which might be pledged as stock for that purpose, would for the present meet other salaries and contingent expenses.

PLAN OF ORGANIZATION.—This is a topic of very great importance, and one which needs the most careful consideration. Indeed, the usefulness of the proposed institution, so far as relates to the professional training, must depend upon the general plan upon which the school is organized. Your committee respectfully submit that the whole course of instruction ought to be so arranged as to unite thorough academic instruction with that of a strict professional character; in other words, that while sciences are most thoroughly and critically studied, that the best possible methods, both of learning and teaching these sciences, should invariably form a part of the course of instruction and discipline in the institution. In connection with careful and critical reviews of all the elementary studies of children, the best method of presenting all these subjects should receive the most assiduous attention.

Let not the objection be urged that such a union of studies and instruction has never yet been practically carried out. Let it rather be remembered, that while it is our duty to collect from every possible source information and wisdom relating to our profession, it is no part of our purpose or our duty to adopt exactly and entirely the methods and plans of any existing institution. Indeed, it is believed to be *one* of the advantages of conducting a professional school of this kind exclusively by practical teachers, that it may be made stable enough to carry out connectedly, and perseveringly, the most liberal plans and measures, and yet flexible enough to adopt promptly whatever the experience of the thousands of teachers of our State may unite in pronouncing improvements, in the labor of instruction.

Let it not for a moment be supposed that this measure has been advocated in this report without a full knowledge of the fact that the establishment of such a school will cost much anxiety, many personal sacrifices, and probably many unmerited reproaches to those who from time to time are charged with its management. To carry forward this great



enterprise, *somebody* must labor in hours subtracted from sleep, from recreation, or from social and domestic enjoyments. *Somebody* must probably incur expenses of which neither the world nor this Association will ever hear. *Somebody*, at some time, must meet duty manfully, uncomplainingly, for which he will neither find any earthly sympathy, nor hear any earthly plaudits.

But with the painful consciousness that all this and much more is true, shall we decide that those who *come after us* shall do this work, or shall we say that the toil, the labor, the self-sacrifice, and the sweet consciousness of duty performed shall be all our own?

Shall we go to our quiet homes, and to our active labors, with the conviction that a measure of such immeasurable importance to the future well-being of the children of the State, and the honor of our beloved profession, has been passed by with indifference or neglect, lest it should involve some expense, some self-denial, some labor to which we have heretofore been unaccustomed?

Fellow teachers, let us remember that there are no specific and brilliant rewards for doing what is *perfectly easy* for us, and for every one to do. Let us remember that, not always he who has labored hardest through the day, can go to the peaceful slumbers of the night, with the calmest, sweetest composure and joy; but he who has labored least for himself and most disinterestedly for others.

Let us remember, that if we would have our declining years and our wasting strength undisturbed by regrets and inward reproaches, if we would have the closing up of our mortal career, and the solemnities of the hour of our dissolution, more serenely tranquil, more gloriously beautiful, than the united splendor of a thousand golden sunsets, we must live and labor,—not for ourselves—*not for ourselves*, but for those who live with us and those who shall come after us.

M. F. COWDERY, }  
F. HOLLENBECK, } *Committee.*

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### McNeely Normal School of Ohio.

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The Committee appointed by the State Association for the purpose of accepting the offer of property for a Normal School made by Mr. CYRUS McNEELY of Hopedale, Harrison county, met at that place on the 14th of August; and, having presented a petition for the appointment of *Appraisers* of the said property, and stated their wish to become incor-

porated under the Statute for that purpose, received the following from the County Auditor :

THE STATE OF OHIO, HARRISON CO., ES.

*Auditor's Office, August 15th, 1855.*

This is to certify that on the application of M. F. Cowdery, A. D. Lord, M. D. Leggett, John Hancock, Lorin Andrews, Edwin Regal, George K. Jenkins, Cyrus McNeely, Jas. Taggart, James Cope, John M. Black and Samuel Paul, five of whom are resident freeholders of Harrison county, who desired to become a body corporate and politic, with perpetual succession, by the corporate name of **THE McNEELY NORMAL SCHOOL OF OHIO**, I selected John C. Reed, John Richardson and William G. Minter, three judicious, disinterested freeholders of the county aforesaid, and voters therein, to act as Appraisers in pursuance of the law; and they, having been duly sworn by an officer authorized to administer oaths as the law directs, returned a schedule and appraisalment of property, presented to them by the above named applicants, by which it appears that the said property is valued at Eleven Thousand Six Hundred Dollars in money.

Given under my hand officially at the date first above written.

W. S. CRANFELL,  
*Auditor for Harrison county.*

On the receipt of the above Certificate, the Petitioners adopted the following :

ARTICLES OF ASSOCIATION.

The applicants for the incorporation of the McNeely Normal School, do adopt the following Articles of Association :

1. This Association shall be called the McNeely Normal School of Ohio, and shall be located in Hopedale, Harrison county, Ohio.
2. The control of the Institution shall be vested in a board of eleven Trustees, five of whom shall be resident freeholders of said Harrison county, and six of whom shall constitute a quorum. The Principal of the Normal School, when present, shall be chairman of the board, and shall have right to take part in its deliberations, but shall have no vote except in case of a tie. Said board shall have power to nominate their successors, and to fill all vacancies which may occur between the annual meetings of the Ohio State Teachers' Association.
3. Immediately after the adoption of these articles of association, the incorporators shall proceed to elect a board of trustees, the members of which shall hold their office till the next annual meeting of the Ohio State Teachers' Association : at that time, and forever thereafter, the said Association shall have power to elect the trustees. At the first election three members shall be elected for one year, four for two years, and four for three years ; and thereafter, the members of each of

these classes shall be elected for three years, and shall hold their offices till their successors shall be elected.

4. The trustees shall have power to appoint a secretary, treasurer, and an executive committee, and such other officers or agents as the transaction of their business may require.

5. The trustees shall hold an annual meeting and such other meetings as they may deem necessary, and special meetings may be called by the executive committee, or by any five members of the board, by giving to all the trustees due notice of the time, place, and object of said meeting.

|                  |                |                |
|------------------|----------------|----------------|
| CYRUS McNEELY,   | M. F. COWDERY, | M. D. LEGGETT, |
| ASA D. LORD,     | JOHN HANCOCK,  | JOHN M. BLACK, |
| LORIN ANDREWS,   | EDWIN REGAL,   | JAMES COPE,    |
| GEO. K. JENKINS, | JAMES TAGGART, | SAMUEL PAUL.   |

After the adoption of these Articles, the Corporators elected the following named persons Trustees :

|                  |                |                |
|------------------|----------------|----------------|
| CYRUS McNEELY,   | M. F. COWDERY, | M. D. LEGGETT, |
| ASA D. LORD,     | JOHN HANCOCK,  | JAMES COPE,    |
| LORIN ANDREWS,   | JAMES TAGGART, | SAMUEL PAUL,   |
| GEO. K. JENKINS, | JNO. M. BLACK. |                |

The Board of Trustees organized by appointing the following officers :

|                                    |                                |
|------------------------------------|--------------------------------|
| CYRUS McNEELY, <i>President.</i>   | ASA D. LORD, <i>Secretary.</i> |
| GEO. K. JENKINS, <i>Treasurer.</i> |                                |

#### EXECUTIVE COMMITTEE.

|                |                |               |
|----------------|----------------|---------------|
| CYRUS McNEELY, | M. F. COWDERY, | JOHN HANCOCK. |
|----------------|----------------|---------------|

The following By-Laws were adopted :

#### BY-LAWS

*Of the Trustees of the McNeely Normal School of Ohio.*

1. The annual meeting of the board shall be held at the same time and place with the annual meetings of the Ohio State Teachers' Association. Special meetings may be held at such time and place as the board or the executive committee may determine, or may be called as provided in the articles of association, by giving twenty days' notice.

2. All vacancies in the board shall be filled for the unexpired term.

3. The officers shall hold their offices for one year, or till their successors are elected.

The Secretary shall have charge of the papers and records of the board, and be responsible for their safe keeping.

The Treasurer shall give bonds in the penal sum of \$5,000, with

satisfactory security for the faithful performance of his duty, and shall keep full records of all the funds entrusted to his charge, and an accurate account of all receipts and expenditures; and shall make an annual report of the same to the board, and report the condition of the finances at any time when called on by the trustees.

4. An Executive committee of three members shall be appointed annually, whose duty it shall be to transact any business requiring attention in the intervals of the meetings of the trustees. They shall keep a full record of their proceedings, and report the same at the meetings of the board.

The subject of raising funds for the Endowment of the Institution having been discussed, the following Resolutions were unanimously adopted:

*Resolved*, That we recommend to the Teachers of the State, at large, to raise the sum of \$10,000 for the purpose of establishing the McNeely Normal School of Ohio.

*Resolved*, That we will do all in our power to secure for said Normal School a liberal Endowment, by presenting its claims to the friends of Education generally, and soliciting donations, legacies, etc.

The plan proposed for raising \$10,000, the sum required by the donor to be pledged by the Association, is to secure from Teachers and active friends of Education, subscriptions of \$50 or \$100 each, to be paid in annual installments of ten per cent. each; and to obtain from the citizens of Harrison and the adjoining counties, and from any others interested in this great work, such subscriptions, donations, or bequests as they may be induced to make for the establishment of a permanent Institution for the thorough professional education of Teachers for the Public Schools of Ohio. Some \$1400 has already been pledged in sums of \$100.

A grand Teachers' Institute for Harrison, Jefferson, and the neighboring counties, is to be held in the Normal School Building during the week commencing Oct. 22d; and by that time it is hoped that a part, at least, of the arrangements for opening the Normal School can be announced.

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### Convention of County School Examiners.

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At a convention of the school examiners of Ohio, held at Cleveland on the 6th of July, 1855,—the committee to whom was referred the duty of reporting such a plan of regulations as should secure uniform-

ity in conducting examinations and grading certificates throughout the State, reported through their chairman, M. D. Leggett, Esq., the following resolutions, which were unanimously adopted :

1. That examiners should keep a full and accurate record of all their doings as examiners, in which should be entered not only the name of successful applicants, but of those who are rejected.

2. The records of the examinations should be kept in form as follows, to wit: The page should be ruled for 13 columns. The 1st should contain the number of the applicant, the 2d the name, the 3d the age, the 4th the number of terms taught by applicant, the 5th his grade in orthography, the 6th in reading, the 7th in writing, the 8th in arithmetic, the 9th in grammar, the 10th in geography, the 11th his average grade, the 12th time certificate to be valid, the 13th remarks.

3. That as the law requires us to examine applicants in reference to their qualifications for *teaching* the branches upon which they are examined, and not merely as to their *knowledge* concerning them, examiners should consider the *physical* as well as moral and intellectual defects, and refuse certificates to all who are in any way incapable to discharge the duties of a teacher either in teaching or managing schools; and that we believe the gift of hearing and the unobstructed *power of speech* are among the indispensables in a teacher.

4. That as the *intellectual discipline* acquired in the study of those branches upon which the law requires examination is necessary to fit a person to take charge of the intellectual culture, however backward or young, we believe that persons are not qualified to teach *any* grade of schools, unless qualified to teach *all* of said branches.

5. That not more than *twenty-five* should be examined on the same day.

6. That certificates should not be granted to persons whose *youthfulness* unfits them for the government and management of schools, whatever may be their scholarship.

7. That examinations should be conducted by both oral and written questions on all the branches, and to secure uniformity we would recommend that *eight* questions for written answers be given on each branch, and that *five* of the eight should be answered correctly to entitle the applicant to a certificate.

8. That in order to avoid the common suspicion of partiality, the names of all the applicants should be entered in the record before commencing the examination, and each applicant should have his *number given him*, and should be required to give his *number*, and not his name,

upon the manuscript answers. These answers should be examined and their grade marked before reference is had to the record for the names.

9. The grade of each branch should be estimated upon a scale of five. 1 denoting perfect, 2 good, 3 fair, 4 passable, 5 a failure.

10. That the more effectually to secure uniformity, this convention appoint a committee of three, whose duty it shall be as soon as practicable, to form a series of questions for written examinations, and send a copy of the same to each county in the State.

11. That no certificate should be revoked without giving the holder thereof due notice, in writing, of the charge against him, and full time and opportunity to defend himself against the charge.

12. That the following questions should be answered in writing by each and every applicant, to wit :

What school, if any, have you attended with direct reference to fitting yourself for teaching ?

What books, on the subject of teaching, have you read ?

To what educational papers are you a subscriber ?

The committee appointed in accordance with the tenth resolution, consisted of M. D. LEGGETT, Esq., of Trumbull co.,

WM. N. EDWARDS, of Miami co.,

G. K. JENKINS, of Jefferson co.

It was resolved that the above resolutions be published in the Journal of Education, with a request that papers throughout the State copy.

S. F. COOPER, *Secretary pro tem.*

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#### PROFESSIONAL.

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### Literary and Scientific Qualifications for Teachers.

#### NUMBER II.

I shall limit myself to the specification of such qualifications as the teacher of the humblest school should possess. But I ought not to call any school humble on account of its grade. The Elementary School is not less important than the High School. If there is any difference the former is, perhaps, the *more* important. The teacher of A, B, C, should, therefore, be regarded as occupying as honorable a position as the teacher of the mathematics and the languages. If the qualifications of the *teacher* are *humble*, the *school* will be humble enough.

whatever may be its nominal grade. I will say, then, that it shall be my object to indicate the smallest amount of scholarship that should be considered sufficient to fit a person to take charge of a common district school.

1. The Alphabet. To understand the English Alphabet implies much more than to be acquainted with the names and the forms of the twenty-six characters of which it consists. A knowledge of the alphabet embraces the following particulars:

1. The various classifications of the letters; such as their division into vowels and consonants; the division of the vowels into monophthongs, diphthongs and triphthongs; the division of the consonants into subvocals and aspirates; and also into mutes, liquids and semi-vowels; as well as the division into labials, linguals, dentals, palatals, gutturals, nasals and sibilants.

2. The powers of the letters. Since we have more elementary sounds in the English language than we have different characters to represent them, every teacher should be able, first, to tell how many elementary sounds we have; second, to articulate these sounds apart from the names of the letters representing them; third, to tell what characters are used to represent the various elementary sounds; fourth, to tell the different elementary sounds that are represented by the same letter; fifth, to tell what letters represent simple, and what represent compound sounds; and sixth, to show what combinations of characters represent simple sounds.

3. To a correct and complete theory of the alphabet, should be added practical skill in the art of teaching it. The most important department of alphabetical instruction is to teach children to utter correctly the various elementary sounds, both singly and in combination. Every teacher should, therefore, familiarize himself with some approved method of drilling a school on those sounds. The general neglect of such exercises is owing to one of two causes:—teachers are either ignorant of the art of drilling their pupils on the elementary sounds, or they do not appreciate its importance.

4. Teachers should not neglect to make their pupils acquainted with the forms, sound and appellations of the various kinds of letters, such as the Roman, the Italic, Old English, German Text, and Script.

Are there not persons still tolerated as teachers who are really unacquainted with the alphabet? Are not Examiners too apt to take it for granted that every applicant can teach so simple a thing as A, B, C?

### “Boarding Round.”

“It has been the custom amongst us,” said a country School Director to a spruce young man who proposed teaching, “for our teacher to board round.” “I’ll not live such a dog’s life as that,” replied the youth, and thus the conference ended.

Young man, have you no objects in teaching but those of a selfish nature? Are pecuniary compensation, diet and lodging all you take into view? Have you no ambition to awaken an educational interest where, as yet, it does not exist? To accomplish an object like this, are you unwilling to deny yourself for a few months the articles of diet to which you are most strongly attached? Is “*good eating*” to one individual of more consequence than good instruction to thirty children?

The manifestation of a willingness on your part, to accommodate yourself to surrounding circumstances may secure a favorable prepossession in your favor; and this to a stranger is often of incalculable value.

What if the diet is such as does not exactly suit your taste? There is less danger of excess.

What if you do spend a few nights in a crowded cabin, or a crowded bed? Similar inconveniences, should they hereafter be your lot, will be less trying, in consequence of your early experience. Besides it is well that you should be made aware of the embarrassing circumstances of the less favorably situated portions of the community.

Perhaps you object to “boarding round,” on the ground that you will have less opportunity for reading. If your reading has no relation to your occupation, your school will not be the loser. But “boarding round” will afford you a fine opportunity for reading human nature, a study of no small importance. It will give you an influence with your patrons and pupils you could in no other way obtain; and the governmental labor in the management of your school, by the familiar acquaintance thus formed, will be much lessened. Such, at least, has been *my* experience: an experience which commenced in the day when the same room served for kitchen, dining-room, parlor, and bed-room.

The Minister of the Gospel when he goes forth as a missionary does not expect to find old churches, large congregations of believers, and well furnished parsonages; but he goes strong in the faith that he can, by his labor, his self denial, and the blessing of God, do something



toward hastening the day when these shall exist. In the cause of education you should feel that *you* are a missionary; and that to be eminently successful, you must be in possession of the missionary spirit.

FAYETTE Co., July 30, 1855.

D. C. EASTMAN.

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### One Thing at a Time.

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In no avocation is it more important to be governed by the motto at the head of this article than in teaching, and perhaps in none is it more frequently disregarded.

A studious pupil needs one word from the teacher to enable him to proceed in studying his lesson: the teacher is hearing a recitation; to wait till that closes seems like a loss of time, and as it will delay the class but a few seconds, the scholar ventures to make the interruption. The teacher is endeavoring to impress some idea on the minds before him, the interruption breaks his chain of thought, the minds in the class are diverted from the topic presented, and on resuming it, both instructor and pupils find it more difficult than before to arrive at a clear understanding of the subject before them.

But the evil does not end here. Restless children like an excuse to move, and to speak. Finding the teacher permits interruptions, unnecessary ones are frequently taking place. If one child is suffered to interrupt recitations, all must be allowed to do so; and the result is, a recitation seldom takes place, without numerous, and frequently useless inquiries. Little inconvenience results from an entire prohibition of the practice. One scholar may sometimes be subjected to a slight loss of time, but at other times he may, while waiting, discover the solution for which he would inquire; and thus, the inability to obtain the instructor's attention when desired, may result to his advantage.

Let us never attempt to do more than one thing at a time.

FAYETTE Co., Aug. 1855.

D. C. EASTMAN.

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There is not so poor a book in the world, that would not be a prodigious effort, were it wrought out entirely by a single mind, without the aid of a prior investigation.

Though reading and conversation may furnish us with many ideas of men and things, yet it is our own meditation that must form our judgment.

## The Why and the Wherefore.

It is rather difficult always to give reasons for our conclusions, to analyze the workings of our own minds, and classify and arrange our various emotions and ideas.

We are all more or less by nature creatures of impulse; and many acts we perform and conclusions at which we arrive, seem to be the result of instinct, or of a process of reasoning so rapid in its progress and certain in its results as to obtain the name of *intuition*. This rapidity of thought, however, owes much to *education*; and it naturally becomes a question with the instructors of youth, how those reasoning powers shall be best developed. That the pupil should be required to understand the *reasons* for the mental processes he is obliged to go through no one will for a moment doubt. But the question naturally arises in the mind of every instructor, to how *great an extent* shall the pupil be required to watch the motions of his mental machinery and report upon its various phenomena, and how far can the language given by the authors of our text-books in rules and formula be profitably required as the expressions of those ideas?

It is manifestly an absurdity to suppose that a beginner in science, one who is just striving to grasp the elementary principles of knowledge, can be made to understand fully rules which are the result of profound research, conducted with mature judgment. Yet the advantages arising from a knowledge of the application of such rules, even to very young pupils, are too obvious to admit of any cavil. In this as in everything else it is important to avoid running into extremes.

We may adhere as rigidly as some of the physicians of the oldest school, to the rules laid down in books, by men who seemed to believe that the way to mature the reasoning powers was first to fetter them to a prescribed form and then to nourish them with aliment suited to full grown men. "Learn the *rules* before you undertake to do anything," says the preceptor; and the pupil sits down to the discouraging task, and commits to memory the half page of arbitrary directions, for so it must seem to him, and applies them in every case blindly, not understanding their fitness and frequently against the dictates of his half-fledged judgment. We trust to time to bring to the pupil the meaning of, and the reasons for, all that he learns in this way, as our Puritan ancestors used to believe that the doctrines contained in the catechism

would come to the *man* in all their beauty and clearness, if the language in which they were expressed was thoroughly drilled into the head of the *boy*, no matter whether it was explained or not.

But in many instances both are disappointed. Only those who were taught to *live* religion as well as *say* it, remember with any profit those difficult lessons of their early years. And the pupil either forgets as soon as he leaves school all that he has learned except what he is called upon to apply in his daily business, or becomes a mere automaton in science and plods on in the same narrow and beaten track, never daring to shorten his labors by any exercise of his own invention. I have seen a teacher who had been trained in this manner, stand wearily puzzling himself over a problem, at the black-board, which his pupils, accustomed to the free exercise of the mental powers, solved in their own minds in less than half the time. And then he would question their correctness because it had not been done by his *rule*, although perfectly evident to all common sense. The same person by an arbitrary application of the rules of grammar would convert the best passages of some of our finest poets into commonplace absurdities, and even place the Scriptures on the same Procrustean bed and give them a meaning at once devoid of reason and religion.

This is one extreme, and it is very evident that the reasoning powers, all that gives enjoyment to the possession of knowledge, may more properly be said to be fettered and stunted in their growth than *developed* by such a process. On the other hand there are hundreds of children educated who are never required to give a reason or a rule, and who consider it much too laborious to commit to memory a definition or a formula in anything. The teacher, trusting to their natural intelligence as well as their *honesty*, is fully satisfied if the result is correctly given, and in the anxiety of the pupil to retain *this*, the mental process by which it is gained is entirely overlooked and forgotten as soon as the recitation. The reason for any conclusion and the proof of its correctness are matters of small moment, and the final decision rests with the teacher or in the book where the answer is to be found. Such pupils may be seen copying from their neighbors' exercises, taking their books to the class and looking at the rules, and hesitating and guessing where they should be firm and clear in their decisions. They are not bound to rules and formula it is true, but they are like birds with unfledged wings—they have the liberty to move but not the power. Educated in this loose style they come out of school not so well fitted to make a *practical* application of their knowledge as those unfortunate individu-

als who *learned the rules* and, perhaps, subscribed fully to the old-fashioned sentiment, "Multiplication is a vexation," etc.

It is evident then that like Bunyan's Christian at the foot of the hill Difficulty, we are to take neither the right hand or the left, but choose a middle path, and it will depend altogether upon our own capacity and perseverance how straight it shall be. When the pupil first starts on the up hill path, the reasons for every step he takes must necessarily be few and simple. But simple as they are it will be found that much explanation is needed to make him comprehend them. This is to be given by calling forth his thoughts and ideas, and assisting him by questions, illustrations and various devices to give them something like a definite form. To do this properly the tones of the teacher's voice and his own language are essential. No text-book, however well it may be adapted to its purpose, can entirely supply the place of oral instruction. When the mind of the beginner is thus aroused and enlightened it is easy by pursuing a similar course to keep him on the right track. Thus taught he will not learn what he can not comprehend, and he should never be allowed to leave a lesson which he can not clearly explain. As the pupil advances in his studies he will depend less on the teacher and more on the text-book. The question then arises, shall he be confined to the language of the text? Most teachers will say that the memory should not be burdened with it. Still they should be taught that unless they can put it in better or more appropriate language they ought not to vary greatly from the text. In all such cases the teacher's judgment should be the best and only reliable guide.

CLEVELAND, June, 1855.

L. A. BLAKELY.

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### South-Western Normal Institute.

This Institute, held in Oxford for five weeks from the 16th of July last, was attended by a large and interesting class of Teachers, and has been the means of awakening in that section of the State an interest in the cause of education never felt before. During the second week of the session, the propriety of establishing a permanent Normal School in S. W. Ohio began to be discussed, and on the 30th of July, at a meeting called for the purpose, an able Report was presented by Mr. A. Holbrook, and the members of the Institute resolved to form the "South-western State Normal School Association," and proceeded to appoint a Board of three Trustees and a Clerk.

At subsequent meetings measures were taken for the early establishment of a permanent Normal School. Messrs. A. J. Rickoff, Charles Rogers, D. Parsons, E. C. Ellis, L. B. Hatch, and J. B. Irvin were elected Trustees. Mr. Alfred Holbrook, of Salem, was elected Principal, at a salary of \$1,200, and Mr. David Parsons, of Bellefontaine, appointed General Agent, at a salary of \$1,000 and expenses.

Immediately after the organization, some forty Life Memberships of the Association, at \$25 each, and fifty scholarships (for one term) at \$3, were subscribed. Several very valuable offers of buildings, grounds, etc., have already been made. Propositions have been submitted for locating the school at Yellow Springs, in connection with Antioch College. Most liberal overtures have also been made by the officers of Miami University. These with others are under consideration, and the Trustees will probably decide at an early day to which to give the preference. It is their intention to open the school some time in November, if practicable.

Thus far every thing seems to move most satisfactorily, and the friends of the enterprise are in the best of spirits. That there is need of such an Institution in that section of the State, does not admit of a doubt. Some 3,000 or more Teachers are annually employed in the Common Schools of the counties interested in this Association; of these not less than 500, and more, probably 600, teach every year for the first time, all of whom need the privileges of such an Institution; and were one opened within their reach, from 200 to 400 of them, beside many others who had already had some experience in teaching, would doubtless avail themselves of its advantages. Let it then be established. There is wealth enough in those counties to found and endow it amply; there is interest enough among the citizens to secure the appropriation of the means to so noble, so useful a purpose.

A more extended notice of the Institute may be given when its Catalogue is received.

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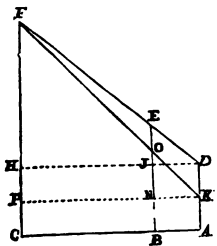
READING AND THINKING.—They who have read about everything are thought to understand everything, too, but it is not always so; reading furnishes the mind only with materials of knowledge: it is thinking that makes what we read ours. We are of the ruminating kind, and it is not enough to cram ourselves with a great load of collections: we must chew them over again.—*Channing*.

## MATHEMATICAL DEPARTMENT.

EDITED BY F. W. HURTT, SPRINGFIELD.

## SOLUTIONS OF QUESTIONS PUBLISHED IN THE JULY NUMBER OF THIS JOURNAL.

No. 25. Solution by A. A. Keen. Two stakes, respectively 6 and 10 feet long, are placed at such a distance apart that their tops range with that of a certain tree. A line drawn from the middle point of the shorter stake to the top of the tree, cuts off, on the longer stake, 35 inches from its top: what is the height of the tree?



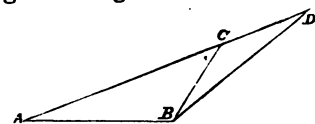
Given  $\left\{ \begin{array}{l} AD = 6\text{ft.} \\ BE = 10\text{ft.} \\ EJ = 4\text{ft.} \\ EO = 35\text{in.} \\ ON = 49\text{in.} \\ CH = 6\text{ft.} \\ CP = 3\text{ft.} \end{array} \right.$  Required  $\left\{ \begin{array}{l} x = FC. \\ y = AB. \\ z = AC. \end{array} \right.$

From the similar triangles DJE and DHF,  $4 : y :: x - 6 : z$ , whence  $4z = xy - 6y$ .

From the similar triangles KNO and KPF,  $4\frac{1}{2} : y :: x - 3 : z$ , or  $4\frac{1}{2}z = xy - 3y$ . Here are two equations and three unknown quantities, yet it is not indeterminate with regard to  $x$ . Eliminate  $z$  by comparison,  $y\left(\frac{x-6}{4}\right) = y\left(\frac{x-3}{4\frac{1}{2}}\right)$ ; whence  $x = 150\text{ft.}$  Ans.

If, in the original equation,  $x$  is eliminated by subtracting the first from the second  $\frac{1}{2}z = 3y$ , and  $z = 6y$ ; hence all that can be determined of these distances is, that the distance of the shorter stake from the tree is 36 times its distance from the longer stake.

No. 26. Solution by J. W. Driscoll. Given  $AB = 428$ , the angle  $C = 40^\circ 17'$ , and  $(AC + BC) = 918$ , to find the other parts—the angle  $B$  being obtuse.



Let  $ABC$  be the triangle. Produce  $AC$  to  $D$ , making  $CD = CB$ , then will  $CDB = \frac{1}{2}ACB$ , and we will have the triangle  $ADB$ , two sides and one angle, of which, are known.  $AD = 918$ ,  $AB = 428$ , and  $ADB = 20^\circ 8\frac{1}{2}'$ , from which we easily obtain  $ABD = 132^\circ 28\frac{1}{2}'$ ; hence  $ABC = 112^\circ 15'$ . Now, in the triangle  $ABC$ , we have one side and all the angles.

No. 27. Solution by Gamma. Given  $\begin{cases} x^2 + y^2 = 8 \\ x + xy = 6 \end{cases}$  to find  $x$  and  $y$  by *Quadratics*.

Multiply  $x + xy = 6$ , by 2, and add it to  $x^2 + y^2 = 8$ , and  $x^2 + 2xy + y^2 = 20 - 2x$ .

Subtract it, and  $x^2 - 2xy + y^2 = 2x - 4$ .

Extract the square root of each  $\begin{cases} x + y = \sqrt{20 - 2x} \\ x - y = \sqrt{2x - 4} \end{cases}$

Add, and  $2x = \sqrt{20 - 2x} + \sqrt{2x - 4}$ .

Square, and transpose  $(4x^2 - 16)^2 = 4(20 - 2x)(2x - 4)$ ,  
or  $(2x - 4) [(2x - 4)(2x + 4)^2 - 4(20 - 2x)] = 0$ .

$2x - 4 = 0$ .  $x = 2$ , and  $y = 2$ .

True, all the values of  $x$  are not found, but one is; and, it is thought, strictly by *Quadratics*.

ACKNOWLEDGMENT.—All the questions were solved by Bowlder, John Carter, Geo. Eaton, Gamma, A. A. Keen, R. W. McFarland, A. Schuyler and J. N. Soders. Nos. 25 and 26 were solved by J. W. Driscoll. Nos. 26 and 27 were solved by M. C. Stevens. No. 25 was solved by E. Adamson. No. 26 was solved by J. M. Anderson. A. A. Keen sent four pretty solutions to No. 25. He also solved all for the August number, which fact was overlooked in making up the matter for that number.

#### QUESTIONS FOR SOLUTION.

No. 31. By J. W. "The Problem of the Lights." In the common Algebraic discussion of the problem relative to two lights of unequal intensities, two points of equal illumination are determined, the one situated directly between the lights, and the other in the prolongation of the line connecting the lights. But it is evident that there are points of equal illumination situated around the weaker light in all possible directions from it; and it is further evident that these points form, by their consecutive juxtaposition, a curved surface. Required the nature of this surface.

No. 32. By M. C. Stevens. To construct a plane triangle, having given the base, altitude, and the difference of the angles at the base.

No. 33. By Bowlder. Prove that  $\tan. 9^\circ = \sqrt{5} + 1 - \sqrt{5 + 2\sqrt{5}}$ .

ERRATA. In the solution to No. 22,  $\sqrt{\frac{x}{a \times x}}$  should read,  $\sqrt{\frac{x}{a + x}}$  and  $\sqrt{\frac{a}{x}}$  should read,  $\sqrt{\frac{x}{a}}$ .

In the Solution of No. 20,  $x = 2$  or  $-1$ , should read  $x^{\frac{1}{2}} = 2$  or  $-1$ . M. C. Stevens remarks that 1 is not a root of No. 20, and that it appears to be introduced by substituting  $x + 4$  for  $x^{\frac{1}{2}}$  after multiplying by  $x^{\frac{1}{2}}$ . When such substitutions are made, the result should be scrutinized closely. He adds: "I have met with several instances of the kind in the course of my investigations."

REMARKS. No. 25 is considered by some as entirely indeterminate. All the correspondents gave the same answer for the height of the tree, and recognized the relation existing between the distances of the stakes from the tree.

No. 26 does read  $49^{\circ} 16'$ , instead of  $40^{\circ} 17'$ , in Rob's last edition, but the principle is the same, and that is all that is wanted.

Whether No. 27 is solved by quadratics or not, some may dispute. Certainly many solutions are given, by teachers, for quadratic, wanting more of quadratics than this. We would like to hear the views of our correspondents on these particulars.

Correspondents furnishing solutions will please write on one side of the paper, and accompany them with the statement of the questions in the order of the solutions.

All Communications for this Department should be addressed "F. W. HURTT, *Springfield, O.*"; and, to be in time, should be mailed by the first of the month preceding that on which they are to appear.

#### THE USE OF GEOMETRY IN THE SOLUTION OF NUMERICAL PROBLEMS.

From the examples already given, it is obvious that a more appropriate title of the present article would be, *The Solution of Problems, both Geometrical and Numerical, by the Geometrical Method.*

If we might judge from the almost universal practice of employing algebra as an instrument for the solution of geometrical problems, mathematicians seem to be hardly aware of the facility with which certain classes of these problems may be solved by the geometrical method. That numerical problems may be solved by this method, seems not generally to have occurred to mathematicians.

The solutions of problems by the geometrical method, so far as it has hitherto been practiced, appears, mostly, to have been conducted without the aid of rules and settled principles. Every problem has been a puzzle whose solution has been found by some lucky hit, after repeated trials.



The solutions of the problems that I have presented to the readers of the Journal may seem to be liable to the foregoing objection. I would observe in relation to this point that my method does not consist in repeated trials. But as the unfolding of the principles of the method would require a regular treatise, I have simply given results, without indicating the process by which I have arrived at those results.

I will make an attempt to give, so far as it can be done in two or three short paragraphs, followed by a single illustrative example, some idea of the principles of the method.

In the first place a diagram is to be constructed which shall consist of lines representing all the given and required quantities, and these lines must be so disposed as to represent all the conditions of the problem. In the next place, by means of additional lines, a process is to be carried on, analogous to that employed in disengaging the unknown from the known quantities of an algebraic statement.

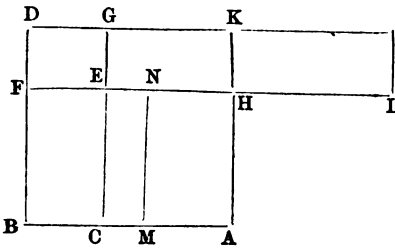
A product is represented by a rectangle, of which the sides are proportional to the factors. A quotient is represented by a fourth proportional to three lines, of which the first corresponds to the division, and the other two represent any convenient factors of the dividend. A square root is represented by a mean proportional between two lines representing factors of the given number.

An object to be aimed at in all cases where products or areas are involved, is to obtain two equivalent rectangles, one of which shall be contained by given sides, while the other has one of its sides given; or has either the sum or difference of two adjacent sides given. A rectangle having been obtained which has a given area and a given side, the adjacent side will be the required line, or the representative of the required number. A rectangle having been obtained which has a given area, and the sum, or the difference of two of whose adjacent sides is given, those sides will represent the two roots of the equation which would be produced by an algebraic solution of the problem. One of the sides will always represent the required quantity, or one of the required quantities, when they are more than one. When the representative of one of the required quantities has been found, the representatives of the others may always be deduced from it by some simple and obvious process.

EXAMPLE 10.—“Find two numbers such that their sum, their product, and the difference of their squares shall be equal to each other.”  
—*Clarke's Algebra*.

SOLUTION.—Let AB and AC represent the required numbers. Upon AB the greater line, describe the square AD. Then, because, ac-

According to the enunciation of the problem, the difference of the squares must be represented, within  $AD$  describe  $AE$ , the square of the less line, and we shall have the gnomon  $HDC =$  the difference of the squares of the lines  $AB$  and  $AC$ . We must also have a rectangle representing the product of the required numbers. Produce  $HE$  to  $F$ ; then will the rectangle  $AF$  obviously represent this product. But, by one of the conditions of the problem, the product is equal to the difference of the squares. Therefore,  $AF = HDC$ .



Another condition is yet to be represented; namely, the equality, either of the sum and product of the numbers; or, that of their sum and the difference of their squares. The following method of expressing the latter condition spontaneously

suggests itself:

Arrange the parts  $HD$  and  $BE$  of the gnomon  $HDC$  so as to form a continuous rectangle  $LD$ ; then will  $LF$  be obviously equal to  $AB + AC$ , the sum of the representatives of the required numbers. Therefore, by the condition, the length of  $LF$  and the area  $LD$  must be expressed by the same number. But when the base and the area of a rectangle are expressed by the same number, the altitude is necessarily equal to unity. Therefore,  $FD = BC =$  the difference of the numbers  $= 1$ .

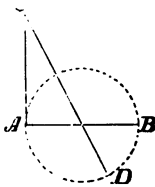
Let us now endeavor to construct, by means of the lines already introduced into the diagram, two equivalent rectangles, the one contained by given sides, and the other having a given side; or, having either the sum or the difference of its adjacent sides equal to a given line.

Produce  $CE$  to  $G$ ; then  $ED$  will be a square whose sides are unity; and consequently the area  $ED = 1$ . From the equals  $AF$  and  $HDC$ , take the common part  $BE$ , and there will remain the square  $AE =$  the rectangle  $HD$ . Take  $AM = HK$ , and complete  $AN$ , which will be obviously equal to  $HG$ . From the equals  $AE$  and  $HD$ , take the equals  $AN$  and  $HG$ , and there will remain  $ME = ED$ . We have therefore the area  $ME = 1$ .

Now, as neither of the sides of  $ME$  is given, let us endeavor to ascertain whether either the sum or the difference of the sides is given.

Since  $AC = CE$ , we have  $CE - CM = AC - CM = AM$ , which is therefore equal to the difference of the sides of  $ME$ . But, by

construction,  $AM = HK = 1$ . Hence the difference of the sides of  $ME$  is given. Therefore, since the area and the difference of the sides of  $ME$  are given, the sides may be found as in Example 4.



The foregoing analysis will suggest the following Construction :

Describe a circle whose diameter  $AB =$  unity. Draw the tangent  $AC =$  unity; and through the center draw the secant line,  $CD$ , terminating in the concave arc ; then will  $CD$  represent the less of the re-

quired numbers.

JOHN WILLIAMS.

LANCASTER, O.

CIRCULATION OF THE JOURNAL.

The first, second and third columns in the following Table, exhibit the circulation of the Journal, in the several counties in Ohio, at the close of the corresponding volumes, and the fourth, the present circulation of the current volume. In addition to these, we have about 200 subscribers in other States, making the whole number 2300.

| Counties.    | I. | II. | III. | IV. | Counties.       | I. | II. | III. | IV.            | Counties.    | I.   | II.  | III. | IV.  |
|--------------|----|-----|------|-----|-----------------|----|-----|------|----------------|--------------|------|------|------|------|
| Adams....    | 1  | 2   | 7    | 13  | Hamilton ..     | 72 | 182 | 172  | 140            | Noble.....   | 0    | 4    | 6    | 3    |
| Allen .....  | 0  | 4   | 13   | 11  | Hancock... 16   | 24 | 24  | 9    | Ottaway... 1   | 0            | 2    | 2    | 2    |      |
| Ashland ..   | 54 | 46  | 28   | 20  | Hardin .... 1   | 1  | 4   | 0    | Paulding.. 0   | 1            | 0    | 0    | 0    |      |
| Ashtabula    | 29 | 39  | 18   | 10  | Harrison... 8   | 18 | 27  | 14   | Perry ..... 2  | 1            | 13   | 13   | 13   |      |
| Athens ...   | 0  | 1   | 27   | 26  | Henry ..... 0   | 0  | 1   | 0    | Pickaway . 9   | 26           | 36   | 24   | 24   |      |
| Auglaize..   | 0  | 0   | 2    | 0   | Highland .. 12  | 15 | 36  | 43   | Pike ..... 1   | 4            | 4    | 3    | 3    |      |
| Belmont..    | 24 | 31  | 31   | 20  | Hocking... 3    | 1  | 0   | 1    | Portage ... 4  | 18           | 43   | 26   | 26   |      |
| Brown ....   | 0  | 27  | 124  | 93  | Holmes.... 3    | 2  | 7   | 0    | Preble .... 21 | 26           | 48   | 54   | 54   |      |
| Butler ....  | 14 | 10  | 58   | 29  | Huron ..... 35  | 32 | 72  | 40   | Putnam... 1    | 0            | 0    | 2    | 2    |      |
| Carroll....  | 2  | 7   | 5    | 4   | Jackson ... 0   | 2  | 14  | 63   | Richland.. 57  | 45           | 41   | 24   | 24   |      |
| Ch'mpaign    | 5  | 19  | 33   | 17  | Jefferson.. 13  | 56 | 23  | 30   | Ross ..... 7   | 24           | 19   | 21   | 21   |      |
| Clark .....  | 14 | 17  | 14   | 10  | Knox..... 45    | 36 | 35  | 31   | Sandusky . 2   | 7            | 12   | 12   | 12   |      |
| Clermont .   | 22 | 37  | 70   | 80  | Lake..... 25    | 24 | 32  | 26   | Scioto .... 4  | 50           | 24   | 28   | 28   |      |
| Clinton ...  | 3  | 41  | 32   | 22  | Lawrence .. 8   | 13 | 10  | 17   | Seneca.... 44  | 58           | 61   | 56   | 56   |      |
| Col'mbi'na   | 35 | 51  | 48   | 35  | Licking .... 44 | 47 | 43  | 35   | Shelby.... 2   | 3            | 2    | 2    | 2    |      |
| Coshocton    | 4  | 18  | 52   | 46  | Logan ..... 1   | 5  | 4   | 21   | Stark ..... 80 | 75           | 26   | 38   | 38   |      |
| Crawford .   | 13 | 13  | 13   | 7   | Lorain..... 5   | 19 | 18  | 10   | Summit... 9    | 8            | 30   | 7    | 7    |      |
| Cuyahoga .   | 48 | 95  | 56   | 36  | Lucas..... 20   | 10 | 21  | 24   | Trumbull . 4   | 11           | 10   | 11   | 11   |      |
| Darke ....   | 3  | 2   | 4    | 3   | Madison ... 2   | 20 | 15  | 5    | Tuscaraw's     | 5            | 6    | 21   | 20   |      |
| Defiance ..  | 7  | 3   | 10   | 9   | Mahoning . 4    | 10 | 11  | 4    | Union .... 0   | 1            | 3    | 3    | 3    |      |
| Delaware .   | 11 | 41  | 23   | 28  | Marion .... 8   | 9  | 1   | 3    | Vanwert... 1   | 0            | 1    | 0    | 0    |      |
| Erie .....   | 58 | 40  | 20   | 24  | Medina .... 3   | 2  | 5   | 27   | Vinton... 0    | 0            | 3    | 4    | 4    |      |
| Fairfield .. | 6  | 7   | 20   | 15  | Meigs..... 0    | 0  | 7   | 7    | Warren... 21   | 45           | 90   | 73   | 73   |      |
| Fayette ...  | 2  | 2   | 20   | 18  | Mercer..... 0   | 1  | 8   | 0    | Washing'n      | 20           | 20   | 20   | 27   |      |
| Franklin .   | 30 | 30  | 60   | 45  | Miami ..... 18  | 26 | 33  | 18   | Wayne ... 12   | 12           | 21   | 20   | 20   |      |
| Fulton ....  | 1  | 5   | 6    | 4   | Monroe ... 1    | 2  | 2   | 14   | Williams.. 0   | 7            | 7    | 2    | 2    |      |
| Gallia.....  | 0  | 1   | 1    | 2   | Montgomery      | 66 | 52  | 45   | 22             | Wood .... 10 | 18   | 13   | 8    | 8    |
| Geauga ...   | 6  | 6   | 2    | 5   | Morgan.... 13   | 12 | 16  | 36   | Wyandot . 2    | 6            | 7    | 4    | 4    |      |
| Greene ...   | 62 | 60  | 87   | 48  | Morrow.... 9    | 32 | 7   | 10   |                |              |      |      |      |      |
| Guernsey .   | 25 | 42  | 90   | 46  | Muskingum       | 53 | 88  | 147  | 72             | Totals..     | 1285 | 1920 | 2375 | 2100 |

## Editors' Portfolio.

WE invite special attention to the Report of the Committee on a Normal School with which this number opens. Those who heard it read at Cleveland will not need such an invitation; if any who did not hear it can read it with care without feeling that it is worth the price of a year's subscription to the Journal, we have only to say that we hope they are not employed as Teachers.

The doings of the Convention of County School Examiners will be read with interest by very many beside those holding that office. The manner in which those Examiners discharge the important duty intrusted to them will do more than any other agency, to elevate and improve all the district schools of the State, or to retard and prevent the improvements demanded by the spirit of the age.

We would call the attention of all interested to the notice of Granville Female Academy contained in this number. A view of the Building was given on page 218, and a notice of its last Catalogue on page 223 of this volume.

The specimen of music given this month is worthy of the attention of Teachers.

The advertisements of new books, etc., are more numerous than usual, and are of the highest importance to those who are charged with the selection of textbooks. Indeed we must feel that no Teacher or School Officer can do justice to himself or the School with which he is connected, without the means of knowing the forthcoming works, as well as those already issued, in the several departments of science and literature. For example, at the present time, when three or four different Publishers announce new series of geographies, or greatly improved editions of former ones, what intelligent Teacher who values his reputation would change the books in use till he could see and compare all? But the man who reads no Educational Journal might, of course, take the first which should be offered!

Soon after the semi-annual meeting of our Association, the office of Superintendent of the Public Schools of Columbus was tendered to the Agent. After deliberating on the subject for several weeks, and consulting with quite a number of the active members of the Association, he has decided to accept it, and to resign his office as Agent of the State Teachers' Association. The reasons which have led to this step can not here be given. An effort will be made to secure aid in conducting as many as possible of the Institutes he was expected to attend this Fall. He will continue to edit the Journal as heretofore, and attend to the correspondence of the office.

### Correspondence.

Preble Co. Normal Institute.—Our Institute was well attended to the close: we are all in the finest spirits. Money would not buy the good that has been done. There is but one voice in regard to the session; it paid all well. Many of our Teachers, I might say nearly all, feel a life and a zeal in the cause of education which they have never felt before. They go forth to their Schools to impart this spirit to others. Nor is this ephemeral: some day in the near future the results will be legible by every one who looks from effect to cause. Within the last year the Teachers in this county have expended \$375 in the cause of education, beside what they pay for the Journal and other educational works. We

shall do still better next year. I have been laboring for the Journal a little here and at Richmond, Ia., and as the result send you \$36.00.

I. S. M., Eaton, Preble Co.

I have read every number of the Journal since its first publication, and would not do without it for twice what it costs me.

M. P., Morgan Co.

DR. LORD: DEAR SIR. We are still striving to make progress in the cause of universal education. The new building for our High School is rapidly progressing; and will doubtless be completed by the commencement of the winter term. Dr. Henry Barnes continues as Superintendent, assisted by four females. Long and doubtful has been the struggle of this school for an existence, but by good management for the two past years it has been brought up, as we believe, to a high standard; and its future prospects are still more flattering.

H., Canal Fulton, Stark Co.

### Notices of Colleges, Schools, etc.

The thirtieth annual Circular of Miami University contains the triennial and the annual Catalogues. The Alumni number 532, of whom 175 have become Clergymen, 158 Lawyers, and quite a respectable number are professional Teachers. The classes for the last year are reported as follows: Seniors 23, Juniors 26, Sophomores 38, Freshmen 26—total 113: Preparatory Department 62; Normal and Model School 76—whole number 251. Rev. J. W. Hall, the President, and the Faculty, consisting of seven other able men, are united in their efforts to make the Institution all which its warmest friends could wish.

Otterbein University, located in Westerville, Franklin county, is under the auspices of the United Brethren. The Catalogue shows an attendance of 100 gentlemen, and 44 ladies. The Freshmen class numbers 3, and the class preparing for College 10. Rev. L. Davis, the President, and Professors J. Haywood and R. M. Walker, are aided in the Female Department by two ladies.

Madison College.—This Institution, located at Antrim, Guernsey county, is steadily progressing: during the last year the College classes numbered 24, the Preparatory 6, and the Scientific Department 49—total 79. Antrim Female Seminary of which the President of the College, Rev. S. Findlay, Jr., is Principal, numbered 34.

Bethel High School.—A permanent Academic Institution located in Russellville, Ky. The Principal, B. T. Blewett, A. M., has been a subscriber to our Journal and to the "Ohio School Journal" almost from the commencement of the former in 1846. Prof. F. B. Downes, his associate, is also on our list. Three other Instructors are employed: the Students number 154.

Grand River Institute.—The course of study in this Institute, which was established about twenty years since, occupies four years. Rev. A. Blakely, the President, and Mr. A. A. Smith, who has been connected with it for years, are aided by six other Teachers. The Students number 220: 122 gentlemen, and 98 ladies. It is a gratifying fact that this Institution which has done so much for Northern Ohio is still flourishing: it is located in Austinburg, Ashtabula county.

Allen County Institute.—The Catalogue of this School, commenced in Lima some two years since, contains the names of 83 gentlemen and 105 ladies—total 188. Mr. S. E. Adams and Wife are the Principals. They are doing a good work for Northwestern Ohio.

**FEMALE SEMINARIES.**—The thirteenth Catalogue of the Wesleyan Female College, Cincinnati, presents a list of 147 in the Collegiate, 242 in the Preparatory, and 53 in the Primary Department: total 442. Rev. P. B. Wilber, A. M., and Mrs. Wilber are the Principals, beside whom some nineteen Teachers are employed.

**Willoughby Female Seminary, Lake Co.**—The eighth Catalogue gives the names of 211 pupils: 11 in the Senior, 24 in the Middle, and 135 in the Junior Class, and 41 in the Primary Department. Miss Marilla Houghton is Principal, and Rev. A. Nash, of Willoughby, Secretary.

**Esther Institute, Columbus.**—The third Catalogue shows an attendance for the last year of 159: the whole number instructed during the last three years is 265, and the average for each year, 142. Mr. L. Heyl, the Principal, is aided by a large corps of Teachers. Probably no Seminary in Ohio is better furnished with all the facilities for the instruction and improvement of pupils than this.

**Burgess Hall, a Boarding School for young ladies,** has been sustained for three years in Springfield: it is to open on the 3d inst. in Hamilton, under the charge of Rev. Chas. F. Lewis, A. M., and Mrs. M. E. Lewis.

**Cleveland Female Seminary.**—The first Catalogue shows an attendance of 234 pupils. Prof. S. St. John, LL. D., is Principal, and some nineteen other Professors and Teachers are enumerated. The building and grounds are admirably adapted to their objects, and the location is finely chosen.

**American Female College, at Glendale, Hamilton Co., near Cincinnati.**—This Institution has recently been established under the charge of Rev. J. Covert and Mrs. L. S. Covert. The first Catalogue contains the names of 99 pupils. Special facilities are afforded for the study and practice of music, vocal and instrumental.

The Western Female Seminary at Oxford, for which a fine site has been secured and a noble building erected, is to be opened on the plan of Mt. Holyoke Female Seminary, on the 20th inst.

**PUBLIC SCHOOLS.**—The Regulations of the Public Schools of Zanesville were published in pamphlet form, some weeks since. The course of study in the High School is to occupy five years.

The citizens of New Comerstown, Tuscarawas Co., have recently erected a fine building for a Union School.

The people of Indiana are rapidly introducing Classified Public Schools in their larger towns and cities. Madison has had the system in operation for some years. During last summer the system was adopted in Aurora. Mr. S. P. Bronson, late of Brown Co., O., was employed as Superintendent, and Mr. G. W. Weimar, of the same county, as Principal of the Senior department.

Richmond has recently erected a fine building, in which a Union School is to be opened during this month. Referring to this subject, the "*Palladium*" says: "The Trustees have secured the services of Josiah Hurty, A. M., as Principal or Superintendent. A corps of well qualified assistant Teachers will be engaged to fill the various departments, as soon as practicable. Of Mr. Hurty, we are prepared to speak from long and intimate acquaintance. We regard his qualifications for the post as not inferior to those of any teacher in the western country. He has for many years had charge of schools similar to the one proposed here, and has been highly successful. We understand that the faithful and efficient Trustees of our Union School intend to make it a *first class* Institution, equal in every respect to the best Seminaries or High Schools of the country: in some respects we doubt not it will be superior."

## Selected Anecdotes.

The Old Schoolmaster's Story.—“When I taught a district school,” said he, “I adopted it as a principle to give as few rules to my scholars as possible. I had, however, one standing rule, which was, ‘*Strive under all circumstances to do right,*’ and the test of right, under all circumstances, was the GOLDEN RULE:—‘*All things whatsoever ye would that men should do to you, do ye even so to them.*’”

If an offense was committed, it was my invariable practice to ask, ‘was it right?’ ‘Was it doing as you would be done by?’

All my experience and observation have convinced me that no act of a pupil ought to be regarded as an offense, unless it be when measured by the standard of the Golden Rule. During the last year of my teaching the only tests I ever applied to an act of which it was necessary to judge, were those of the above questions. By this course I gained many important advantages. In the first place, the plea, “You have not made any rule against it,” which for a long time was a terrible burden to me, lost all its power. In the second place, by keeping constantly before the scholars as a standard of action, the single test of right and wrong as one which they were to apply for themselves, I was enabled to cultivate in them a deep feeling of personal responsibility. In the third place, I got a stronger hold on their feelings, and acquired a new power of cultivating and directing them. In the fourth place, I had the satisfaction of seeing them become more truthful, honest, trustworthy, and manly in their intercourse with me, with their friends, and with each other.

Once, however, I was sadly puzzled by an application of the principle, by one of my scholars, George Jones—a large boy—who partly through a false feeling of honor, and partly through a feeling of stubbornness, refused to give me some information. The circumstances were these: A scholar had played some trick which had interrupted the exercises. As was my custom, I called on the one who did the mischief to come forward. As no one started, I repeated the request, but with no success. Finding that the culprit would not confess his guilt, I asked George if he knew who had committed the offense?

“I did not do it,” was the reply. “But do you know who did?” “Yes, sir.” “Who was it?” “I do not wish to tell.” “But you must tell; it is my duty to ask, and yours to answer me.” “I can not do it, sir,” said George, firmly. “Then you must stop with me after school.”

He stopped as requested, but nothing which I could urge would induce him to reveal anything. At last, out of patience with what I believed to be the obstinacy of the boy, I said: “Well, George, I have borne with you as long as I can, and you must either tell me or be punished.”

With a triumphant look, as though conscious that he had cornered me by an application of my favorite rule, he replied, “I can’t tell you because it would not be right; the boy would not like to have me tell of him, and I’ll do as I’d be done by.”

A few years earlier I should have deemed a reply thus given an insult, and should have resented it accordingly; but experience and reflection had taught me the folly of this, and that one of the most important applications of my oft quoted rule was—to judge of the nature of others, as I would have them judge of mine. Yet, for the moment, I was staggered. His plea was plausible; he might be honest in making it; I did not see in what respect it was fallacious. I felt that it would not do to retreat from my position and suffer the offender to escape; and yet that I should do a great injustice by compelling a boy to do a thing, if he really believed it to be wrong.

After a little pause, I said, "Well, George, I do not wish you to do anything which is wrong, or which conflicts with our Golden Rule. We will leave this for to-night, and perhaps you will alter your mind before to-morrow." I saw him privately before school, and found him more firm in his refusal than ever. After the devotional exercises of the morning, I began to question the scholars (as was my wont), on various points of duty, and generally led the conversation to the Golden Rule.

"Who," I asked, "are the persons to whom, as members of this school, you ought to do as you would be done by? Your parents who support and send you here? your schoolmates who are engaged in the same work with yourselves? the citizens of the town, who by taxing themselves, raised money to pay the expenses of this school? the school committee who take so great an interest in your welfare? your teacher? or, the scholar who carelessly or willfully commits some offense against good order?" A hearty "Yes," was responded to every question.

Then, addressing George, I said, "Yesterday I asked you who had committed a certain offense? You refused to tell me, because you thought it would not be doing as you would like to be done by. I now wish you to reconsider the subject. On one side are your parents, your schoolmates, the citizens of this town, the school committee, and your teacher — all deeply interested in everything affecting the prosperity of this school. On the other side, is the boy who by his act has shown himself ready to injure all these. To which party will you do as you would be done by?"

After a moment's pause, he said, "To the first: it was William Brown who did it."

My triumph, or rather the triumph of the principle, was complete; and the lesson was as deeply felt by the other members of the school, as by him for whom it was specially designed.—*From the R. I. Schoolmaster.*

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## Editors' Table.

Gillespie's Land Surveying: a Treatise comprising the *theory* developed from the elementary principles, and the *practice*, with the chain alone, the compass, the transit, the theodolite, the plane table, etc.: illustrated by 400 engravings and a Magnetic Chart. By WM. M. GILLESPIE, A. M., C. E., of Union College. Published by D. Appleton & Co., N. Y.—This is undoubtedly the most complete treatise on the subject which has been published in America. We commend it to the attention of all interested in the study or the practice of surveying.

McNally's Geography: number 3 of the National Geographical Series, in course of publication by A. S. Barnes & Co., N. Y.—This is a large quarto of more than 90 pages, well arranged, finely printed, and copiously illustrated with maps and engravings.

Analytical Class-Book of Botany: Part I. Elements of Vegetable Structure and Physiology, by FRANCES H. GREEN; Part II. Systematic Botany, illustrated by a Compendious Flora of the Northern States, by Jos. W. CONGDON. N. York: D. Appleton & Co.—This is a finely executed quarto of 228 pp. Without professing to have tested its relative merits, we commend it to the attention of those interested in the science.

Elements of Physical and Political Geography, for Schools and Academies, and intended to convey just ideas of the form and structure of the earth, the principal phenomena affecting its outer crust, the distribution of plants, animals,



and man upon its surface; together with its present political divisions. By CORNELIUS S. CARTEE, Principal of Harvard School, Charlestown, Mass. Boston: Hickling, Swan and Brown.—This is another contribution to the elementary works on Physical Geography, a taste for which has been so generally awakened by the works of Mrs. Somerville and Prof. Guyot, and the Physical Maps of Pelton. It differs considerably from the work recently published by J. H. Colton & Co., and is well worthy of examination by all who wish to select a text-book of its kind.

Exposition of the Grammatical Structure of the English Language: being an attempt to furnish an improved method of teaching Grammar. By JOHN MULLIGAN, A. M. New York: D. Appleton & Co.—This is a very full exposition of the general method of analysis presented in "Greene's Analysis" and sundry later works, and which has been used by our best Teachers for twenty years or more.

The American School Hymn Book, by ASA FITZ. Boston: Crosby, Nichols & Co.—This is a valuable collection of nearly 200 hymns, school-songs, etc., suitable for daily use in the school or the family. It is very popular wherever it has been introduced. Mr. S. B. Phipps, who will attend several Teachers' Institutes in the State, is agent for its introduction.

Messrs. Crosby, Nichols & Co., have also issued a very neat little quarto, entitled The School Journal, containing a model, and ruled paper sufficient for keeping a daily journal for several weeks: intended for the use of all scholars who can write.

THE AMERICAN JOURNAL OF EDUCATION AND COLLEGE REVIEW: edited by Rev. A. Peters, D. D., and Henry Barnard, LL. D. To be published monthly in numbers of 80 pp., at \$3 per year: by N. A. Calkins, New York.—This is intended to meet the want, which has long been felt by every intelligent friend of education, of a grand national educational periodical, worthy of the cause and of the age. We hail the announcement of the work with the greatest pleasure. The first number will probably appear during this month. All orders should be directed to the Publisher, 348 Broadway, N. Y.: communications, to the Editors at the same office.

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### Items.

Rev. H. L. HITCHCOCK, President of Western Reserve College, has received the degree of D. D. from Williams College, Mass.

Mr. NATHAN BISHOP, Superintendent of the Public Schools of Boston, has received the degree of LL. D., from Harvard College.

Mr. WM. BOGLE, late of Mt. Vernon, has been appointed Prof. of Languages in Madison College.

Mr. W. L. TIRRELL, late of Marion, has taken charge of the Union School in Mt. Gilead. Salary \$700.

Mr. J. FULTON, late Superintendent of Schools in West Liberty, and Mr. DANIEL BERGER, late of New Carlisle Academy, have been appointed Teachers in the new buildings recently erected in Springfield.

Mr. J. H. HOLTON, late of Bellevue, is appointed Superintendent of the schools of Milan.

Mr. J. HURTY, A. M., late of Newport, Ky., has been appointed Principal of the Union School soon to be opened in Richmond, Ia.

Mr. JOHN H. DOAN, late of South Charleston, has taken charge of the Coolville Seminary, in Coolville, Athens Co.

THE  
Ohio Journal of Education.

COLUMBUS, OCTOBER, 1855.

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Classified Public Schools.

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THE elements of success in the well classified Public Schools of our own and other States may perhaps be enumerated under a few heads : The degree of interest they have awakened in the minds of almost the whole community, shown in the buildings and other facilities provided ; the improved character of the Teachers employed and the comparative permanence of the office ; the uniformity of the books used, and in the mode of instruction pursued ; the systematic and consecutive course of study, commenced in the lowest, and continued through all the succeeding departments ; and the accurate classification of all the scholars according to their advancement.

The benefits derivable from most of these features of the system, have been often and somewhat fully discussed, and their utility is quite generally admitted. But, perhaps, no one of them is more likely to be undervalued, or its importance overlooked, than the last. Especially is this the case in towns where the system has not been tried. In some places a failure to understand and properly to apply this feature has brought the whole system into disrepute.

Education is a gradual, a progressive work : its successive steps must be taken in proper order, or the objects they are intended to effect can not be accomplished. The following are some of the important advantages arising from a rigid adherence to the plan of classifying every scholar with reference solely to his attainments and abilities :

1. Each scholar, being placed in the system just where he properly belongs, takes those studies and those only which he is prepared to study with profit : none would think of setting a child to studying grammar or geography before he could read ; but very many parents, (and some Teachers,) have supposed that scholars could study philoso-

phy or astronomy before they were acquainted with common arithmetic, or learn the terms employed in chemistry before they could read intelligently a paragraph in a newspaper.

2. When his scholars are thus classified, the skillful Teacher can adapt his instruction and his illustrations to their actual condition and wants.

3. Every scholar being classified with those who are as nearly as may be his equals, no one is in danger of being discouraged by his inability to keep pace with those who are his superiors, nor of being retarded by those who are far his inferiors.

4. The plan of classifying pupils at first on this, the only true basis, and of promoting them, from time to time, from one class, or one grade of school to another, with reference solely to their merits, furnishes one of the strongest possible inducements to fidelity on the part of all. No scholar of any spirit likes to lose caste, to fall behind others of the same age and opportunities. Hence this system, if impartially executed, often arouses to vigilant action the minds of pupils who might, under almost any other, fail to make any considerable effort for their own improvement.

The true interests of every scholar can best be subserved by classing him exactly where he belongs. It is quite as injurious to place a child in advance of his proper position as to place him below it: indeed it may often be a greater evil. He will be compelled, by his inability to sustain such a position properly, to become superficial, to pass over many things without a thorough understanding of them; and must, sooner or later, lose his self-respect as a scholar.

True it may be humiliating, especially to those somewhat advanced in years, to take a position below the rank they might be expected to occupy, but this is the only way to carry out the system, or to secure to them its benefits. It has often happened in the schools of this city that scholars from the most wealthy and influential families have failed on examination to secure admission to the High School, and have been under the necessity of entering a lower school for some months to prepare for admission; and in every case where they have so done, they have, when in due time admitted on their own merits, manifested a degree of self-respect, shown an interest in their studies, and subsequently made such progress as would never have been attained, had they been permitted to enter at first by any laxness or favoritism.

It is to be hoped that, in all places where classified schools are now

being organized, the Board and the citizens will be disposed to avail themselves of their full benefits by adopting the feature above named, and adhering to the only principle upon which the proper classification of scholars and the gradation of a system of schools can be effected.

A. D. L.

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### Home Education.

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We have many Colleges, many High Schools, and Academies, and numerous other Institutions which afford public and private means of instruction ; and yet, it does seem to me that the great prevalent error among our people, consists in this, that they affix to the idea of education something that can only be found away from *home*. The general idea that prevails among parents is, to inquire for some Boarding School, High School, Academy, or College, in which they may place their sons or daughters, in order that they may receive that kind of instruction necessary to qualify them to enter upon the discharge of the duties and responsibilities of active life. Many parents seem to think that *home* is a proper place to eat, drink, talk, and sleep ; but that is all.

The Almighty has left us, in his word, three positive institutions—The Family, the Church, and Civil Government. These have existed in some form, in every age of the world. Other Institutions have arisen, and are before us, and among us ; they come and go to be seen no more. But the whole fabric of society may be changed ; government may be rent asunder ; new dynasties may take the place of the old, a volcanic tempest may sweep over the whole face of civilization ; yet, as soon as the necessary time would elapse for the settling down of society into some form, shape, and order, these three institutions ordained of Heaven, would appear—the Family, the Church, and Civil Government.

The first of these is the Family ; and it is in this institution that we must look for the beginning of an education that shall be worthy of the age and the nation in which we live. There is much implied by the phrase “*Home Education*.” It is not the proper cultivation of the mere intellect—it is the proper training of the heart, the affections, and the social qualities. I do not believe that any man, let his intellectual attainments be what they may, is fit to go forth into society, if he has not

had thrown around him the genial and purifying influence of the Family government.

We can not maintain and perpetuate our glorious form of government, in its purity and excellence, by depending alone on the Colleges and Universities of the land. We must look to the education that controls and shapes the family circle. There can be no love of country, where there is no love of home. True patriotism derives its mighty strength from fountains that gush out around the hearth stone; and those who forget to cherish the household interests, will soon learn to look with indifference upon the interests of their country.

I know a man of great wealth, an active member of the bar for twenty years, who resides near the capital of Indiana. He is the father of nine sons, two of whom are ministers of different religious denominations. Of these, one has traveled in foreign lands, and has interested and delighted many American audiences by imparting to them knowledge that he had acquired abroad. Two are among the most industrious and successful farmers of our State. One is a most gentlemanly conductor upon one of our Railroads; another, under twenty years of age has penetrated the wilderness Northwest of Lake Superior, as far as Pembina, and has returned with a mind well filled with practical knowledge. Another is in active business in a produce store, on the shores of Lake Michigan, and the two youngest are now scholars in a district school. I heard one of these sons say, at the age of twenty-two, that he was never in a court house to hear a trial, or to be sworn as a witness.

This father, to whom I have referred, has a little domestic *government at home*. It is his practice, in his family, to hold frequent consultations, in which each member takes a part, in the discussion and determination of all questions affecting their duties, interests, and responsibilities, in the affairs of life. He taught his sons to *think*, to *work*, to *labor*. He has been able to invest practicable labor with an interest that cheers the hearts of all around him, and that thus gives to his home the grace, peace, refinement, and attraction, that God designed a *Home* should possess. The results of this system of home education are seen in good constitutions, physical strength, good morals, industrious habits, and in the practical application of useful knowledge, acquired by collegiate studies.—*Address by Gov. Wright, of Ia.*

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VISIT YOUR SCHOOLS.—You could not do a better thing. Your boy has the idea that you care scarcely more than a fig's value about

his progress there : your girl thinks you are too busy about *more important* matters to worry about her recitations. Grammar is dry as dust to her, Geography is tedious, arithmetic is a bore, reading is horrid, writing is her special abomination. If she speaks of either at the table, she is hushed up. You talk of stocks and Senatorship, of the war and free trade. The young ones learn to think their studies very small matters in comparison with yours.

But visit their school to-day. Hear a lesson or two recited. Learn from their teachers what their standing is, in what they oftenest fail, in what they excel. See who sits next them in the schoolroom. See how they compare in personal appearance, whether they look happy and at home. If acquainted with their school habits you can not but be interested in them, and then you can not possibly avoid talking of them. Making their matters subjects of home conversation will certainly stimulate them to better efforts—make better scholars of them. By all means then visit your schools. Go alone if no one will go with you. You will always be welcomed by the teacher, unless he is a fit one to be turned off.—*Pittsburg Visitor*.

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### PROFESSIONAL.

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## Literary and Scientific Qualifications of Teachers,

### NO. III.

2. SPELLING. A Teacher should not only be familiar with the correct spelling of words, but he should be able to tell why certain words are spelled in some particular way, rather than in some other way. For example, from *benefit*, *thin*, *gum*, are derived *benefiting*, *thinnish*, *gummy*, in which the final consonant of the radical is doubled ; while from *benefit*, *green*, *room*, come *benefiting*, *greenish*, *roomy*, in which the final consonant of the radical remains single. Now, as there are many hundreds of derivative words in which the duplication or non-duplication of the final consonant of the radical depends on a single rule, it is important that every teacher should be acquainted with this rule ; for, if the teacher neglects to communicate the rule to his pupils, no amount of practice and drilling will secure them from a liability to mistakes in spelling this class of words.

By another rule we are taught when to drop, and when to retain in derivatives, the final *e* of the radical, as in *loving*, *lovely*.

According to a third rule the plural of *sky* is *skies*, while the plural of *money* is not *monies*, but *moneys*.

I have known young persons who had gone through a regular course in Seminaries of some repute, to employ, not *occasionally*, but *habitually*, the orthography *occasionally*, *habitually*, etc., without being aware that they were violating any principle of correct spelling.

I have known teachers of the higher grades of schools, to excuse their neglect of spelling exercises on the ground that the pupils should have been made perfect in orthography before they entered their department. Now, the rule for spelling such words as *occasionally*, etc., can be comprehended only by scholars who have learned to distinguish the parts of speech. Some of the principles of correct spelling can, therefore, be taught only in the higher departments of a graded school, or to the more advanced classes of pupils in other schools. If teachers, instead of attempting to make correct spellers of their pupils by obliging them to rely on the memory for the orthography of each individual word of the language, were to pay due attention to the rules, principles, analogies, regularities and irregularities of English spelling, we should not find entire classes of the more advanced pupils in our schools, incapable of writing a short paragraph without committing several errors.

Of the two thousand teachers in Ohio who read the "Journal," all are, doubtless, eminently successful in teaching both the theory and the practice of correct spelling; but of the sixteen thousand who do not take any school periodical, and of whom, many thousands have never read a single educational treatise, may there not be found some who are not aware that rules applicable to spelling exist; or, who, at least, if interrogated as to those rules, would be unable to repeat them? I regret that I can not reach, through the medium of the Journal, those for whom the present series is especially intended. w.

*Erratum.*—In "Number II," of this series, near the close, omit the word *sound*.

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The mind has more room in it than most people think, if they would but furnish the apartments.

## The use of Anecdotes in School.

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The value to the Teacher of a fund of anecdotes and illustrations upon which he can draw whenever occasion requires, can hardly be overrated. With mature minds, even with those best able to appreciate reasoning, comparisons, illustrations or allusions are often more forcible than arguments.

Every classical scholar will remember the effect produced upon those who had seceded from Rome, at a certain time during its early history, by the relation of the fable of the "Stomach and the members of the body." Numerous illustrations might easily be quoted from any of the orators of ancient or modern times. The ability to use such comparisons characterizes the writings of Franklin. "Green wood will last longer than dry;" said Unthrifty: "So will *straw* for cattle, last longer than *hay*," replied the Prompter.

If then, as will be readily admitted, those the most capable of comprehending and feeling the force of arguments, are more readily influenced by illustrations, etc., than by logic, it must be obvious that children and youth may be most successfully approached in the same way. The conclusion to which we wish to lead is, that if we would influence youth to adopt our views and act in accordance with them, we must be prepared to illustrate and enforce them by the proper means. We are now assuming that in order to induce any *intelligent* beings possessing *free will*, to act continuously in accordance with our views, they must be convinced, to a greater or less extent, of the propriety of those views, and led to adopt them more or less heartily as their own.

Suppose, then, the teacher desires to interest a class of boys or young men in *declamation*, so that they may prepare themselves for it as thoroughly and as cheerfully, and engage in it with the same zest with which they would enter upon other duties. Every one who has tried it knows that no formal *argument* intended to show the value of the practice will be likely to awaken the interest needed. He must be able to *illustrate* its utility by examples.

The following incident occurred in the writer's own experience: Several years since, a young gentleman several years older than himself, who had already acquired a respectable academic education, placed himself under his tuition for the purpose of studying some higher branches. Having never formed the habit of declaiming in public, he



was unwilling to take part in the exercise, and begged most earnestly to be excused, alleging that, "as he did not intend to become a public speaker, it could be of little or no use to him." On account of his age, and his importunity, he was finally, though reluctantly, excused. He subsequently studied medicine, ranked high as a student, and soon after graduating was appointed Demonstrator of Anatomy in the College from which he graduated. In this position his only deficiency was his lack of the ability to *communicate* what he himself understood; and though he gave very good satisfaction to others, this defect was a constant source of embarrassment and mortification to himself. In a year or two he resigned his situation to devote himself to practice; and soon after deciding so to do, he called upon the writer, and among other things said, "Though I then thought it a great favor, your consenting to excuse me from declamation was the greatest *unkindness* you ever did me." Both he and the Faculty well knew that but for this deficiency he might have acquitted himself honorably as a Demonstrator, and with the abilities he possessed, soon have fitted himself for a Professorship, a position which would then have been far more agreeable to him than that of a common practitioner.

At a future time we may show how scholars who are diffident, and who are disheartened by the embarrassment they feel in their first efforts to declaim, may be encouraged by the examples of those who have risen to eminence as orators.

A. D. L.

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### Concert Exercises in School.

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At the risk of being esteemed somewhat "old fogy," I venture to protest against the use of "Concert Exercises" in School, to any great extent. I refer, particularly, to conducting recitations in concert. Whenever I visit a school and find the teacher questioning a class *collectively*, I am quite suspicious that the design is to shield from my observation the negligence of certain members of the class, and let the entire class retire wearing the laurels only due to some three or four or half-a-dozen members of it. Perhaps this is an uncharitable suspicion; but, whether designed or not, is not such the result, almost always, of concert recitations? Can the *teacher* know, with any degree of certain-

ty, what scholars have and what ones have not learned the lesson? I think not; and hence, one objection to this method is, that it renders it extremely difficult, if not impossible, for the teacher to *know* what pupils have not thoroughly learned their lessons. Whatever other important designs there may be in conducting a recitation, this should never be overlooked. This knowledge the teacher *must* have, if he would labor profitably for his entire school—indeed apt, “bright scholars,” as we call them, need *much* less of the teacher’s assiduous care and attention than those of a different character. He must find out the halt, the impotent and the “shirks,” among his pupils, in order properly to bestow and apply his labor. Unless he has this knowledge, his record of scholarship must be imperfect and partial—the “drones” will have undue credit, and this record will react unfavorably upon both sections of the class. The ambitious, active portion will be likely to grow disheartened and relax their efforts, while the dull will grow more torpid.

Again, this style of recitation is too noisy. It is an annoyance to other pupils not reciting, that amounts to an absolute hindrance to their study; they ought not to be required to submit to it. It might do to arouse a class or a school that was growing dull and listless by an occasional question or two to be answered in concert, but its constant and oft-repeated practice seems to me nothing less than a nuisance, by the noise and confusion it creates in the school room.

Again, it is objectionable because it cultivates bad habits in articulation, pronunciation and *tone*. Answers of this kind are usually given with a *yell*, each pupil apparently vying with the others to see which shall scream the loudest, or you have all the tones and semi-tones of two or three octaves in one confused medley. They are cultivating the vocal organs, it is true, but in the very worst form possible—without rule, guide or purpose, except *to make a noise*. If the teacher attempts to control their voices, he brings them as nearly as possible all to one (musical?) key—the answer is measured off in numbered feet, and becomes a dull, monotonous chant. Articulation and pronunciation are indistinguishable, consequently can not be corrected. Reading, if that be the exercise, becomes drawing, sing-song and monotonous: habits most difficult to eradicate.

Again, concert exercises become too much of a pastime, and create usually too much merriment. I care not how *agreeable* study and recitation are made—the more so, the better; but neither should ever

assume the character of sport or play—not even with the youngest pupils—a marked difference should always be observed.

Again, concert recitations destroy the individual responsibility of the scholar. In this, I imagine, lies their greatest and permanent mischief. This principle is the corner-stone of his future scholarship and character. It is our duty as teachers to implant, nourish and strengthen it, and at the same time so guard its growth that it may never assume the form of arrogance and superciliousness. They should never be released from it in the school-room. Just in proportion as we conduct our recitations in such a manner as to free them from this responsibility, in the same proportion they will grow careless, slack and indifferent in learning their lessons. An ambitious scholar *may* hold out wisely and well ; but it is a matter of great uncertainty how *long* he will hold out, compelled to drag after him such a dead weight as the balance of his class will surely be, if this principle is destroyed, and then, as before intimated, he discovers by the record that they *undeservedly* share his reward. It is not right—it can not be that such a state of things should exist, and yet it appears to me to be the legitimate fruit of continued or even occasional concert recitations. It certainly offers *temptations* to idleness and indolence.

Again, this plan of recitations is not *thorough*. This has already been implied in what has been said. Under it, scholars do not *learn their lessons*. A few *may*—the bulk of the class *do not*. “There is no royal road to knowledge.” Lessons, to be *learned*, always *have* required diligent, persevering study, and with all new inventions, none will probably ever be found to make the demand any less necessary or obligatory. The teacher may explain the lesson *fully, clearly*, but of little use will this be to the scholar that is ignorant of the *text*, and such a scholar has lost the *discipline of the mental faculties* imparted by study. How often have we questioned classes individually, which had just given rotund and sonorous answers to the same questions in concert, and found one half or more of the class wholly unable to answer. Frequently has this been my experience and doubtless that of many teachers and superintendents.

I am not disposed to question the propriety of an *occasional* concert exercise ; but would make them exceedingly rare. I would never conduct a recitation in that way, either with primary or senior scholars. One verse read in concert by a class, occasionally, might do *some* good, but not by *improving the reading* : it may enlist more attention, and ~~enliven~~ enliven a class growing weary and dull. The repeating of verses, es-

Pecially of poetry, the singing of the multiplication table in concert by primary scholars, or its rehearsal in monotonous tones and measured numbers, I esteem very pernicious.

Perhaps I over-estimate the *extent* to which this practice is carried in our schools. I hope I do; but with my present information upon this point, I believe it to be a *growing evil*, and already of such luxuriant growth, that its entire abandonment would be better for our schools than its continuance to so great an extent.

*Mansfield, Sept. 15th.*

W. C. C.

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### Flowers and Children.

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Far off in the quiet country, I chanced to be seated within a tidy, but rough looking school-room, whose only claim to beauty and attractiveness seemed to be the green shading of the windows, culled from the neighboring forest, and the brilliant but tasteful bouquet ornamenting the teacher's desk. A slight touch of the bell, announcing "General Exercise," claimed instant and universal attention, whereupon a bundle of lilies were speedily distributed, each delighted little pupil eagerly examining the tiny portions of leaf and blossom. The teacher then read from Wood's Synopsis of the Natural System, "Flowering or flowerless plants?" "Flowering," was the quick decided answer. "Leaves parallel or net-veined?" "Parallel," was the animated reply. "Sepals and petals verticillate or wanting?" A dubious glance at the flower and a hesitating look followed this query, while the teacher explained the meaning of this doubtful word, when the settled conviction gathering upon each aroused mind decided, "Verticillate." "Veinlets of the leaf, parallel or diverging from the mid-vein?" "Parallel," the shouting response. The other distinctions following, were correctly observed, and the puzzled manner succeeding the question, "Sepals and petals similarly or dissimilarly colored," changed to triumphant certainty upon a word from the Instructress. With equal readiness and accuracy were many more differences given, and the plant located in the natural order to which it belonged. The teacher turned to the further description and was followed by her attentive class with the same awakened life and willing thoughtfulness which had marked the whole exercise of fifteen minutes.

I bethought myself of its advantages and saw that these young minds were thoroughly aroused ; that the habit of concentrated attention was cultivated ; that earnest and connected thought was required ; that accurate judgment and knowledge were exercised ; and all this through a beautiful and engaging medium. What child does not love and cherish a flower, and what more easy and successful appeal could be made to his memory and understanding than through the agency of these objects of coveted possession ? Each modest flower by the wayside furnishes him instruction and amusement, and every minute part is subjected to careful examination and, perhaps, to the solicited attention of the teacher. What huge and ungainly bouquets will soon be presented, if all are permitted to contribute to the vase upon the desk, ever in fresh and smiling order ! Not alone is a love of the beautiful and curious thus awakened, but the same correctness of observation and thought is acquired which will notice every letter in a word, or, perchance, some day fix securely and accurately the various axles, pivots, and valves in a complicated machine or a rushing engine. The same unfailing principle of accuracy may yet control the financial interests of many communities, guide the limner's pencil, or give method and clearness to the orator's flowing periods. Although inborn in every mind, it must be wakened to life in the child to gain its fullest and happiest effect. A new world is vouchsafed the little one who is taught to *see* every thing about him, and understand remote similarities and differences. It is true that Botany, as a science,—the theory of growth and the principles and elements of vegetable life,—can not come within the capacity of young scholars, but the examination of flowers clearly can and must leave its impress indelibly fixed, even as all communion with the pure and beautiful ever must, aside from the discipline it affords.

It is no marvel that men and women blunder and stumble along the rugged paths of this mortal life, when it is remembered how few of them have ever been taught to note by the way the many aids and helps continually about them. How small the number who have ever turned from the beaten path of their daily business, to refresh the spirit or exalt the understanding by converse with nature in its various and beautiful forms ! How few teachers have ever thought to make practical in this way, a tithe of their school-book knowledge ! Alas, how many of them rush as heedlessly along as the unthinking children, whom it is their duty to mould and fashion for the future ! They hear not the "little flowery ejaculations and soliloquies, at every turn," which vainly endeavor to win them to industrious investigation, if yet they are

ignorant of the delights and profits of the study of nature. How culpable the inefficient instructor who is satisfied with limited attainments!

Although this plan of teaching Botony may seem impracticable in a city school, yet few things are impossible to a vigilant teacher and interested pupils, and where can its humanizing and ennobling influence be more needed? In the rural villages or farming districts, where, throughout our State, mother earth gives, in forest and field, such teeming evidences of her willing fruitfulness in the form of delicate and gorgeous-hued flowers, how can we fail to notice the unspoken invitation to enjoy their certain benefits?

And who would not awaken a sluggish mind from its torpor, and thus effectually commence the business of education,—and if it be done through a stone or a flower, a dewdrop or a rainbow, it has raised the youthful heart from the grossness of this lower earth to contemplation of the *better* things granted us in our struggling world of grief and strife. As the nature of our thoughts assimilate with the objects about us, what ample encouragement and hope have we for a little child, in the recognized beauty of a simple flower! In thus directing his mind, we give him wide scope in the pursuit of happiness, and perhaps unconsciously turn him from a thousand growing evil habits and proclivities; restore to the world a useful and honorable man; and above all lead him to look up from the mystic and half deciphered tablet ever before him to its great Creator, whose finger has traced thereon His marvellous power and wisdom, and who thus ever beckons us to that glorious land of ever-enduring verdure and fadeless bloom.

North Fairfield, O., Sept. 1855.

L. A. T.

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#### MATHEMATICAL DEPARTMENT.

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EDITED BY F. W. HURTT, SPRINGFIELD.

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SOLUTIONS OF QUESTIONS PUBLISHED IN THE AUGUST NUMBER OF THIS JOURNAL.

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No. 28. Solution by Omega—*A, B and C, paid each \$300 for a piece of land. A paid a certain sum per acre, B \$1 more, and C \$1 more than B per acre. There were 300 acres in all. How much did each pay per acre?*

A paid \$ $x$ , B \$ $(x + 1)$ , and C \$ $(x + 2)$  per acre. According to the conditions of the question

$$\frac{300}{x} + \frac{300}{x+1} + \frac{300}{x+2} = 300 \text{ or}$$

$$x^3 - 4x = 2$$

By approximation—Ray,  $\left\{ \begin{array}{l} x = \$2, 2143 = \text{what A paid.} \\ x + 1 = \$3, 2143 = \text{“ B “} \\ x + 2 = \$4, 2143 = \text{“ C “} \end{array} \right.$   
Part II.

No. 29. Solution by James Saylor.—*Mary spun yarn for  $\frac{1}{3}$  part. She took 9 skeins and her employer 5, when she found she could take  $\frac{1}{5}$  of what remained. How many skeins did she spin?*

Since Mary was to receive the  $\frac{1}{3}$  part, 9 were  $4\frac{1}{3}$  more than her share of the 14 taken out. Again, since having received  $4\frac{1}{3}$  more than her share out of 14, entitles her to only  $\frac{1}{5}$  of the remainder,  $4\frac{1}{3}$  must equal the difference between  $\frac{1}{3}$  and  $\frac{1}{5}$  of the remainder, but  $\frac{1}{3}$  less  $\frac{1}{5}$  equals  $\frac{2}{15}$ , hence  $\frac{1}{15}$  equals  $2\frac{1}{6}$  and the remainder is  $32\frac{1}{2}$  added to 14 equals the number spun,  $46\frac{1}{2}$ .

No. 30.—This should read: “To construct a plane triangle, having given the sides about the vertical angle and the lines bisecting it.”

*Acknowledgment.*—All the questions were solved by Chas. Anthon, Bowlder, John Carter, Gamma, R. W. McFarland, J. N. Soders, and M. C. Stevens. Nos. 28 and 29 were solved by A. A. Keen, Nos. 28 and 30 were solved by Omega. John Paisley sent in, too late for the last number, solutions of Nos. 25 and 26, also, Nos. 29 and 30. David Daily sent solutions of Nos. 25, 28 and 29.

#### QUESTIONS FOR SOLUTION.

No. 34.—By Gamma. Having given the perimeter and the three angles of a triangle, to find the sides.

No. 35.—By M. C. Stevens. Find the equation of a curve whose area is equal to seven times the rectangle of its coördinates.

No. 36.—By Bowlder. 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?—By analysis.

No. 36 involves the same principle as an example shown the Editor by Mr. Anderson, of Dayton. It is a good one.—Ed.

Correspondents furnishing solutions will please write on one side of the paper, and accompany them with the statement of the questions.

All communications for this department should be addressed to “F. W. Hurtt, Springfield, O.,” and, to be in time, should be mailed by *the first of the month preceding that in which they are to appear.*

## MISCELLANEOUS.

## To School Examiners.

As the season of the year is now at hand in which thousands of teachers will present themselves before you in the character of applicants for certificates, I would respectfully present to your consideration the propriety of some one of your number delivering a short lecture, on each day of examination, on some one of the branches usually taught in our common schools. Let it be short, not exceeding 20 or 30 minutes in duration.

By thus doing, you will afford to every teacher the same benefits that he derives from attending Institutes, only in a minor degree; and who is there that will pretend to calculate the amount of good they have done, and are still doing, to the cause of education throughout our State? Would you? If not, you will not condemn this suggestion as useless, but will, I trust, put your energies to the task, and speak at the very next opportunity.

Among the objections which methinks I hear arising to such a course, are the following: First, "We haven't time." Second, "Teachers will not be willing to wait." Third, "I do not feel myself capable of instructing the teachers of the county."

As to the first, lack of time,—if you examine by written questions, what do all three of you do after the questions on the last branch have been asked? Do not two of you generally examine and grade the answers, while the third one of your number goes round and talks to the teachers? This, I believe, is generally the case.

Now I want that third man to get upon his feet and talk a little sense and a little school, instead of going about and telling us, It is a fine day, etc., when we know that as well as he does.

Second, Teachers will not wait. I do not know how it may be in other places, but they generally wait *here* until they know whether they will pass or not, and I do not propose to delay them one moment longer; but merely to occupy the time one of you spends, generally, almost uselessly. So, methinks, if you really wish to lecture, there will be no lack of time.

Third, "I do not feel competent." Do you not feel yourself competent to sustain the office of examiner? Do you not feel yourself



capable of passing your individual judgment upon the intellectual capacities of 150 or 200 teachers each year? If you do not, what are you doing in the office? and if you do, let me assure you that you are capable of advancing some ideas upon the different branches on which you sit as Judge. △

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### Practical Phonetics.

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It is a general law, that so long as any branch of human knowledge remains inaccessible to the people, so long as its principles are not wide enough or broad enough for the majority of the intelligent to grasp, so long, indeed, as it fails to interest the thinking world, must there be in it something imperfect or radically wrong. <sup>a</sup>

This law is illustrated by many things, but the history of the arts and sciences affords one continued demonstration. Opinions may lead the few; authenticated facts alone will control the many. Isolated experiments may interest the *savant*; completed systems only will be accepted by the Schools.

When books were perpetuated only by copying, and he who wished to possess a volume must either undergo the toil of transcribing it, or pay the price of that toil to another, books and learning were necessarily the privilege of the few; but when that invention, which clothed all literature in a garb of surpassing beauty and usefulness, enabled the laboring man to purchase, by a single day's earnings, the treasured volume which before was accessible only to the wealthy, books and learning became the heritage of the many.

The history of locomotion presents its varied phases of early imperfection, and consequent exclusiveness. When the pack-horse, the stage-wagon and the stage-coach were the only means of conveyance, traveling was necessarily expensive, and travelers select. What was needed to popularize it? The marvels of splendor and efficiency we behold in the iron horse, the railway car, and the floating palace;—appliances before which those of the triumphant Cæsars must pale their ineffectual competition. This was needed to rescue the luxury from the few, and make it the pastime and necessity of the many.

The Limner's art furnishes an apt illustration. Who were the *patrons of the artist*, when, brush and palette in hand, he labored, touch by

touch, to transfer to canvas a hazardous *fac simile* of the patient sitter? We need not pause to reply, but ask who are they, now that Daguerre, Talbot and their compeers mirror forth their patrons with almost incredible facility, and at an expense truly ridiculous in comparison with the miracle of art secured to us! Alchemy was for the recluse; Chemistry for the people; astrology for the few; astronomy for the many.

What shall we say of the science in whose interest we would fain enlist your every reader? Its worth and importance no one questions who is aware of what it embraces. On it mainly depends the art of good reading and speaking; and an appreciation of this branch of knowledge, its utility, its desirableness, and its hygienic advantages, is daily extending.

Phonetic science has not claimed general attention, because it has, till recently, been but imperfectly developed. It was in that condition in which musical science was before Guido discovered that natural sequence of sounds which we term the major scale. It was a mere collection of opinions, and this can scarcely be dignified with the name of science. Rapp, Lepsius, Max Müller, Johannes Müller, Sheridan, Walker, Wheatstone and Latham are all authorities, learned and eminent; but how diverse; frequently, how conflicting! Nearer home we have the learned and original Dr. Rush, Worcester, Haldeman, Zachos, Russell, Pierpont and others, practical authorities, and betraying much less diversity.

In relation to this subject, Mr. Ellis observes, "Where there is scientific knowledge, there is universal consent. Differences betray opinions. Opinions, as distinct from knowledge, betray more or less ignorance. Now, on no one subject, pretending to scientific accuracy, could we cite so much difference of opinion as upon Phonetics." "But," inquires a practical teacher, "is the knowledge that has been accumulated so arranged, and are the existing differences of opinion sufficiently classified to admit of forming my own judgment respecting them?" It is even so; and succeeding papers will demonstrate in a more consistent, if less familiar garb, than that in which these thoughts are presented, how much that is demonstrable and useful is included in practical Phonetics.

B. F.

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Evil company is like tobacco smoke—you cannot be long in its presence without carrying away a taint of it.

## The Stammering Student.

Upon the gentle slope of a hill—one of those which stand like sentries along the banks of the beautiful Ohio and stretch far back into the country—stood a comfortable looking log house. A set of bars occupied the place of a gate, in front of the house, and leaning against them stood a pale-faced boy. He had seen some fourteen summers, but looked as if he might count no more than ten. He was gazing listlessly along the road toward the place where he would catch the first sight of his brothers coming with the loaded wagon from the hayfield. There was no very definite expression on his face, but he looked as if the joyous mischief of boyhood was almost foreign to his nature.

Presently his mother came to the door and called out, "Henry, where's father?"

"He's gone to the b-b—barn," he would have said, but the effort to articulate the word was vain, and he could only point despairingly to the open doors of the barn, which stood still further down the slope.

"Dear me!" said the mother half in pity, half in impatience, as she went back into the house, "I wish you could talk like other folks."

Henry turned again and leaned against the bars; but if there had been no expression on his face before, there certainly was now. "*Like other folks!*" The words smote heavily on his heart. He had known from infancy that he was *not* like other folks. His tongue had always refused to perform its office like the clamorous voices of his brothers, and many an hour he had passed in silence because he dreaded the laughter which his attempt to talk called forth at school, and still more the impatient inattention with which they were received at home. His physical frame was slight, and he never undertook to join in the sports of his companions without being reminded by a twinge of pain in his side and limbs, or a throbbing in his head, that he was not like other folks. His schoolmates sometimes called him stupid, and he half believed he was,—he certainly was not like them. But they were mistaken. Unlike them, and far inferior in physical powers, he had a mind in that frail casket that was as far above the common standard as the tall pines around his home towered above the shrubs at their feet. This, however, was not yet to be seen, or only showed itself in the morbid sensitiveness with which he shrank from every thing said to him, and buried himself in a reserve

very naturally mistaken for stupidity. He had undertaken to assist in the hay field the day before, but his father had said that morning at the breakfast table, "Henry need not go into the field to-day. He worked himself sick yesterday without doing any thing at all. He was sure he did not know what the boy was ever going to be good for. If it was not for his tongue he would try and make a school master of him." Oh, how this grated on his ears, and his mother's sigh as she stooped over the kettle made his heart ache.

So he staid at home and helped his mother, and at sunset he leaned against the bars and thought of himself as a useless, dependent being, and almost wished that he might die; and for a few moments great tears blinded his eyes and rolled without restraint down his cheeks.

Five years passed away. Our poor boy had grown tall, and increased his knowledge of books much faster than his brothers. But he was still pale and sickly, shy and a stammerer, and very few realized how much of a mind he had. His father sometimes said, "Henry ought to know something by this time, he is always studying; it is a pity he cannot turn it to some account." These words, despairingly as they were uttered, gradually became the star of hope to Henry. He had no idea, it is true, how it was to be done, but still he felt sure he might make something if he could only be cured of his stammering. He did not know that he could be cured: he had never heard of such a thing; but he determined to go ahead in spite of it, and sought and obtained his father's permission to enter the academy at C. All seemed new and strange to him as he entered the sombre looking room and looked upon the crowd of half grown boys and girls, and the pale browed man who presided over them. He took his place to read with his class for the first time, with a heart beating terribly between his dread of exposing himself and his determination to persevere. He undertook to read, but, while his flushed face and swollen veins showed the effort he was making, only one or two inarticulate, half-choking sounds escaped him. His classmates laughed, and poor Henry felt the old despairing thought coming back with ten fold force, that he should "never be like other folks." The teacher saw the difficulty and came at once to the rescue. "Let me read that for you," said he, "and then you *must take a full breath* and read it just as I do." Henry obeyed, and to his utter astonishment read through the section, sentence by sentence, after his teacher, without hesitating on a single word. It was something he had never done before, and it seemed as if a miracle had been wrought upon him. After school he sought the teacher to know how it had been done.

He explained the matter to him, and he learned with unspeakable delight that his stammering could be cured. And many an hour after that the teacher, when the wearying labors of the day were over, in spite of the cheerful fireside at home, and sermons waiting to be prepared, (for he was pastor as well as teacher,) staid in the schoolroom and toiled patiently with his unfortunate pupil. In this he was rewarded by his gradual but sure improvement. In this manner several months passed away. Henry went quietly on with his studies. The young men laughed at his slow and somewhat awkward manner, and the girls listened when he talked, and ran giggling away whenever he undertook to show them any little politeness. But Henry minded but little about this. He was not like other folks, but the germ of hope had been planted in his heart and he was willing to "bide his time." At length the two-fold duties of pastor and teacher destroyed the health of his patient instructor, and he was obliged to bid scholars and people farewell.

Another period of four or five years passed away and we find the Minister, with health partially restored, presiding over a Church in one of our busiest Western cities. He bore the heat and burden of the day, and sometimes felt almost discouraged with sowing beside all waters and seeing little or no good result from his labors. One day, however, a bright reminiscence of the past shone in upon his weariness, and gave joyful promise of light in the future. A stranger came to his study door, made himself known as his former pupil, and *thanked* him with all the fullness of heartfelt gratitude for his instructions. "You are the best earthly friend I ever had," said Henry, "You made me all that I am or ever shall be." It appeared, as he related his story, that he had gone on with the impetus given him in the old Academy, taught school for the means, finished his education, and became a preacher of the Gospel.

He was a humble, yet successful laborer in the vineyard. Not like other folks to be sure, but fully satisfied to be different, he could say, with the beloved Apostle, "Now are we the sons of God, and it doth not yet appear what we shall be; but we know that when He shall appear, we shall be like Him; for we shall see Him as He is."

*Grand River Institute, Sept. 1855.*

L. H. BLAKELY.

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Correction does much, but encouragement does more—encouragement after censure is as the sun after a shower.

The following School Song, sung to the air "Life let us cherish," is copied from the "School Mate," published monthly in New York, by A. R. PHIPPEN:

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"SWEET IS THE PLACE OF PLAY."

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Sweet is the place of play, sweet are our daily toys;  
 But sweeter far than they our school day joys.  
 When hither come we year by year,  
 And ever in our class appear,  
 We dearly love each day to come,  
     Here to learning's home.  
 Sweet is the place of play, etc.

Here in this happy place, may we our teachers greet,  
 While we with glowing face his smile still meet.  
 O, who from here would stay away,  
 Upon the truant's path to stray,  
 While thoughts of many a noble theme  
     Learning's sons beseem.  
 Here in this happy place, etc.

Here with a cheerful heart, each child may dally come,  
 Where song its joys imparts, to learning's home.  
 O, come, then, here, where virtues bloom,  
 And shed around their rich perfume,  
 And where, like dewdrops on the flower,  
     Duties gild the hour.  
 Here, with a cheerful heart, etc.

Thus life shall onward glide, like one calm summer day,  
 While truth and knowledge guide our onward way;  
 And when at last we reach the tomb,  
 Our faith shall wreath it with the bloom  
 Of that sweet plant that cannot die,  
     Immortality!  
 Thus life shall onward glide, etc.

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**Perseveringly Improve Yourself.**

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In addition to quickening his own interest in his occupation, a teacher must study, that he may have a treasure in *reserve*, from which he can bring forth things new and old. If he has no such treasure, can he answer without evasion or delay the questions of an inquisitive class?

Needs he not know much, not in class-books, that he may be able to supply their deficiencies, or heighten their adaptation to special cases and individual minds? If, as soon as some roguish urchin artfully throws him off the track, his train sticks fast as in the sand, will not all children, who know their right hand from their left, feel that his is a mechanical and not a resourceful mind? Children are not such fools as we think them. They can judge of what they cannot execute, as they can tell whether a shoe pinches, and where it pinches, though they cannot make a shoe. They judge what fills the vase by the drops which run over; they understand, though perhaps they have never heard them, "Wanting in the least, wanting in much," *Falsum in uno, Falsum in omnibus*.

Yet what if a teacher's errors elude being detected by his school? such a result cannot be so well for him as ill for them. His fault escapes exposure, because it is mistaken for an excellence, and will surely be copied, more than all his excellences, as being easier to copy. Thus, like an ill-going town-clock, he may mislead a whole village.

On the other hand, a teacher of genuine culture, *totus teres atque rotundus, factus ad unguem*, will by no means be in his school, as a flower blushing unseen in the desert, or a gem in an unfathomed ocean-cave. His industry, enthusiasm, and still-baffled but still-renewed endeavor, will waken responsive echoes in his pupils, though his circle be broader than theirs. Contagious virtue will go out of him.

Then he will be ever before them, as a cluster of Eshcol, ripe, purple, gushing, alluring them towards the land of learning, whence it came. Here was the secret of Arnold's success. He made scholars because *he* was a scholar. His tones, gestures, words, pronunciation, casual sayings, and classic taste, insensibly permeated and leavened the whole lump. The truth is, that whatever is set on a high place flows downward; as Pliny's doves in the Roman Capitol have been the pattern for numberless modern mosaics; as the East Room at Washington affords a model for parlors from Maine to Oregon; and as Shakespeare's diction enriches the speech of legions who never read one line of his writings. This reaction of a teacher's scholarship upon his scholars must indeed be, to a great extent, indirect, and through eyes which catch in an instant what the ear cannot learn in an hour. But without forgetting that the minds of children are vials with narrow necks, the master, who is thoroughly imbued with knowledge, will soon discover that they are able to receive more than he, if less assiduous a student,

would have been able to impart; while those he teaches, will feel that he is a tree, whose branches would not bend so lowly within their reach, if less heavily laden with fruit.

REV. J. D. BUTLER.

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**READING.**—Of all the amusements that can possibly be imagined for a hard working man after his daily toil, or in its intervals, there is nothing like reading an interesting newspaper or book. It calls for no bodily exertion, of which he has had already enough or perhaps too much. It relieves his home of its dullness and sameness. It transports him into a livelier and gayer and more diversified and interesting scene, and while he enjoys himself there, he may forget the evils of the present moment fully as much as if he were ever so drunk, with the great advantage of finding himself the next day with the money in his pocket, or at least laid out in the real necessities and comforts for himself and family—and without a headache. Nay, it accompanies him to his next day's work; and if what he had been reading be anything above the idlest and lightest, gives him something to think of besides the mere mechanical drudgery of his everyday occupation, something he can enjoy while absent and look forward to with pleasure. If I were to pray for a taste which should stand me instead under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss and the world frown upon me, it would be a taste for reading.

SIR J. HERSCHELL.

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**SOCIETY OF WOMEN.**—There is no society in the world more profitable, because none more refining and promotive of virtue, than that of refined and sensible women. The beauty of women is made to win, her gentle voice to invite, the desire of her favor to persuade, men's sterner souls from strife to peace. We honor the chivalrous deference paid to women. It evinces not only respect to virtue, and desire after pure affection, but that our women are worthy of such respect. But women were not made merely to win men to their society. To be companions, they should be fitted to be friends; to rule hearts, they should secure



the approbation of minds. And a man dishonors them, as well as disgraces himself, when he seeks their circle for idle pastime, and not for the improvement of his mind and the elevation of his heart.

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**KNOWLEDGE.**—*Knowledge is a treasure, of which study is the key.* Knowledge is one of the means of pleasure, as is confessed by a natural desire which every mind feels of increasing its ideas. Ignorance is mere privation, by which nothing can be produced; it is a vanity in which the soul sits motionless and torpid for want of attraction; and, without knowing why, we always rejoice when we learn, and grieve when we forget. I am therefore inclined to conclude, that if nothing counteracts the natural consequence of learning, we grow more happy as our minds take a wider range.—*Old Almanac, 1799.*

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**HABITS.**—Like the flakes of snow that fall unperceived upon the earth, the seemingly unimportant events of life succeed one another. As the snow gathers together, so are our habits formed. No single flake that is added to the pile produces a sensible change. No single action creates, however it may exhibit, a man's character; but as the tempest hurls the avalanche down the mountain, and overwhelms the inhabitant and his habitation, so passion, acting upon the elements of mischief which pernicious habits have brought together by imperceptible accumulation, may overthrow the edifice of truth and virtue.

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**MANLINESS.**—Learn from the earliest days to insure your principles against the peril of ridicule. You can no more exercise your reason if you live in constant dread of laughter, than you can enjoy your life if you are in the constant terror of death. If you think it right to differ from the times, and make a point of morals, do it, however rustic, however antiquated, however pedantic it may appear; do it, not for insolence, but seriously and grandly, as a man who wore a soul of his own in his bosom, and did not wait till it was breathed into him by the breath of fashion.

## Editors' Portfolio.

The past has been an exceedingly busy month with us, and we doubt not with all who have been connected with schools opening for the year after the long Summer vacation. We shall hope next month to give considerable attention to the duties of the school-room.

The article on Phonetics by Mr. Pitman will be followed by others on the subject, accompanied by specimens of the phonotypic alphabet now employed in this country. The introduction of this subject into the Journal will be hailed with pleasure by a large number of our readers.

Attention is again invited to the advertisements of Books, School apparatus, etc., of which this number contains a goodly assortment.

The music given in our last number is a specimen page from the "Nightingale or Normal School Singer," advertised by Mr. A. D. Fillmore.

The Institute at Hopedale to be held on the 22d, promises to be one of great interest. Messrs. COWDERY and ANDREWS, and Mr. OGDEN, of Delaware, are expected to take part in conducting the exercises. It is hoped that during that week arrangements can be made for opening the McNeely Normal School at no distant day.

### Notices of Colleges, Schools, etc.

**Iowa College.**—This Institution, located in Davenport, Iowa, reports 13 students in its College classes, and 97 in the Preparatory Department; total 110. The College was opened in 1850. Rev. E. RIPLEY is President; D. S. SHELDON, A. M., the Prof. of Chemistry and Natural Science, is remembered with most grateful emotions by the Resident Editor, as a former Instructor. Rev. H. L. BULLEN, and Rev. DANIEL LANE are the other members of the Faculty.

**Granger's Commercial College, Columbus.**—The Catalogue just issued, contains the names of more than 90 students instructed during the past year. W. W. GRANGER is Principal; J. HOPLEY, Prof. of Mathematics; W. RITTER, Assistant, and J. C. RITTENBURG, Teacher of Penmanship; Hon. HORACE MANN, H. B. CARRINGTON, Esq., A. D. LORD, and J. HOPLEY are the Lecturers.

**PUBLIC SCHOOLS.**—The regulation of the Schools of Mansfield have been published in pamphlet form. A late letter from Dr. CATLIN, the Superintendent, states that the Schools have opened very favorably.

The Schools of Bellbrook, Greene Co., have commenced with much interest under the supervision of Mr. ANDREW AMYX.

A Public High School House is to be erected in Chicago at a cost of \$33,000.

Pittsburgh is to have a Public High School: the Board of Education offer, to a competent Principal, a salary of \$2,000.

The people of Sidney, Shelby Co., are erecting a fine Public School House at a cost of some \$18,000.

## Selections.

The Deformed boy.—“I say, Mr. Fiddlesticks, can't you give us a tune? No, surly fellow! Look, James Lyon, only look at that graceless fellow. A living, walking fiddle, and yet won't play us a tune. Isn't he too bad?”

“Yes Edward, he is. But see, he is going to hang his harp on the willows and sit down by the blue Ontario, to weep. Good by, Fiddle, let us hear from you soon.”

“I declare, James, it is too bad to tease the poor fellow so; but he is the funniest looking thing, and I can't help it.”

“Well, I don't care, Edward, for he is so cross. He never speaks to common folks now, because he happens to be the best scholar in school. I hate conceit, any way.”

James Lyon and Edward Clark were thoughtless boys in general, but in this conversation they had proved themselves unfeeling.

Allan Dale was a deformed boy. When four years old he had a terrible fall from the window of a house, causing an injury of the spine which was succeeded by months of suffering, and resulted in deformity for life. The once beautiful, bright-eyed boy arose from his bed of pain a cripple; his limbs were dwarfed and crooked; there was a serious curvature of the spine, causing his shoulders to rise very high; his arms projected from his side, and his face wore a pinched and painful expression, as if intense suffering had left its indelible impression on his features. But the years of sickness had not been unprofitably spent. His widowed mother, though she wept in secret over the wreck of her only and once beautiful child, knew that the immortal mind was unharmed by the blow that had shattered the casket, and while she carefully cultivated his mental powers, she taught him to look to a Higher Power for strength to sustain him in his many trials. He was very sensitive in regard to his personal appearance, and though he scarcely ever alluded to any observation of his misfortune, his mother read too plainly the struggle of his young mind.

When about fourteen he commenced attending school for the first time, for his kind parent had exhausted her stock of knowledge, and found herself unable to render him further assistance in his studies. It was with fear and trembling that Allan first entered the school-room, for though acquainted with most of the scholars, he shrank from the observations and notice which children unthinkingly bestow upon the unfortunate. With the greatest physical weakness, he had an intense desire for knowledge, and though laboring under so many disadvantages, he was in advance of all the other scholars. His misfortunes, his sweet and patient disposition, made him a favorite with Miss Easton, the teacher, and he returned her esteem with the warmest regard. He rarely mingled with the other boys, for he could not participate in their sports, and he dreaded their ridicule. James Lyon had often annoyed him by jeering observations of his deformity, and on this particular occasion a little vexed that Allan had readily solved a problem which had baffled all the rest, indulged more freely in his insults, till poor Allan, quite overcome, and not wishing his mother to know of his grief, stole away to the maple grove and wept.

The next morning he was not present when school commenced, and the two boys, James and Edward, fancied there was something peculiar in the tones of

their teacher as she read, "By the ruins of Babylon there we sat down; yea, we wept, when we remembered Zion. We hanged our harps upon the willows in the midst thereof. For there they that carried us away captive required of us a song, and they that wasted us required of us mirth." And when she repeated with emphasis, "Whatsoever ye would that men should do unto you, do ye even so unto them," they hung their heads. When the devotional exercises were concluded, Miss Easton commenced in a serious manner, to speak of injuring the feelings of others; the baseness of ridiculing the personal appearance of any one, and then, without mentioning names, related the circumstance of the preceding night, of which she had been an unobserved witness. Very feelingly she spoke of the absent boy, and touchingly alluded to his noble and generous nature, the patience with which he bore his affliction, and added, that it was a disrespect to the Creator to despise the work of His hand; that the deformed boy was as near and dear to his God as those whose forms had been unmarred by misfortune. A short, quick sob reached her ear, and much to her surprise she saw Allan standing partly concealed by the open door, he having stolen in unperceived while she was engaged in prayer. Still more closely did he cling to the kind teacher after this, and less did he seem to feel the occasional observations of the thoughtless boys.

Some ten years subsequent to this event Miss Easton was visiting a friend in Indiana, who was eloquent in the praises of their minister, a man of great piety and talent. She was desirous of hearing him, and on the following Sabbath accompanied her friend to church. "Mr. Hill is absent after all, and this is a stranger," whispered Mrs. Willard as they entered the door. "Who is this preacher?" asked Miss Easton. "I do not know his name," returned the other.

The preacher arose to read the hymn, and to her utter astonishment Miss Easton recognized her former pupil, Allan Dale. His sermon was fervent, truthful, and eloquent, and the hearers were delighted. The earnestness and piety which characterized his discourse, the meekness and humility of his manner, marked him as a true laborer in the sacred field which he had chosen.

After the service was ended, Miss Easton addressed him, and he recognized her with the greatest pleasure. The next day he called upon her, and in the course of the conversation observed, "To you, my kind friend and teacher, I am indebted for much pleasure, and in a great degree for my profession as a minister of the gospel. Do you not remember once when you talked to some unthinking boys because they had said something about my deformity, at which I was foolishly grieved?" "From that day the idea of becoming a minister entered my mind, for I well remember thinking if I could talk as sweetly and kindly as you I could persuade every one to forsake his evil course, so powerful was your soothing eloquence to my mind."

Allan Dale is the honored pastor of a flourishing church in the West, among the members of which is Edward Clark, who in the beloved minister has not forgotten the deformed schoolmate of his earlier days.

**Be Kind to Animals.**—Children, do you show a tender regard for those animals which God has made, in a measure, dependent upon your mercy and generosity? Are you gentle to the dog that follows you so faithfully, and the cat which sits on the hearth? Do you grieve to see even a beast abused, and endeavor to make the situation of every dumb animal about you, more comfortable? Remember, it is a sure sign of a noble heart to mind these things, and the meanest conduct to treat with cruelty any object which is entirely in our power. You

may often do ignorantly many cruel acts—as running a pin through a fly and fastening him to your desk—looking upon his spinning around without any proper feeling of the pain inflicted *because* he utters no cry as do the larger animals when wounded by thoughtless boys or girls. One mode, however, of inflicting pain upon animals has been seldom presented to the attention of children, owing chiefly to the prevailing notions of a majority of parents upon the question. How many boys and girls see every day birds shut up in cages, and hearing them sing so sweetly, think that they do not mind the confinement, or that having, perhaps, been born in a cage, have not known the comfort of flying at liberty. The squirrel too in his wire cage running upon the revolving wheel, presents another instance of this thoughtless cruelty. One of the school-books, read frequently by boys and girls, but without, I fear, a proper application of the lesson it includes—contains the story of a sailor who asked a lad, with a cage of birds for sale, how much he would take for the whole number. Paying the required price, he opened the cage-door and let the birds fly, and handing the cage to the boy who looked surprised at such an action, said to him, “I have been shut up in a prison myself, and know what it is to be deprived of liberty.” Therefore, children, it is better for you to decline any present of birds in cages, or of squirrels in wire boxes. A dog, cat, hen and chickens—any animals left at liberty to go any where—may be accepted as a gift or purchased, but *never* can any animals shut up from their liberty. Remember the birds and the sailor.—*R. I. Schoolmaster.*

A Good Recommendation.—“Please, sir, *do n't* you want a cabin boy?”

“I *do* want a cabin boy my lad, but what's that to you? A little chap like you ain't fit for the berth.”

“Oh, sir, I'm *real strong*. I can do a great deal of work, if I ain't so very old.”

“But what are you here for? You do n't look like a city boy. Run away from home, eh?”

“Oh, no, indeed; my father died, and my mother is very poor, and I want to do something to help her. She let me come.”

“Well, sonny, where are your letters of recommendation? Can't take any boy without those.”

Here was a damper; Willie had never thought of its being necessary to have letters from his minister or his teachers, or some proper person, to prove to strangers that he was an honest, good boy. Now, what *should* he do. He stood in deep thought, the captain meanwhile curiously watching the workings of his expressive face. At length he put his hand into his bosom, and drew out his little Bible, and without one word put it into the captain's hand. The captain opened to the blank leaf and read:

“WILLIE GRAHAM,

Presented as a reward for regular and punctual attendance at Sabbath school, and for his blameless conduct there and elsewhere. From his Sunday School Teacher.”

Captain McLeod was not a pious man, but he could not consider the case before him, with a heart unmoved. The little fatherless child standing humbly before him, referring him to the testimony of his Sunday School teacher, as it was given in his little Bible, touched a tender spot in the breast of the noble seaman, and clapping Willie heartily on the shoulder, he said,

“You are the boy for me; you shall sail with me; and if you are as good a lad as I think you are, your pocket shan't be empty when you go home to your good mother.”

**The Necessity of Drought, and its Benefit.**—The State Agricultural Chemist, of Maryland, Mr. Higgins, publishes a paper, showing the necessity of droughts to replenish the soil with mineral substances, carried off to the sea by rains, and also taken up by the crops, and not returned by manure. These two causes, always in operation, would in time, render the earth a barren waste, in which no verdure would quicken, and no solitary plant take root, if there was not a natural counteraction by drought, which operates to supply this waste in the following manner. During dry weather, a continual evaporation of water takes place from the surface of the earth, which is not supplied by any from the clouds. The evaporation from the surface creates a vacuum, so far as water is concerned, which is at once filled by the water rising up from the subsoil, which is replaced from the next stratum below, and in this manner the circulation of water in the earth is the reverse to that which takes place in wet weather. With this water also ascend the minerals held in solution, the phosphates and sulphates of lime, carbonate and silicate of potash and soap, which are deposited in the surface soil as the water evaporates, and thus restore the losses sustained as above stated. The author of this theory appears to have taken considerable pains to verify the fact by a number of interesting experiments. The subject is worthy the attention of men of leisure and education, who pursue the rational system of blending chemistry with agricultural science.

**Why there is no Rain in Peru.**—In Peru, South America, rain is unknown. The coast of Peru is within the region of perpetual south-east tradewinds. Though the Peruvian shores are on the verge of the great South Sea boiler, yet it never rains there. The reason is plain. The southeast tradewinds in the Atlantic Ocean first strike the water on the coast of Africa. Traveling to the northwest, they blow obliquely across the ocean until they reach the coast of Brazil. By this time they are heavily laden with vapor, which they continue to bear along across the continent, depositing it as they go, and supplying with it the source of the Rio de la Plata and the southern tributaries of the Amazon. Finally they reach the snow-capped Andes, and here is wrung from them the last particle of moisture that very low temperature can extract. Reaching the summit of that range, they now tumble down as cool and dry winds on the Pacific slope beyond. Meeting with no evaporating surface, and no temperature cooler than that to which they are subjected on the mountain tops, they reach the ocean before they become charged with fresh vapor, and before, therefore, they have any which the Peruvian climate can extract. Thus we see how the top of the Andes became the reservoir from which are supplied the rivers of Chili and Peru.

*Lieutenant Henry.*

**Effects of a single Shower.**—The Atlantic includes an area of twenty-five millions of square miles. Suppose an inch of rain to fall upon only one-fifth of this vast expanse. It would weigh, says our author, three hundred and sixty millions of tons; and the salt which as water, it held in solution in the sea, and which, when that water was taken up as a vapor, was left behind to disturb equilibrium, weighed sixteen millions more of tons, or nearly twice as much as all the ships in the world would carry at a cargo each. It might fall in an hour, or might fall in a day; but, occupy what time it may in falling, this rain is calculated to exert so much force—which is inconceivably great—in disturbing the equilibrium of the ocean. If all the water discharged by the Mississippi river, during the past year were taken up in one mighty measure and cast into the ocean at one mighty effort, it would not make a greater disturbance in the equi-

librium of the sea, than the fall of rain supposed. And yet, so gentle are the operations of nature, that movements so vast are unperceived.—*Maury's Physical Geography of the Sea.*

**School Life.**—I am convinced from my own recollections, and from all I have learned from experienced teachers in large schools, that one of the most fatal mistakes in the training of children has been the too early separation of the sexes. I say has been, because I find that everywhere this most dangerous prejudice has been given way before the light of truth and a more general acquaintance with that primal law of nature, which ought to teach us that the more we can assimilate on a large scale the public to the domestic training, the better for all. There exists still, the impression—in the higher classes especially—that in early education, the mixture of the two sexes would tend to make the girls masculine and the boys effeminate, but experience shows us that it is all the other way. Boys learn a manly and protecting tenderness, and the girls become at once more feminine and more truthful.

Where this association has been early enough, that is before five years old, and has been continued till about ten or twelve, it has uniformly worked well; on this point the evidence is unanimous and decisive. So long ago as 1812, Francis Horner, in describing a school he visited at Enmore, near Bridgewater, speaks with approbation of the boys and the girls standing up together in the same class; it is the first mention I find of the innovation on the old collegiate or charity-school plan—itself a continuation of the monkish discipline. He says: "I like much the placing of the boys and girls together at an early age; it gives the boys a new spur of emulation." When I have seen a class of girls standing up together, there has been a sort of empty tittering, a vacancy in the faces, an inertness, which made it, as I thought, very up-hill work for the teacher; so when it was a class of boys, there has been often a sluggishness—a tendency to ruffian tricks requiring perpetual effort on the part of the master.

In teaching a class of boys and girls, accustomed to stand up together, there is little or nothing of this. They are brighter, readier and better behaved; there is a kind of mutual influence working for good; and if there be any emulation, it is not mingled with envy or jealousy. Mischief, such as might be apprehended, is in this case far less likely to arise than when boys and girls, habitually separated from infancy, are first thrown together, just at the age when the feelings are first awakened and the association has all the excitement of novelty. A very intelligent schoolmaster assured me that he has had more trouble with a class of fifty boys than with a school of three hundred boys and girls together, (in the midst of which I found him,) and that there were no inconveniences resulting which a wise and careful and efficient superintendence could not control. "There is," said he, "not only more emulation, more quickness of brain, but altogether a superior healthiness of tone, body and mind, where the boys and girls are trained together till about ten years old, and it extends into their after-life. I should say because it is in accordance with the laws of God in forming us with mutual dependence for help from the beginning of life."—*Mrs. Jameson.*

Many a true heart, that would have come back like a dove to the ark, after its first transgression, has been frightened beyond recall by the angry look and menace—the taunt, the savage charity of an unforgiving spirit.

Wise men are instructed by reason, men of less understanding by experience, the most ignorant by necessity, and brutes by nature.

**Scientific Accuracy.**—According to the calculation based on the English Life Tables, it was estimated, *a priori*, that of all the immigrants to the United States from 1790, about 2,214,000 should be living at the date of the last census. The actual returns of that census give us the number of foreign born residents, 2,210,000—a remarkable instance of the accuracy which may be attained by scientific deductions on points which seemingly admit of no elements of calculation.

**How to Preserve Pencil Drawings.**—We have tried various methods of preserving drawings and writings, made by the common black lead pencil, but not with very good success until recently. By washing them over once with a solution of gun cotton in ether, we can fix them so firmly that India Rubber will not rub them out. We shall not take out a patent for the discovery, but make you a present of it, and hope it will be of good service.—*Maine Farmer*.

**Health.**—From 3 to 4,000 gallons of air pass in and out of an ordinary healthy person's lungs every twenty-four hours; therefore it is of the greatest importance that our houses, bedrooms, and workshops should be well ventilated. Pure air is the proper food for lungs, and the want of it the chief cause of consumption, and other fatal diseases. To inspire and expire pure air is to live; and *vice versa*.

**The English Language.**—They may talk as they will of the dead languages. Our auxiliary verbs give us a power which the ancients, with all their varieties of moods and inflections of tones, never could obtain.—*The Doctor*.

According to an estimate in the *St. Louis Advocate*, the total length of the Mississippi river and its numerous tributaries, amounts to 51,000 miles, of which 20,000 miles are navigable waters.

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### Items.

J. H. DREW and Lady, late of Teachers of the West Jefferson Union School, have taken charge of the Schools of London, assisted by Mrs. COZZENS and Miss TYLER, of London, and Miss BISSEL, of Oberlin.

Mr. E. P. INGERSOLL, late of Williams College, Miss., and Miss FRENCH, of Austinburg, have taken charge of the West Jefferson Union School.

Rev. S. S. YOURTEE, formerly Principal of a Female Seminary at Delaware, has been elected President of the Pittsburg Female College: a new Institution just opening in Pittsburg, Pa., under the auspices of the Meth. Episcopal Church.

Mr. B. C. COLBURN, late of Highland Co., has been employed to take charge of a Public School in Winchester, Adams Co.

Mr. T. R. LAIRD, late of New Lisbon, is employed in one of the departments of the Union School in New Philadelphia.

Mr. IRA G. FAIRBANKS, late of Loudonville, is engaged as Principal of one of the Public Schools of Wooster, at a salary of \$500.



Mrs. FAIRBANKS is engaged in the High School in Wooster, at a salary of \$200.

Mr. G. H. GRANT, lately one of the active Teachers of Warren Co., has been employed in the High School department of the Public Schools of Richmond, Ia.

Rev. GEO. A. CHASE, late Principal of the Academy in Rushville, has been elected Principal of the Asbury Female Institute, a flourishing Institution at Greencastle, Ia.

Mr. R. P. THOMAS, late of Marshall College, Pa., has been employed as Principal of the Union School in Findlay.

Rev. B. SEARS, D. D., late Secretary of the Board of Education, Mass., has accepted the Presidency of Brown University, at Providence, R. I., which was recently vacated by the resignation of Rev. Dr. WATLAND.

"Mason and Dixon's Line," is so called from Charles Mason and Jeremiah Dixon, who, in 1763, surveyed the line between Pennsylvania and Maryland.

Mr. John Wood, of Brooklyn, N. Y., has lately received a patent for an artificial stone, the materials of which are sand, plaster of Paris, and blood. It is mainly valuable for statues and architectural ornaments: it can be moulded as easily as plaster, and soon hardens to an unchangeable stone.

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#### Teachers' Institutes.

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Arrangements are already made for holding Institutes as stated below:

- Champaign county, Normal Class, at Urbana, August 6th, three weeks.
- Jackson county, at Jackson, August 6th, one week.
- Scioto county, at Portsmouth, August 9th, three days.
- Guernsey county, at Washington, August 20th, one week.
- Athens county, at Albany, September 4th, one week.
- Fayette county, at Washington, September 24th, one week.
- Belmont county, at Martin's Ferry, — —, one week.
- Richland county, at Lexington, — —, one week.
- Logan county, at Bellefontaine, — —, one week.
- Clermont county, at Batavia, October 1st, one week.
- Tuscarawas county, at New Philadelphia, October 1st, one week.
- Columbiana county, at Hanover, October 15th, one week.
- Stark county, at Canal Fulton, October 15th, one week.
- Jefferson and Harrison counties, at Hopedale, Oct. 22d, one week.
- Muskingum county, at Zanesville, October 22d, one week.
- Morgan county, at McConnelsville, October 29th, one week.
- Preble county, at Eaton, October —, one week.
- Monroe county, at Woodsfield, November 5th, one week.
- Morrow county, at ———, November 5th, one week.
- Seneca county, at Republic, November 5th, one week.
- Lawrence county, at Ironton, November, 12th, one week.
- Warren county, at Lebanon, Nov. 15th, three days.

THE  
Ohio Journal of Education.

COLUMBUS, NOVEMBER, 1855.

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Winter Schools.

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**A** LARGE proportion of the winter schools are now opened, and before the close of this month nearly 12,000 districts will have secured their teachers; and in those and the other Public Schools of the State some 13,000 or 14,000 Teachers will be employed. More than 500,000 children and youth will, during the coming four months, be placed under instruction. How much will depend upon the success of these Teachers in their labors? And how much of that success will depend upon parents and guardians?

One of the greatest causes of the inefficiency of our district schools, is the fact that so many of the scholars are not ready to enter school when it commences. It is generally understood that if a scholar goes abroad to attend an academic school, a seminary, or a college, it is of the highest importance that he should enter at the beginning of the term: the same is true, to a very great extent, in relation to the classified schools in our larger towns. But in regard to the district school,—where, from the necessities of the case, the classes must always be more numerous than is desirable, and where, more than in any other class of schools, it is important that every scholar should be present at the opening of the term,—in these schools it is not uncommon that one half, or even more, of those who expect to attend are not ready to begin when the school opens. Especially is this apt to be the case in regard to the older scholars. Parents seem to think it desirable that the school should *commence* early, and are often uneasy if it is delayed, but seem to forget that their children can not be expected to learn *unless they are in school*. The natural result of keeping a child out, two, three or more weeks at the beginning of a term, is that he falls behind those with whom he ought to be classed, and, when he enters, he must either go into a lower class than the one to which he should have belonged, or

he must receive instruction alone, at extra hours, till he can overtake the class he should have entered. In the first case his own ambition and interest will be greatly diminished if not entirely destroyed; and in the second he can not possibly be instructed as if he had been present with the class, and what aid he does receive is secured by imposing an unjust burden upon the Teacher.

Forty or fifty years since, when the plan of teaching scholars *in classes* had not been introduced in many of the studies, when each scholar plodded through his arithmetic *alone*, it was of less importance that all should begin with the school and attend every day of the term; but now, when so many studies are to be taught, and so many classes must be formed in every school, it is of the highest importance that all should be ready to enter when the school opens.

If parents would consider that, in a well conducted school, the time of every scholar between the ages of ten and fifteen is worth more than fifty cents per day, and of scholars over the age of fifteen not less than one dollar, they would be unwilling to have their children lose even a day, much less, a week or a month, from any part of the term. To expect that children will profit by a school which they have not yet entered, would be as preposterous as to presume that a valuable plant, presented you by a friend, would thrive while you neglected to transplant it in the genial soil of your garden; to suppose that they could be benefited by the school, after entering, when they are every now and then kept out a day or two at a time, would be as unwise as to expect that the plant would continue to grow though it should be frequently torn from its bed, and placed for a few hours upon the pavement.

A. D. L.

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### Necessity the Great Educator.

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“Let them say what they will,” said my Uncle Jesse, seating himself in his easy chair and lighting a fresh pipe, “Necessity and Poverty are, and must always be, the two great Educators.”

My uncle had just laid down the last number of the “Journal of Education,” but to which article in said Journal the sweeping proposition was intended to apply, I was puzzled to decide. However, I *thought* it might be well enough to oppose the whole turn of his

thoughts at once, and thus drive him into giving an explanation; so I observed very quietly: "Poverty an Educator? How absurd! How can something come out of nothing? and how would you arrange your lately discovered educational powers? Shall we have them under seven heads? Rome was built upon seven hills, they say; consequently, every subject ought to have at least seven heads. Shall we state the case thus: 1. No Money; 2. No Credit; 3. No Employment; 4. No Books; 5. No Teachers; 6. No Genius; 7. No Tact! Beautiful, are they not? Yet this is Poverty! downright, dolorous, pinching poverty! How do you like my seven heads?"

"Tut! tut! not so fast little woman; your definition is not precise; indeed scarcely elegant. Poverty, as I understand it, is simply Want. Want, I mean in a general sense, and not that extreme, skeleton want which 'hath no speculation in its eyes,' no meat on its fleshless bones. Poverty, I shall define to mean, that universal pressure of wants which a given amount of labor can supply. Look at that helpless piece of humanity in the cradle yonder," and he pointed to an infant snugly stowed away in its crib, "let him stand as our representative of Poverty. He is but a bundle of wants—want added to weakness—surely that is to be *poor* enough. He shall illustrate your seven heads: He wants food, wants clothing, wants home, wants friends, wants teachers, wants employment, wants love. In a word, he is in a condition of most absolute and essential Poverty. One little wailing cry is his only means of helping himself, yet this proves amply sufficient, and keeps a whole household obeying his slightest signal.

"Now look at the offspring of the fowl. What a contrast!—The chicken comes into this world better furnished, and with a hopeful sprightliness and natural tact which are quite encouraging. But who cares to help the young chicken? It is well enough off already, and can take care of itself. It needs no nurses, no attendance, no horn-books, no schools, no teachers. It gets food without a cook, pin-feathers without a dress-maker, and in due time all necessary finery even to top-knots, without the aid of waiting maids or French milliners. The mother herself, in a few months, coolly confers a diploma, saying, 'Off, upstart! your education is finished. Go get plump, get ready for Christmas, and trouble me no more.'

"Not so, the human biped! His wants multiply, and having infinitely more wants, he gets more waiting on. Wants indeed are his only certain inheritance—poverty is the very making of him. Who but this hard-favored teacher wakes him up in the morning, hands him

over to the baby-jumper for exercise, sets him rolling on the carpet for his toys? Another mighty effort, and he creeps after the rolling apple. A toy is left upon a chair, and the time has arrived to climb. He takes the first tottering step, then crosses the room to reach his mother; extends his journeys around the room on small commercial speculations; circumnavigates the garden; and at last gets full control of his feet. Necessity was the teacher altogether. She teaches the English language, commencing with nouns, because names are first needed; she proceeds to adjectives, when qualities of things must be expressed. Actions must be related, hence verbs, slight shades of difference in the manner of these doings; hence modes—time past, time present, time future, must be noted; then comes tense; lastly, the adverbs, conjunctions, relatives and particles fall slowly into their proper places, as they are needed, dove-tailing the square propositions firmly together. What but a necessity, stronger than the law of Russian Autocrat, could teach our barbarous pronunciation to a child in the short period of two or three years? Yet this we see actually accomplished. It is a standing wonder, only so often repeated that it ceases to startle us. Necessity is a most thorough and successful teacher.

“Locomotion and language mastered, what multifarious wants tread close upon their heels! What, does the needy being come to no contentment? None. On the contrary, his wants multiply and cluster thickly around him at every step. The first period of instinctive life past, he now wants implements, exercise and room. Soon the mind wakes in a most hungry condition, crying out for knowledge,—searching for it,—reaching out eagerly in all directions, above, beneath, around. Nature, the kind old school-mistress, is ready with her Picture Book. She gives easy lessons for infant minds, reserving her vast encyclopedias for Shakspeares and Humboldts. Mystery, with her wonderful face, and half-opened hand, allures the tyro to the regions of romance,

‘That mirage, enticing, yet always retreating,  
The pleasant delusion, forever repeating,  
Tho’ with wide-open eyes we look on at her cheating.’

“Ah, the kind old School-mistress is a pleasant Teacher enough, and takes us easily through our Primers—but necessity carries all before her. She will shake the rainbows out of your head, young tyro; she will whip your laziness through the mathematics, give gymnastics instead of sugar-plums, and make a man of you. From her, originate new inventions, labor-saving machines, cotton-gins and steam-engines, factories and railroads, telegraphs and gas-lights. Man perfects his im-

plements, multiplying labor by thought, he condenses the life-labor of the Antediluvians into a good year's work, and still calls for more. He discovers a new continent, peoples it, subdues and inhabits it, still asking for *more*. The child is grown. He has been helped by School and College as best he might, and carries about with him the key of the great store-house. He has even access to the secret closets, and helps himself to nice bits of choice learning, and now and then a little fame or power—still restless and unsatisfied! What would he have next? Ah, he has waked up the hard and stubborn questionings within him, and now demands to know the very cause and principle and nature of things. Shall the simplest human contrivance send the mind at once in pursuit of a cause? shall the watch suggest the genius of its maker, and the elaborate mechanism of his own frame suggest no inquiries? Not so. Of this perpetual heart-beat, what is the main-spring? of this eternal thinking, what the fountain-head and origin of thought? The Blood says, 'It is not in me;' and the Brain says, 'It is not in me.' Nature says, I am not the author of my own book; I am but a blank leaf, and another mind has written out my pages. The Soul begins to assert her wants; the deepest, the most pressing wants and necessities of this complex being. Never so poor as now, yet never so well off; for capacity and want, in the created mind, pre-suppose a corresponding object, somewhere in the universe, appropriate and sufficient to satisfy the same; else were all Nature and Providence a lie. The Finite seeks and leans upon the Infinite by the very law of its being.

"But the subject is getting too wide for me. It is like the Banyan tree, re-productive. Its roots and filaments out run thought, and spread over the Universe."

Here my Uncle Jerry paused to light his pipe, and looking up for the first time, said: "What are you doing in that dark corner, eh? Sit nearer the light!"

"Only taking a few rough notes, Uncle Jerry; I thought it might help me, you know, in getting out the article I have promised to the Journal." "Pshaw!" he muttered, resuming his pipe and his paper.

CLEVELAND, OCT. 5th.

H. VAIL.

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Among all her sea-ward looking cliffs, Spain has not a single light-house from the Pyrenees to Point Europa; she has no railroads, no canals, no telegraphs; and till lately there has been no safety for travelers on the highways.

## Absenteeism and Irregularity of Attendance.

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Next to the provision of means for duly maintaining a system of free education, the first and paramount effort must be to give it universal effect, by bringing it home to the very utmost number of youth not otherwise provided for. The supreme importance of the object certainly bears out the proposition, that the freer the people, the more stringent and universal should be the regulations affecting their education. If we do not choose that we or our posterity shall some day pass under the yoke of despotism, all our people must be educated, not by the cultivation of their intellectual faculties merely, but in a constant practical exercise of the moral principle, in the power of conscientiousness, the familiar habit of *doing right* from good motives and for right ends, without which the mere ability of *thinking right* is worse than of no avail. Free institutions in any other atmosphere will prove very short lived.

If it be lawful to suppress those physical nuisances which destroy the health and comfort of a neighborhood, what precautions ought we not to use for abating or rather preventing the moral malaria which from the first dawn of history have continued to deprave and destroy the State. Surely, there must be a power in the free State equal to the necessity of protecting itself against corruption and decay. The safety of the people is the highest law, could we but find the path where safety lies! Why tax ourselves for the support of thousands of teachers and for erecting school houses over every square mile of the State, and fitting them with libraries and all the means for instructing, elevating, and refining our people, if it is to be a matter of indifference whether our people may turn their backs upon them and grow up in ignorance and vice.

We make no suggestion that the State should or can lightly usurp the parent's place, or enforce the attendance of children in the Public Schools; yet it is the duty of the State and clearly within the purest view of freedom, to see that every child is educated somewhere and to a certain degree, or if not, those who are in fault cannot rightfully complain if treated as offenders against their children and the public weal.

In republican Switzerland, with paternal care, as also throughout Germany, the State obliges every parent, no matter what his station in life, to provide for the education of his children, either by educating

them at home in an efficient manner, or by sending them to some school. He may consult his own taste whether he will send them to a private tutor, private school, or public school. He has entire and uncontrolled liberty in making his own choice of the mode, but educated they must be. The government permits no child to grow up to manhood without a careful religious, moral, and intellectual training. In many German States this must continue until the age of fourteen, and in some of them even until sixteen years of age. And so it has come to pass, it is said, that "all the young children of Prussia, between the ages of six and fourteen, are actually attending daily schools; that all the schools are supplied with highly educated teachers—all the Prussian people are taught the great truths and doctrines of religion—all of them can read, write, and sing—all of them understand arithmetic, and most of them know the history of their own country, and the geography of the world."

The Public Schools of Cincinnati, considered with reference to their purpose and to the general wants of our country, should be up to the same standard at least. But whatever be their condition and quality, they must be admitted to be far, very far, short of any such efficacy in the extent or universality of their influence. And why?

Our census shows that at the last enumeration the city contained 38,446 white youth between the ages of four and twenty-one years. Allowing a full half of that number to be under six and over sixteen, the ordinary limits for entering and leaving our schools, we have therefore 19,223 children in the city who ought to be regularly attending some school or other. We find the gross attendance in the Public Schools is about 10,000 pupils. Supposing 5000 more to be attending in all the other schools of every description in the city, which we are confident is much beyond the true state of the case, we therefore have upon the most favorable supposition, a remainder of more than four thousand children, or one fifth of all between the ages of six and sixteen, now growing up among us apparently without the first requisites for the discharge of the duties, or the enjoyment of the rights and privileges of a free people, in some cases, possibly, provided for at home, but in the great majority, it must be feared, without the least moral or intellectual fitness or worthiness to become citizens. Some have doubted whether all the advantages of the best education were capable of delivering us from the evils which threaten us. We however not only dismiss such doubts, but preserve in our midst the fruitful resources for lawless violence to life and property. We must not expect to neglect this subject with impunity. It is not in the power of Schools or School Boards to



deal with it. The responsibility rests upon other hands. We refer to it among others simply as indicating a point where legislative interference wisely applied may be the means of suppressing great future misfortune.

Akin to this is another evil prevailing largely among us and operating as a serious drawback upon the discipline and efficiency of the schools. A full remedy for it might be found in the powers of the School Board; but we prefer, if possible, to obtain the efficient coöperation of parents in correcting it. The summary of the schools already presented shows that nearly twenty per cent.—a *very large proportion*—of the pupils in ordinary attendance upon the Public Schools, and supposed to enjoy their beneficial influences, are by their irregular habits not only slighting their own privileges, but inflicting serious injuries upon those who are constant and punctual, thus wronging their neighbors and themselves. Out of 9847 pupils, in the District Schools, the average daily absences this year were 1596, equal to the classes of forty teachers. In other words, the force and expense of forty teachers are wasted by our per centage of irregularity.

We are not ignorant of the excuse mainly and ever so ready at hand for such cases. On the contrary, we make much allowance for that irregularity which may really be unavoidable at times by necessity for the services of children at home. But there is ground for supposing that this is not always nor generally the real cause. Observation shows that this excuse does not come so much from the poor, where it might be expected, as from those who do not trouble themselves to know, and sometimes do not care. In families whose circumstances would best entitle them to our sympathies and help in this respect, we see so many instances of self-sacrifice on the part of mothers and fathers, who take upon themselves all inconveniences and hardships, rather than once withdraw or even delay their children for a few minutes from being punctually at school, that we cannot conceal from ourselves the fact that the tardy and irregular pupils in our schools are oftentimes made so by the indolence, or thoughtless indulgence, or sometimes by the mere selfishness of parents. We have not space, nor perhaps is it best here to enlarge upon the mischief, but it is susceptible of any parent's comprehension, that no loss to himself or cruelty to his children can be worse than marring those golden hours of education, which the system of public schools now in operation freely opens to the poorest child in Cincinnati. The poorer he be, the greater the mischief. Instances *in any number* may be found in the experience of every school, to

show how by the steadfast, persevering care of watchful parents, who, in spite of every obstacle or temptation, maintained their sons and daughters month after month and year after year, first through the district school and then through the high schools, the poorest and humblest homes have been lighted up and made rich and joyous by the power of the intelligence and worth there derived. Wonderful are the individual instances of this kind which happen yearly; and in view of them education assumes a priceless value, such that he who looks upon them may well feel he would forfeit days and nights of toil to gain for his offspring such advancement in life. And yet there is no parent in Cincinnati to whose child there is not tendered, freely, at his very door, such opportunities of education as but a generation or two ago could not be obtained here at any cost. Could our persuasions reach those hundreds of parents whose children make up the formidable lists of the tardy and irregular pupils of our schools, we would invoke them by every consideration to correct the injury which, in many cases unconsciously, they are doing themselves and their children, and to make it their daily care, no matter what inconvenience or toil it may cost them, that their children shall attend school constantly and punctually. Let them continue this course not for a week, or a month, or a year only, but until they have secured for them every step in the successive grades of education, which our schools offer according to the pupil's merit.

Those who are not familiar with the working of a school, cannot form any correct idea of the mischief which their children suffer by tardy or irregular attendance. It is not merely that so much time is lost, or so much progress in knowledge is thrown away. The pupil by habitual irregularity becomes demoralized. He finds that, insensibly, he knows not why, he falls behind his fellows. The sense of order and discipline, the glow of industry and emulation, the appreciation of knowledge and the purpose of good are all deadened. The pupil can gain no self-respect, no incitement to push on, but lags and soon gets to the foot of the class, or drops off. A feeling of degradation easily gives the pupil a distaste for school, and suggests a system of deception which he commences at home. And so in numerous instances he is suffered to take to the street, and in that rapid school soon finishes as an idler, profligate, or possibly a criminal.

So strongly has this evil impressed us that many members of the Board have proposed to give to the Principal of each school the power of absolute dismissal in all cases of habitual tardiness or irregularity

without satisfactory excuse made to him ; and it is probable that nothing but a regard for those whose need of occasional service from their children, it is feared, might possibly make the rule a hardship upon them, has thus far deterred us from adopting more stringent measures on this subject.

Nor can we conclude this topic without calling public attention to the remarkable fact that more than half the pupils in our public schools are under nine years of age ! The majority, in other words, are either withdrawn or permitted by parents and guardians to stray away, before they are of an age to receive the least good, or even comprehension of the purpose of school. No child can be supposed to have become imbued with a tith of the ordinary benefit, either morally or intellectually, of school, before the age of twelve years. In fact, as we have seen, the laws of many States positively forbid their employment at labor, and enjoin their attendance at school until the age of fourteen and, in some countries, until sixteen years of age.—*Cincinnati School Report for 1855.*

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### Reading a Prerequisite to Voting.

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Under the above caption we see announced in the newspapers the passage of an amendment to the Constitution of the State of Connecticut, which is as follows : "That every person shall be able to read any article of the Constitution, or any section of the statutes of the State, before being admitted as an elector." This is *announced* by the papers of our State, it is true, and accompanied, perhaps, with the remarks of some Connecticut paper, but in no instance have I seen it editorially indorsed. The reason is evident ; many, shall I say most of our editors, are candidates for some office, and fear lest the votes of the ignorant may thus be lost. Policy speaks louder than conscience. The right of suffrage is often and truly prized as the dearest right of a freeman, but when exercised by incompetent, unqualified persons, becomes an instrument of oppression.

The above amendment expresses my opinions exactly, and I do hope the day is not far distant when such an amendment will be made to *our* Constitution. No person should be permitted to vote unless he can *read*, and for several reasons weighty and important to the purity of

our government. They are too numerous to be considered minutely or discussed fully. One is, that the elector unable to read, knows not for whom he casts his vote. He is forced, from his ignorance, to rely upon the representations and interpretations of others, which may be true or false. Such a person can be, and frequently, if not generally, is taken advantage of by unprincipled demagogues, who scruple to use no means which will accomplish their ends. I could cite cases, were it necessary, but do not wish to name political parties. The voter comes to the polls, two tickets are placed in his hands of the same color, size and form, but bearing different names upon their faces. He desires to vote for the candidates of a certain party, but of his own personal knowledge is unable to decide which to place in the ballot box. This, of itself, is, or ought to be, sufficient to disqualify him.

Again, it is well known that political intelligence, discussions, measures, platforms, etc., are heralded to the people almost entirely by the medium of the press. The little that stump speakers effect in their noisy manner, will permit of no comparison with the quiet, yet gigantic deeds of the press. But from his ignorance, the man who is unable to read is shut out from this light, and is incapable of forming such judgments as every voter is supposed to be able to form. He is placed, (not mentally, but) politically, upon the same footing as drunkards and idiots. But we will not enumerate farther.

Then, this is no partial law, in favor of any party or class. There is no person so old or so young, so rich or so poor, so weak and decrepit, so noble or so base, who is unable to learn to read. *Not one.* Not ONE, we repeat, who cannot with a little difficulty and common diligence, learn to read the laws of the land. There can be no exception to the above, but the blind. It is the misfortune of no one, but only negligence, or worse still, crime, in not improving the advantages around him.

Again, we say, amend the Constitution so that no one can vote who cannot read the English language.

T. WELLS STANLEY.

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A learned writer says of books: "They are masters who instruct us without rods or ferules, without words or anger, without bread or money. If you approach them, they are not asleep; If you seek them, they do not hide; If you blunder, they do not scold; If you are ignorant, they do not laugh at you."

### Perseverance.

There is scarce any difficulty that can not be overcome by perseverance. Trace any great mind to its culmination, and you will find that its ascent was slow and by natural laws, and that its difficulties were such as only ordinary minds can surmount. Great results, whether moral or physical, are not often the offspring of giant powers. Genius is more frequently a curse, than a blessing. Its possessor, relying on his extraordinary gifts, generally falls into habits of indolence, and fails to collect the materials requisite for useful and magnificent effort. But there is something which is sure of success. It is the determination which, having entered upon a career with a full conviction that it is right, pursues it in calm defiance of all opposition. With such a feeling, a man can not help being mighty. Toil does not weary; pain does not arrest him. Carrying a compass in his heart which always points to one bright star, he allows no step to be taken which does not tend in that direction. Neither the heaving earthquake, nor the yawning gulf, nor the burning mountain, can terrify him from his course; and if the heavens should fall, the shattered ruins would strike him on his way to his object. Show me the man who has this principle, and I care not to measure his blood nor his brains. I ask not his name nor his nation, I pronounce that his hand will be felt upon his generation, and his mind enstamped upon all succeeding ages.

This attribute is God-like. It may be traced throughout the universe. It has descended from the skies: it is the great charm of angelic natures. It is hardly to be contemplated, even in the demon, without admiration. It is this which gives the warrior his crown, and encircles his brow with a halo that in the estimation of a misjudging world, neither darkness, nor lust, nor blasphemy, nor blood can obscure. The bard of Mantua, to whose tomb genius in all ages makes its willing pilgrimage, never presents his hero in a more attractive light, than when he represents him rolling his misfortunes forward as a river bearing all opposition before it.

I am well satisfied that it is a sure passport to mental excellence. Science has no summit too lofty for its ascent: literature has no gate too strong for its entrance. The Graces collect around it, and the laurel comes at its bidding. Talk not of circumstances. Repudiate forever that doctrine, so degrading, so paralyzing, and yet so general,

“Man is the creature of circumstances.” Rather adopt that other sentiment, more inspiring to yourselves, more honorable to your nature, consonant with truth, “Man the architect of his own future.” I grant that circumstances have their influences, and that often this is not small, but there are impulses within to which things external are as lava to the volcano. Circumstances are as tools to the artist. Zeuxis would have been a painter without canvass; Michael Angelo would have been a sculptor without marble; Herschel would have been a philosopher without a telescope; and Newton would have ascended to the skies though no apple had descended upon his head. One of the most distinguished surgeons of modern times performed nearly all the operations of surgery with a razor. West commenced painting in a garret, and plundered the family cat to get bristles for his brushes. When Paganini once rose to amuse a crowded auditory, he found that his violin had been removed, and a coarse instrument had been substituted for it. Explaining the trick he said to the audience, “Now I will show you that my music is not in my violin, but in *me*.” Then drawing his bow, he sent forth sounds as sweet as ever entranced delighted mortals. Be assured the world is a coarse instrument at best, and if you would send forth sweet sounds from its strings, there must be music in your fingers. Fortune may favor, but do not rely upon her: do not fear her. Act upon the doctrines of the Grecian poet,

“I seek what’s to be sought,  
I learn what’s to be taught:  
I ask the rest of Heaven.”

Talk not of genius. I grant there are differences in mind originally, but there is mind enough in every human skull, if its energies are properly directed, to accomplish mighty results. Fear not obstacles. What are your difficulties? Poverty? ignorance? obscurity? Have they not all been overcome by a host well known to fame? But perhaps you climb untrodden heights? Nevertheless, fear to set any obstacle as insuperable. Look at the achievements of man in the moral and physical worlds, and then say whether you dare to set down any difficulty as insurmountable, or whether you are ready to prescribe boundaries to the operations of human power.—*Rev. Edward Thompson.*

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DUTIES OF THE SEASON.—V. *Provide excellent teachers for your children, and have a good school for five months, before time for plowing next spring.*—If you should hire a man to break your colts, you would get the best man you could find, if his services cost twice

or thrice as much as those of a man who knew nothing about horses. You would ask, "What are five dollars or ten, compared with the use and value of a horse for his whole life-time?" This would be wise. Exactly so, only with a thousand-fold more emphasis, with respect to your children. Secure the best possible instruction for them *at home*: make your district-school one of the best *select* schools. You will thus save money, for your children will not be tempted to run away to some "Academy," wasting their time and your dollars to little purpose. A higher style of thought and manners and morals will quietly spring up in your own midst. And your children will be far more likely to escape those pernicious influences which so commonly follow an exile from the purifying and ennobling atmosphere of the parental hearth.

A good school viewed in its power over the young soul, shaping its character and destiny, is of such moment, that a few dollars a month in the price of teaching is as the dust of the balance in the comparison. As among the most important, therefore, of the tasks of the season, do we mention that of securing a good teacher for winter-schools. Home education must be aimed at as far as possible. None other will meet the wants or the means of the great mass of our population.— *Ohio Farmer*.

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### Home Education.

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During the long evenings of fall and winter, much may be done to promote the intellectual, social and moral culture of our youth. Every family should have at least one good religious or other newspaper, and every farmer or mechanic should have such a paper as the *Cultivator*, the *Ohio Farmer*, or the *Scientific American*. The valuable articles in these should be read aloud by some member, while the others listen, asking questions or making remarks as the occasion may require. How much of valuable information may the younger members of a family thus acquire!

Where several children are attending school, some portion of nearly every evening should be devoted to the study and recitation of their lessons. Spelling or reading lessons may be thus mastered: lessons in mental or written arithmetic, geography and grammar may be conned over: the children taking turns in acting the Teacher.

The writer well remembers such scenes in his own early history, and

with what confidence he came to the recitation the next day after having recited his lessons in this way, and having the assurance of father or mother that his ideas were right. And, as a Teacher of district or other schools, he has ever found that children who have such opportunities at home, are far more thorough than those who enjoy no such advantages.

**THE FIRESIDE.**—The fireside is a seminary of infinite importance. It is important because it is universal, and because the education it bestows, being woven in with the woof of childhood, gives form and color to the whole texture of life. There are few who can receive the honors of a college, but all are graduates of the hearth. The learning of the university may fade from the recollection, its classic lore may moulder in the halls of memory, but the simple lessons of home, enameled upon the heart of childhood, defy the rust of years, and outlive the more mature but less vivid pictures of after days. So deep, so lasting, indeed, are the impressions of early life, that you often see a man in the imbecility of age holding fresh in his recollection the events of his childhood, while all the wide space between that and the present hour is a blasted and forgotten waste. You have, perhaps, seen an old and half-obliterated portrait, and in the attempt to have it cleaned and restored, you have seen it fade away, while a brighter and much more perfect picture, painted beneath, is revealed to view. This portrait, first drawn upon the canvas, is no inapt illustration of youth, and though it may be concealed by some after design, still the original traits will shine through the outward picture, giving it tone while fresh, and surviving it in decay. Such is the fireside—the great institution furnished by Providence for our education.—*Goodrich.*

**TIMELY EDUCATION.**—The cultivators of the silkworm have discovered different kinds of food for that insect, by which they can color the material from which the silk is formed—red, blue or otherwise—in the body of the animal itself; so that the beautiful cocoons, when spun from its stomach, shall not have been dyed into a given hue, but grown into it; shall not have been colored with this or that color, but created of it.

So let it be with the moral aliment the child receives. Let truth be the nutriment, and devotion to God the honey-dew of his life. If man does his part in the blessed work of education early and wisely, we are certain that God will crown his labors with infinite blessings hereafter.—*Horace Mann.*



## PROFESSIONAL.

## Sympathy with Children.

One of the great secrets of success in managing the young is sympathy with them as children. Nothing but this will lead to a proper understanding and appreciation of the motives by which they are governed, or enable us rightly to estimate the efforts they make for improvement. The following indicates that the writer had taken one valuable lesson as a Teacher :

“At one period of my life, when instructing two or three young people to write, I found them, as I thought, unusually stupid. I happened about this time to look over the contents of an old copy-book, written by me when I was a boy. The thick up-strokes, the crooked down-strokes, the awkward joining of the letters, and the blots in the books, made me completely ashamed of myself, and I could, at that moment, have burned the book in the fire. The worse, however, I thought of myself the better I thought of my backward scholars ; I was cured of my unreasonable expectations, and became in future doubly patient and forbearing. In teaching youth, remember that you once were young, and in reproving their youthful errors, endeavor to call to mind your own.”

It was as true of us, as of Paul, that when we were children we *spoke, understood, and thought*, as children ; it will be true of all other children. If then we would influence them, would control them entirely, we must remember that they are *children*.

The young act from *impulse* rather than *reflection* ; many of their acts, troublesome though they may be, and apparently designed to annoy us, are merely the result of momentary impulse,—entirely harmless in itself—acted out, not from deliberate intention, but merely from the absence of that consideration or reflection from which alone self-control results. A child whispers to a seat-mate or class-mate, because he happens to think of something too good not to be told. The boy, full of life, with healthful blood coursing through his frame, does not sing or whistle, “it whistles itself.” A child often laughs because it *sees* something, or thinks of something, really laughable. Who of us has not felt an irresistible inclination to do the same even under *circumstances* in themselves the most solemn ?

Happy is the Teacher who can really enter into the feelings and motives of childhood ; and fortunate is the Teacher who can discriminate between the apparently wrong actions which are caused by such sudden impulses, and those which are the result of deliberate intention to do wrong. Such a Teacher will be willing to receive with a good grace the frank statement by the scholar of the real cause which prompted the act ; and while he receives the statement in a proper spirit, as did the one who was told by the boy who had laughed during the devotional exercises,

“I saw a mouse in time of prayers,  
Come down the rope for want of stairs,”

he will rise, rather than sink, in the estimation of the scholar and the school.

True, the things here spoken of must not be allowed to pass without rebuke, but the measure of reprehension must be proportioned to their real character ; and it is the clear perception of what is required, and the just discrimination shown, which marks the true Teacher, which commands the confidence, and the *respect*, as well as the esteem of scholars.

A. D. L.

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### Necessity for Normal Schools.

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We are but expressing the feeling of every man in the State who has been engaged for six months in the office of School Trustee or School Visitor, when we make an urgent appeal to the Legislature to provide, without further delay, means for educating and training Teachers for the immense system of Schools now so firmly established throughout Ohio. Compared with many parts of the State we have an immense advantage in High Schools, which annually reinforce our ranks with numerous young men and women having at least some scholarship upon which the basis of teaching may rest. But need we furnish argument to prove that it requires something far beyond mere scholarship to constitute a Teacher. He may be ever so learned, and yet destitute of all faculty of imparting his knowledge to others and infusing them with the love and understanding of it by which alone it can be made to prevail. We are apt to forget the fable of the wolf who went to school to learn to spell, but whatever letters were told him he could never make any thing of them but *lamb*. The Teacher must know how to prepare the mind to receive his lessons. To teach is a

science and art no less arduous than that of the orator to persuade, and comes no more by nature than any other formative or creative art. And though it lies at the base of all culture and happiness, individual or national, there is perhaps no office in life which is left so much to mere chance. It would not be proper here to enlarge upon this topic, but, *in this matter*, the State of Ohio is very far behind every State or country which makes any pretension to educational advancement. This will be made plain by a few facts. The population of the State exceeds 2,000,000. Its number of youth, of school age, is estimated at 816,408, of whom the average number of 362,514 are reported to be in daily attendance in 10,300 school houses, with 13,914 teachers. For the support of this system last year, the State expended \$1,684,694.36. But with all this, the State has not once provided where her School officers are to go for the main spring and living principle of the vast and costly fabric—a Teacher. They are left to pick one up wherever he may be found, and must frequently make much of those whom other States, more wise and provident, can afford to spare.

How is it with others? Saying nothing of our sister States, how shall we compare with European countries, sometimes styled “benighted”? The little kingdom of Wurtemberg, with only three-fourths of our population, sustains three Normal Colleges for the free education and maintenance of teachers. Little Baden also has three, Hanover six and Saxony *eight*; States which are all behind Ohio in population and resources. Switzerland, with the same population as Ohio, maintains thirteen of these institutions, some of them famous. Prussia has forty-two, and France ninety-two! But Ohio has not one! Ohio does not train a teacher for all her schools.

A Normal College of the highest order, thoroughly equipped with every proper appurtenance, would not cost *one per cent.* of the annual fund which the State now disburses for school purposes. It would therefore be very moderate, to say that the State ought to have at least three such institutions, of the largest scale, to replenish and sustain the force of 15,000 teachers, by educating worthy and competent pupils out of our Public Schools, freely and without charge, as teachers.

A plan has been contemplated and nearly perfected for organizing a Normal Class in our High Schools. It is also understood that movements are on foot among the Teachers of the State for establishing private Institutions.

But these, like all other partial projects, halt and falter in presence of the magnitude of the object,—an object to which no power

resources are fully adequate but those of the State, and which can never be attempted with any well founded hope of permanent success and usefulness, unless by the State. The history of the great Institutions raised up by Fellenberg and Vezli in Switzerland clearly points out the fate which awaits any establishment, even under the highest present auspices, of individuals.

This want, and the necessity for the intervention of the State in this enterprise, have become great and universally felt. Sharing most strongly in this feeling, we express it in the hope that it may be seconded and brought by general acclamation to a speedy and prosperous result. Sure we are that our Schools will never be superior to our Teachers. If the people of the State would reap the fruits for which they have planted, and sustained their wide-spread Schools, they must look more to the teachers and less to the houses, furniture and books.

Suppose \$50,000 annually of the State School tax be devoted to the establishment of three Normal Schools, at various points where large systems of Schools are close at hand for the observation and practice of the normal pupils,—who can hesitate to believe that it would be best so expended, and that by the diversion of only so much, the rest of the vast fund would in very few years be doubled in power and effect. Is there any measure of comparison between a teacher of the common order and the trained proficient, who, under skillful masters and actual exercise, has been schooled to the sublime art of moulding the youthful mind, heart and soul, all, to that ideal standard which science gives to the artist in every department of life. The one enters the arena of the school room informed, replete, and ready to cope with all forms of perversity in this complicated intellectual and moral nature of ours—prompt to detect, and fertile in expedients to turn every quality to the best account, so that the worst propensities may be converted to surprising good. The other, even with equal zeal or natural endowments, treads unfamiliar ground, where he soon finds it an irksome labor forcing his way, and, being ever ready to be discouraged or find fault with his pupils rather than himself, often stupefies or even vitiates more than he instructs. It would be difficult, indeed, to estimate the difference, in results, between the two. But no one can exaggerate the immense difference of power which would be imparted to our present system by 15,000 teachers, all perfected in the skill and tact, both of teaching and disciplining, which the training of a Normal School can impart. —  
*Cincinnati School Report.*

## McNeely Normal School.

A meeting of the Trustees of the McNeely Normal School was held at Hopedale on the 25th of October last. In consequence of the illness of several of the members a quorum was not present, and the Board adjourned to meet in Columbus, on the 3d of November inst.

Pursuant to adjournment, the Trustees met in Columbus on the 3d of November, and transacted the following business:

*Resolved*, 1. That Mr. John Ogden be unanimously elected Principal of the McNeely Normal School.

2. That Mr. Edwin Regal be employed in the Academic Department of the School at a salary of \$700.

3. That Mr. Jacob N. Desellem be employed as an Agent for the School at a salary of \$600 and his expenses.

4. That the School be opened on the 26th of November inst.

5. That the School year consist of 40 weeks, and that the price of tuition be \$20 in the Academic, and \$30 in the Normal Department.

6. That Mr. C. McNeely be authorized to fit up rooms on the premises for the accommodation of an Experimental School, and to negotiate with the School Directors in the village of Hopedale for the instruction of the children of the district in said School.

A. D. LORD, *Secretary*.

### THE PHONETIC ALPHABET.

| LONG VOWELS.   |      |      |      |       |       | SHADE VOWELS. |               |
|--|------|------|------|-------|-------|---------------|---------------|
| Ɛ e,   | Ɔ a, | ʌ q, | Θ e, | Ω o,  | Ωw;   | Ɛ e,          | ʌ q;          |
| eel,   | ale, | arm, | all  | oak,  | ooze; | earth,        | ir            |
| SHORT VOWELS.  |      |      |      |       |       |               |               |
| I i,   | E e, | A a, | O o, | U u,  | Ū u;  | Ɔ a;          |               |
| it,  | ell, | am,  | on,  | up,   | foot; | ask;          |               |
| DIPHTHONGS.  |      |      |      |       |       |               |               |
| Ɛ j,   | Ɔ σ, | ʌ σ, | Ū u; | Ɔ q,  | Ɔ t,  | Ɔ d,          | Σ j           |
| by,  | boy, | bow, | new, | etch. | bath, | bathe,        | marsh, rouge, |
| b, d, f, g, h, j, i, k, l, m, n, p, r, s, t, v, w, y, z,<br>as usually employed. |      |      |      |       |       |               |               |

#### ARTICULATE SPEECH THE PRIVILEGE OF MAN.

*Migoras* — Artikyulatorz—dus did Homer akytli distingwif man from de loer animalz. Fer it iz van ta danj langwaj ta de bests ov de feld and de berdz ov de ar. Laak at dat dog: hɛ hiz iz spqrkl wid plezur, hɛ he tremblz

wid ekspektansi, h̄s he hwjnz wid dred, h̄s he maks yō fel hiz luv, hat, indiferens, d̄st; h̄s he infernz yō ov danjer, h̄s he welkumz yō hōm, drjvz of d̄e intrōder, and protēkts yōr properti! ? Iz d̄ar nō laggwaj in hiz snqrl, hiz fert, impasent b̄rk, hiz krj, na, in d̄e veri lik ov hiz tup, and wag ov hiz tal. D̄ar iz not ōnli a laggwaj, but wun hwiġ iz understiad ōver d̄e wjđ wurld. It iz a laggwaj ov sentiment and imajeri, but d̄ar iz nō qrtikyulafon. D̄at iz rezervd fer man. Hw̄arever tō er d̄re hūman beipz q̄r d̄ron tuageder, d̄ar wil be f̄s̄nd a set ov s̄endz, az gdrbz ov t̄et, invented, understiad, aknolejd, yuzd, rememberd and reapljđ b̄j a kjnd ov fr̄emasonri veri f̄elsli kold konvenfjon. It iz a spontaneus off̄ot ov s̄r natyur, d̄e golden tred ov s̄r beip hwiġ wjndz hūmaniti intia wun, past, prezēt, and ta kum. But ? h̄s d̄e past.

"D̄e aktorz wundrus q̄rt,  
Ḡaz swift and trakles past d̄e sens it s̄erz."

("Denn schnell und spurlos geht des Mimen Kunst,  
Die wunderbare, an dem Sinn voruber.")

*Schiller.*

D̄e wurdz ov ta-d̄a liv but febli in d̄e rekolekfjon ov ta-morō; d̄e talz ov d̄e fq̄der, d̄emselvz a fant impresjon ov d̄e event, sk̄arsli mōv d̄e sun, and q̄r lost ta d̄e grandq̄jld. Tradifjon iz a most unserten gjđ. We must fiks d̄e t̄et az it arjzez, and lev it a monyument fer el ajez ta admir. Hwen d̄et haz struk d̄sn d̄e nobl frend d̄at t̄et it, d̄e wurd fal survjv in a trō imortaliti. Hw̄ar rj̄tjg haz not aperd, hūman progrefjon iz slō and unserten. Leterz q̄r d̄e jentl d̄y hwiġ rōts d̄e prezent in d̄e past ta develop in d̄e futyur.

#### WRITING THE MODE OF CONNECTING THE PRESENT WITH THE PAST.

Az d̄e konekfjon ov man wid d̄e past iz mōr valyūabl d̄an hiz yunyon wid d̄e prezent, inestimabl az d̄e later ma be, sō iz ritjg mōr valyūabl d̄an spekjg. Widst d̄e wurk ov past ajez b̄arjg upon d̄e prezent, widst d̄e nolēj akumulatd fr̄om el t̄jm, hwiġ we kan ōnli hōp ta hand d̄sn wid q̄ smol and ever smeler inkres tu s̄r posteriti, we jud be lj̄k d̄e trjzb ov animalz, hō, gj̄ded manli b̄j an instj̄kt hwiġ iz in man konseld b̄j d̄e brj̄tnes ov hiz rezon, begjn lj̄f afres in eġ jenerafjon, and q̄r d̄e sam n̄s az hwen d̄a w̄er f̄erst obz̄rvd. Ōn d̄e kontr̄ari—

Wun b̄j wun,  
Sins its t̄jm begun,  
Wakset s̄r r̄as benz̄d d̄e sun.  
Nolej stord,  
In nobl hord  
Travels inkresjg fr̄om s̄jr ta sun.  
D̄us hūmanitis k̄ars iz run;  
D̄us it wil grō .til its t̄jm iz dun.

D̄e engrāvđ karakter, d̄e panted leter, d̄ez q̄r d̄e talismanz hwiġ m̄ak man imertal, d̄e trō kan in hwiġ Prometheus bret d̄sn d̄e f̄jr fr̄om hev̄n.

The glory of an age is often hidden from itself. Perhaps some word has been spoken in our day, which we may not have deigned to hear, but which is to grow clearer and louder through all ages. Perhaps some silent thinker among us is at work in his closet, whose name is to fill the earth. Perhaps there sleeps in his cradle some reformer, who is to move the church and the world, who is to open a new era in history, who is to fire the human soul with new hope and new daring.

## Editors' Portfolio.

This number has been unexpectedly delayed some days. We shall hope to issue the next in good season.

The list of Educational Works contained in this number will show something of the range of literature to which the study of the Teachers' Profession introduces one. The Library is one of the largest of the kind, and perhaps the most complete in the Union. It will be remembered that Messrs. W. B. Smith & Co of Cincinnati, some two years since, gave \$700, to found it; that sum was immediately increased to \$1,000 by the Trustees of Common Schools.

Teachers' Institutes.—The Secretaries will confer a very great favor by forwarding to our address the date of the sessions of their Institutes, the names of the Instructors, and of the Lecturers, and the number of males and of females who attended. We wish to prepare a tabular list before the annual meeting of our Association.

The Institut at the McNeely Normal School was all that was expected; nearly 200 attended.

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### Correspondence.

At a regularly organized meeting of the students of the Salem Union High School, a committee was appointed to draft resolutions expressive of their confidence in and esteem for their teachers, as well as entire approbation of the efficient system of teaching as practiced by them.

The committee having had the same under consideration, offer the following:

1. *Resolved*, That we, the members of the Salem Union School who have had the advantages of Mr. Holbrook's instruction during the past term, and many of us during a number of previous terms, believe the Exchange System of teaching which he has carried out to as great an extent as circumstances would permit, to be the system in preference to all others which have come within the range of our knowledge; as it tends to develop the mind and arrange acquired knowledge in systematic order so that it may be easily reduced to practice. In short we believe it to be a plan which when executed to the extent—that we believe Mr. Holbrook highly competent to do under more favorable circumstances—will make practical and efficient men and women in whatever sphere in life they may be called to act.

2. That the scholars of this place who have but just begun to feel and know the advantages of a critical and systematic course of training, as well as many friends and patrons who appreciate and place it paramount to dollars and cents, have great cause to regret that Mr. Holbrook and his valuable assistant do not remain to carry out the excellent plans which would soon have made this one of the first Union Schools in the State.

3. That we, the foreign scholars of this school, beyond our desire for the highest good of our friends, the resident members of the school, have reason to rejoice that Mr. Holbrook leaves this place and goes to fill a wider sphere of usefulness; because it will be pleasanter for him and will give to us who wish farther to avail ourselves of his instruction—which we most heartily commend to all, having tested its excellency—an opportunity in classes better adapted to our wants as *teachers*, than those of a Union School can be.

4. That we feel that any thing we may say of Mr. Holbrook, as a teacher and a man, would be without effect when he has been chosen by so large and respectable a portion of the teachers of the State to fill the highest place in an institution from which they hope so much.

5. That as our connection with Mr. Holbrook and Miss J. G. Breckenridge as teachers and students must for the present be at an end, that we tender to them our sincere thanks and heartfelt gratitude for the exertions they have made for our advancement; and assure them that we look upon them as teachers and friends worthy of our highest confidence and respect, and that they carry with them, wherever they may go, our best wishes for their health, happiness and prosperity.

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|--|---|------------|
| <p>H. C. BRECKENRIDGE,<br/>J. T. BROOKS,<br/>J. H. REED,<br/>CATHARINE S. MORRIS,<br/>FRANCES WOODWORTH,</p> | } | Committee. |
|--|---|------------|

SALEM, COL. Co., Oct. 26th, 1855.

Teachers and people here need arousing: they should have an active Agent in the field to organize Institutes, to lecture and arouse the people, to increase the circulation of their "Teacher." I have met with a few Teachers who have the will, and the character, and the mind, who are resolved to labor incessantly in the good cause till Illinois shall take her stand beside the older States of the Union.

W. H. L., Chicago.

#### Notices of Colleges Schools, etc.

Antioch College, at Yellow Springs, has nearly 300 students in attendance.

Vermillion Institute.—The catalogue of this school, located at Hayesville, and under the care of the Richland, Wooster and Coshocton Presbyteries, shows an attendance of 129 students the past year: 86 males, and 43 females. Rev. S. Diefendorf, A.M., the Principal, is assisted by four Teachers.

Folsom's Mercantile College, Cleveland.—The catalogue contains a list of nine Instructors and Lecturers beside Mr. E. G. Folsom, the Principal. More than 300 students attended during the last year.

PUBLIC SCHOOLS.—The 26th Annual Report of Trustees and Visitors of the Common Schools of Cincinnati for the year ending June 30th, 1855.—This is a document of 162 pages, containing beside the Statistics of the Schools, an elaborate Report by the Superintendent, Mr. A. J. Rickoff. The city sustains 2 High Schools, instructing more than 400 scholars, 1 Intermediate, 20 District and Asylum Schools, and 7 Night Schools: employs 223 Teachers, 55 males and 168 females; and enumerates 38,446 children of school age, of whom 17,444 were enrolled in the schools, 10,537 were in average attendance, and 8,920 in daily attendance. The expenses of the schools for the year were \$120,878, or \$11.47 for each scholar. The High Schools cost \$13,047, or an average of \$51.98 per scholar.

Among the topics of general interest discussed in the Report, are "Irregularity of Attendance" and "Normal Schools," which have been copied into this number. We shall aim to give some portions of the Superintendent's Report hereafter.

Two new school houses are in process of erection at Yellow Springs, Greene Co., which will cost some \$1500 each.

The Schools in Van Wert opened on the 10th of September, in their new, large and commodious houses: those in the western addition, under the instruction of Mr. Isaac N. Alexander and Miss Mary L. Slade; those in the eastern addition, under the charge of Francis Boyd and Miss Lucy Boyd. The highest hopes are entertained for their success.



## Editors' Table.

**Elementary Moral Lessons.**—Mr. M. F. Cowdery, Supt. of Public Schools, Sandusky, O., has in press a volume of 224 pages, with the above title. It is intended as a CLASS-BOOK FOR PUPILS, and is prepared for scholars from ten to fourteen years of age.

The author has aimed to prepare a volume for the use of Schools, upon the subject of moral duties and relations, *essentially practical*, and hopes it may prove useful to teachers who feel anxious to do every thing possible in the department of moral culture. It is the purpose of the author to present three separate volumes upon this subject, the first for younger pupils, (the present volume,) the second for pupils of Intermediate and Grammar School age, and the third for pupils of High Schools and Academies. The volume entitled Elementary Moral Lessons, will be ready about the fifth of November. Price, fifty cents. Copies will be sent by mail, post paid, in paper binding, on the receipt of fifty cents in money or stamps. A limited number only of the first edition will be printed, and until the work goes regularly to the publisher, (of which due notice will be given in the Journal,) orders may be sent to M. F. Cowdery, Supt. Public Schools, Sandusky, O.

**Mathematical Dictionary and Cyclopedia of Mathematical Science:** comprising Definitions of all the terms employed in Mathematics—an Analysis of each branch, and of the whole as forming a single Science. By CHARLES DAVIES, LL.D., and Wm. G. PECK, A.M., Assistant Prof. of Mathematics at West Point. New York: A. S. Barnes & Co., 1855.—This is a fine octavo of nearly 600 pp., compactly printed in double columns. As a work of reference, to the student or the artisan, its value can hardly be over estimated. We know of no work which fills the same place, and it can hardly fail to take position in libraries by the side of other Dictionaries.

**Chemical Atlas; or the Chemistry of familiar objects:** exhibiting the general principles of the Science in a series of beautifully colored Diagrams, accompanied by explanatory Essays: designed for the use of Students. By ED. L. YOUNG, Author of the Chemical Chart, and Class-Book of Chemistry. New York: D. Appleton & Co.—A fine quarto of 100 pp., containing several admirable illustrations of Chemistry: the plan is that of the Author's large Chart.

**Arithmetic and its Applications:** designed as a Text-Book for Schools and Academies. By DANA P. COLBURN, Principal of the R. I. State Normal School. Philadelphia: H. Cowperthwait & Co., 1855.—A finely printed 12mo. of 366 pp. Mr. Colburn is regarded as one of the finest Teachers of Arithmetic in New England. This book embraces his modes of teaching it, and is well worthy of the attention of Teachers.

**The Exhibition Speaker:** containing Farces, Dialogues and Tableaux, with exercises for declamation in prose and verse: also a treatise on oratory and elocution, hints, etc., with illustrations, comprised and arranged for School Exhibitions, by P. A. FITZGERALD, Esq.; to which is added a complete system of Calisthenics and Gymnastics, illustrated with 50 engravings. New York: Sheldon, Lamport and Blakeman.—The title gives a very good idea of this work. Many of the selections have never appeared in any similar work.

**Elements of Algebra.**—Algebra, Geometry, Plane Trigonometry, and its applications to mensuration and surveying, Logarithmic and Trigonometrical Tables. By Prof. GEO. R. PERKINS LL.D. New York: D. Appleton & Co. These works constitute the higher portion of Perkins' Mathematics. They are well printed and substantially bound.

**Geognosy, or the Facts and Principles of Geology against theories.** By **DAVID N. LORD.** New York: Franklin Knight.—The object of the Author is mainly to show that the conclusions of modern Geologists in regard to the age of the earth are not warranted by the facts on which they are professedly based. It is well written and will be read with interest by those who like to think.

**School History of the United States.** By **A. B. BERARD.** Philadelphia: H. Cowperthwait & Co., 1855. A neat 12mo. of 224 pp.—The characteristic of the work is its judicious selection and appropriate grouping of the important events in our history.

**A Grammar of Composition; or gradual exercises in writing the English language.** By **DAVID B. TOWER, A. M.,** and **BENJ. F. TWEED, A. M.,** 12mo. 228 pp. New York: D. Burgess & Co.—This is a well prepared work, and admirably adapted to the object. Among the different books prepared for the same purpose, this will take a high rank. Teachers should examine it.

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### Items.

**Mr. JOHN OGDEN,** late Principal of the Normal Department in the Wesleyan University at Delaware, has been elected Principal of the McNeely Normal School.

**Mr. ALFRED HOLBROOK** has resigned his place as Superintendent of the Schools of Salem, for the purpose of taking charge of the South-Western Normal School at Lebanon.

**Mr. CHAUNCY NYE** has taken the place of Superintendent of the Union School in Fredericktown, Knox Co.

**Mr. JARVIS K. MASON,** a graduate of Yale College, has been employed as Superintendent of the Public Schools of Bucyrus.

**Mr. D. H. FRENCH,** late of Pa., has taken charge of the Union School in Mechanicsburg, Champaign Co.

**DIED,** at her father's residence in Morgan, Ashtabula Co., O., of Consumption, on Sunday, the 14th ult., **Miss Harriet C. Ellinwood,** late Teacher in the Union Schools of Hamilton.

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The eighth annual meeting of the Ohio State Teachers' Association will be held in Columbus, on Wednesday and Thursday, the 26th and 27th of December next.

It is earnestly hoped that those subscribers who have not forwarded the money for the current volume, will do so immediately. Those who, as local agents, have collected money, will confer a favor by forwarding it as soon as convenient.

The fifth volume of the Journal will be published, commencing with January 1856, at \$1.00. Subscriptions may be sent at any time. The first number will appear by the 20th December.

A Circular received just before going to press, informs us that the South-Western Normal School will be opened at Lebanon, Warren Co., on the 27th of Nov. instant. Mr. Holbrook will be aided by an efficient corps of Teachers.

**Wanted.**—A competent Teacher of Mathematics and Natural Sciences, in a Seminary. Address Rev. Jno. A. Renbelt, A.M., Inland, Summit Co., O.

DR. A. D. LORD—*Dear Sir:* According to your request and the solicitation of a good number of active and intelligent teachers of the State, I forward to you a list of the *English works* on educational topics, in the Library of the Board of Education in this city, for publication in the "Journal." Not a little labor has been expended in making out the list, the chief difficulty to be overcome being the want of a catalogue of the educational works published in England. The publication of it in the Journal will be of considerable advantage to teachers purchasing a professional library. The list is a valuable one. The English and Scotch periodicals are worthy of the attention of teachers in this country.

We expect, shortly, to have added to this collection, valuable French and German Pedagogical works.

Inasmuch as it is made the duty of the Superintendent to make arrangements for the regular and permanent exchange of Reports between the School Board of this city and Boards of Education elsewhere, I shall make such exchanges with great pleasure. We should be careful to preserve the educational records of the day; they are materials for the future historian.

There are some educational periodicals published in this country which are not yet taken at this office. We shall be obliged to publishers of any such to send on specimen numbers, and if they are what they should be, our subscription shall be forwarded.

Most respectfully,

ANDREW J. RICKOFF.

Office of Board of Trustees and Visitors of Public Schools of Cincinnati,  
October 15th, 1855.

#### THE CINCINNATI TRUSTEES AND TEACHERS' LIBRARY.

- Adelaide and Theodore, or Letters on Education, containing all the principles relative to three different plans of education, to that of Princes and to those of young persons, of both sexes. 3 vols., 300 pp. each, London, 1783.
- Appleton E., Treatise on Early Education. 12mo, Whittaker, London.
- " Treatise on Private Education. 12mo, Colburn.
- Bainbridge W. H., Early Education, being the substance of four lectures delivered at the Collegiate Institution, Fcp. pp. 175, Liverpool.
- Baines E. C., Education best promoted by perfect Freedom, not by State Endowments. 8vo, Snow.
- Balwin, Thoughts on Academical Education. 8vo.
- Barrow Rev. Wm., An Essay on Education, in which are particularly considered the merits and defects of the discipline and instruction in our Academies. 2 vols. 12, each 315 pp.
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THE  
Ohio Journal of Education.

COLUMBUS, NOVEMBER, 1855.

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The Close of Volume Fourth.

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THE close of the labors of a year in a cause like that to which our Journal is devoted is an era of no inconsiderable importance. The fact that Teachers, School officers and Parents, with whom we hold such direct communication, are exerting such a potent and controlling influence over those who are to live after us, and in their turn to influence their successors, and through them to affect for good or ill all succeeding generations, attaches to our enterprise a responsibility which does not belong to efforts less intimately connected with the nurture of children and youth.

The past has been a year of progress; the number of new and commodious school-houses erected, the systems of schools established in places where classified schools had not before been introduced, the gradual improvement of schools previously systematized, the interest in Teachers' Institutes and Normal Classes, the opening of two Normal Schools, the rank which professional Teachers are taking in the estimation of school officers and the community generally, and the extent to which people of every class are beginning to rely upon Public Schools for the higher as well as the elementary education of their children, are gratifying evidences of the steady progress our State is making in the cause of popular education.

In relation to our own labors, little need be said; those who have read the numbers of the Journal as they have been issued, know what it has and what it has not accomplished. It is a gratifying fact that in addition to the regular increase of its readers from year to year, its articles are frequently copied not only in the Educational Journals of the Union and of Upper Canada, but in the Newspapers of our own

and other States. A well prepared article may thus reach many thousands of readers. This should encourage those who can *think*, and who wish to do good, to write for our pages.

As Resident Editor, our sincere thanks are due to those who have contributed to our pages, and we would respectfully solicit a continuance of such favors from them, and from all who feel an interest in the great cause for which we labor.

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### Should Teachers be School Examiners?

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Teachers being frequently appointed School Examiners, the question has arisen, is this advisable? We answer in the affirmative, for the following, among other reasons:

*First: No others are so well qualified for the work as Teachers.*

Teaching is not, as sometimes ignorantly supposed, a kind of home-made art that any and every one may take up and practice off-hand, but it is a rapidly progressive and progressing science. It may be true, possibly, that any one can *teach*, but it is palpably, experimentally true, that very few can *teach well*. Now in view of the fact that in most, if not all, counties there are more applicants than school districts, it is the duty of Examiners not to issue certificates to those who can barely get along in a school, but to select most scrupulously from the candidates presented, those best fitted for giving instruction in common schools. The nature of the office requires in the incumbent an intimate acquaintance with the principles and the best methods of instruction; and what is still more, nay the very capstone of an Examiner's proficiency, a ready discernment of the *facultas docendi*, the faculty of teaching. Now let common sense decide who shall be School Examiners. Not the lawyer with his Blackstone and Chitty, the physician with his *Materia Medica*, and the engineer with his theodolite; not the farmer, blacksmith and carpenter with their ploughs, anvils and broadaxes: nor yet a mixture of these; not one of whom probably, has been in the common school since rules were taught without principles and words without ideas. But rather is the *Teacher* the man. The Teacher, whose shop is the schoolroom, whose bench is the blackboard, and whose tools are books, pencils and chalk. The Teach-

er who knows and feels that his profession awards no diploma and hence studies always ; who deems the experience of to-day essential to the success of the morrow, and yet not satisfied with studying the text-book of his own daily life makes educational periodicals and kindred publications supply a considerable portion of his reading matter ; thus ever profiting from the rich experience of his colaborers. From these considerations alone, all other things being equal, it is seen that the Teacher commands advantages as an Examiner to which no others can pretend a claim. But other things are not equal. However well the intelligent minister or lawyer may be acquainted with common school studies, or the requisites of good teaching, the intelligent Teacher is much better acquainted with the same, and has all the advantage even here. How absurd to appoint an M. D. to examine a class of tailors ! or the reverse ; but so it is, if a man escape a bad fit either of a coat or a colic, it matters not whether his brain be filled with silliness or sense.

*Second: No others are so deeply interested as Teachers in doing the work well.*

The intelligence of the community and the caste of the Teacher are in one sense reciprocal. As the Teacher is faithful, competent and worthy, his mark is seen in the intelligence of the community, and this intelligence manifests itself in gratitude to, and respect for, the Teacher. Now, mathematically speaking, the qualifications of Teachers vary in direct ratio with the standard of teaching. If one be low, mediocre or high, so is the other likewise ; and the elevation or depression of this standard is vested solely in the Board of Examiners. By wise and prudent management on their part the standard, (and with it the Teacher, his position, influence and usefulness,) may be elevated to almost any limit. The consideration here set forth, were it the only one, affords in itself a sufficient guaranty that the Teacher above all others will do this work faithfully and do it thoroughly. We may pass by other motives, for, whatever they are, the Teacher feels them to an equal extent, at least, with every other citizen, and rest the question upon this alone. The Teacher feels that his calling should rank among the highest of the learned professions, while he is aware that by many it is not even allowed a place among them. It has been looked upon as a kind of dernier resort of helplessness and shiftlessness, a last of pea-time business, and while he scorns the uncharitable imputation, and looks with pitying contempt on him that makes it, he has a burning

enthusiasm to give the lie to a false public opinion, to command a consideration justly due, and to conquer a respect unjustly withheld.

*Third: The office of School Examiner is the Teacher's by clear and indisputable right.*

It has become an axiom of daily application that the intelligence of a community is directly dependent upon the capability and fidelity of the Teacher. Hence by common consent a mighty responsibility is laid upon his shoulders, nor is any power of his equal to its removal. It is then his right that he have under his control the only means that can enable him to meet that responsibility.

Again, Teachers are a distinct, numerous and worthy profession. Excellence or worthlessness in the few is, so far, to the credit or discredit of all: excellence in the many is in a certain sense the life of all, while worthlessness in the many is in a similar sense destruction to all. The examining power then, is by right the Teacher's, not only as a weapon of defense but as the pledge of existence.

OHIO UNIVERSITY.

W. H. YOUNG.

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### Reading and Spelling Four Times a Day.

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In many districts it is still common to hear parents complain because their children do not read or spell as many times in a day as was the custom when they attended school thirty or forty years since. Many seem to suppose that the benefit their children derive from the school depends upon the *number of times* they read, rather than on the *manner* in which the exercise is conducted.

True, in the case of very young scholars, little children just learning the letters for example, it is desirable that they should be called up to read for a few moments at least twice in each half day. It is equally desirable that older scholars should have an equal or greater number of *lessons* during each session. Now it should be remembered that, in former years, when reading, spelling and a little of arithmetic constituted all that was taught, it was easy to give each scholar four lessons in reading and spelling; but, when all who are old enough are accustomed to study geography, arithmetic, grammar, and sometimes other branches, and to have at least one recitation per day in each of them,

though each one may have four, or even more lessons each day, it is not possible or desirable to have so many both in reading and spelling.

For some time the practice has prevailed of having most of the scholars in district schools read and spell once each half day, and recite in geography, arithmetic, etc., at least once per day. A few moments' reflection will show any parent, who is disposed to be reasonable, that if the number of branches taught in school has been doubled or tripled it is not possible for the Teacher to give as many lessons in reading and spelling as was customary when these only were studied by the majority of the school.

But by the plan of teaching in classes, now adopted so much more generally than in former years, much more *time* can be given to each lesson, and, if proper attention is secured, every scholar may be profited nearly or quite as much by each exercise as though the whole of the time was given to him alone.

A. D. L.

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### Music for Schools.

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Few opinions, generally entertained, I apprehend, more completely fail of embracing the full and true idea of the subject to which they relate, than do those appertaining to the matter of education.

The more general sentiment of the community, relative to this subject, if I do not greatly err, (and in that community may be embraced a very large portion of those claiming to be teachers of youth,) is restricted entirely to the acquisition of science, and especially, those elementary branches of science embraced in a common school education, and which have a practical application in life, irrespective of the mental growth and development secured thereby. Education implies something beyond a knowledge of facts, or mere *mental* acquisition; is by no means restricted to an increase of mental capacity and enlargement merely, but embraces the physical and moral susceptibilities of our natures also; nor these only, but the social and more refined sentiments of our being as well.

Such being the fact, no one of nature's endowments can be overlooked in a process designed to secure genuine personal growth, and the individual be *truly* educated. There must be harmony of devel-

opment of all his faculties and susceptibilities, or the end sought is not attained; the individual will not stand forth possessed of all the ability for usefulness, or capacity for enjoyment, for which he was endowed by a beneficent Creator.

Among the capacities of our nature, which in the work of education receive far too little consideration at the hands both of parents and teachers, those appertaining to *music* have been, yes, and still are, too prominent. If we take into view its refining and elevating influence, its soul-stirring power, adapted as it is not only to soothe in affliction, or give utterance to the joyful emotions of the soul, but to "stimulate to deeds of noble daring," we shall approximate some equitable realization of the important part it plays in the human economy.

In some of our schools designed for general education, this matter is by no means overlooked; but the requirements of the case are not yet fully met, nor will they be, till the qualifications demanded at the hands of common school teachers, shall embrace *an ability to teach vocal music*, at least as an art, if not as a science.

In furtherance of an object in itself so desirable, I was gratified to learn, a few days since, of the efforts now being made by Profs. Gibson and Fessenden from Boston, to bring this matter effectively before the teachers of Ohio, and to furnish them an opportunity for qualifying themselves more fully to discharge the duties of their responsible calling.

Under their superintendence, a Musical Convention is to be held commencing on the 10th of December, at Washington, Fayette county, of this State; prior to which an effort will be made to secure as large an attendance of common school teachers as possible. They also contemplate holding other similar conventions at different localities in the State for the same ultimate object, I am informed.

Prof. G. has long been, and still is favorably known, as a successful teacher of vocal and instrumental music in Boston, has composed and compiled numerous treatises on music, is author and compiler of the *Prairie Vocalist*, now published at Cincinnati, and is now preparing a work on vocal music, especially adapted to the wants of the youth in our schools. Shall his efforts for the accomplishments of an end so desirable be seconded by the teachers of the State?

I am happy to call attention to a matter of such prime importance, feeling assured, that ere many more years shall number with the past, *vocal music* will rank among the *requirements* of the teacher's profession.

C. T.

CHILLICOTHE, OHIO, Dec. 1855.

## PROFESSIONAL.

## Importance of Attention.

Every experienced Teacher is aware of the great importance to scholars of a habit of attention: he knows that without a respectable measure of the power of continuous attention scholars can derive but little profit from study, or from oral instruction. Now this power is not a *gift* bestowed in perfection upon some, and utterly withheld from others; but, like every other *attainment*, it is acquired by effort, and improved by practice. From a misapprehension of the nature of this power, or the want of a due sense of its importance, many Teachers use no direct means to secure its exercise to all their scholars. True, most are aware that exercises in mental arithmetic have an excellent influence in its development, and are accustomed to conduct them with some reference to its culture; but for the benefit of those not engaged in this study no special means are employed. Now if the above view of its importance be correct, some means should be adopted to aid every scholar in the formation of the habit; and every exercise in school should be conducted with some reference to it.

But there are certain physical prerequisites for the ability to exercise this power which must not be overlooked. Among them may be named the following:

1. The school room must be filled with pure air, at a proper temperature. If the air is impure or unwholesome, if it is too warm or too cold for comfort, scholars can not exercise their minds vigorously, or control their attention.

2. Scholars must be allowed, or required, to sit, or stand in natural, unconstrained positions; if, during a recitation, or exercise, they become wearied with one position, let them assume another.

3. Children, as well as adults, must learn to control their appetites, and to obey the laws of health. While it is true that a scholar can not study successfully when suffering from hunger, or thirst, or when a pressing call of nature requires his absence from the school room, it is equally true that one who has been deprived of needful sleep, or who has indulged in eating too much, or at an improper time, (as between



meals, simply because food or fruit was at hand,) can not be expected to give proper attention to study or instruction.

It would seem that no Teacher should need to be told that children can not study, or listen, attentively, when a tempting apple or peach lies on their desks, constantly reminding them of its delicious taste, or a piece of candy nestles in their pockets, adhering to their fingers every time they visit that locality for knife, or pencil, or a bit of wax or gum in their mouths needs almost constant care. And yet in how many schools are these things allowed! How many *words* are missed in the spelling-class, how many *definitions* are left *in the book*, and how many questions in the other studies fail to be answered correctly, because scholars have been constantly subject to the influence of such temptations! And can Teachers be guiltless who allow their scholars to practice things which, a few moments' reflection must show any sane person, are almost insuperable obstacles to the accomplishment of the highest and most important objects to be attained in school?

In addition to these physical requisites, three others, having more direct reference to the mind, without which attention will not usually be secured.

1. The *eye* must be fixed on the Teacher, or children will not be likely to attend to what he says.

2. The *ear* must be attent, ready to receive, not only the words, but to mark the tones with which those words are uttered.

3. Other trains of thought and association must be banished from the mind, or suspended for the time, and all its energies must as far as possible be concentrated on the subject under consideration. This can only be done by a voluntary effort, by a strong exertion of the will. The great motive to put forth this effort is *the desire to learn*.

In a subsequent article we propose to present some of the methods which may be adopted for developing the power and forming the habit of attention.

A. D. L.

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### Necessity of Clear Ideas in Teaching.

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It is highly important that the Teacher should know precisely what the scholar has to accomplish in order to master each and every branch of study. A clear idea on this point will guide him in all his own

labors for his pupils and will be especially serviceable in enabling him to determine when they have, and when they have not, attained the ends to be accomplished.

For example, in learning the Alphabet, what has the child to do? Taking the simplest possible view, he must become well acquainted with, first the *form* and then the *name*, and third the *sounds*, of twenty-six arbitrary characters. First then he must learn the features of these twenty-six unknown personages, and become able, at sight, to call the name of each. How shall it be done? Shall he be shown the *face*, and be told the *name* of each in succession from *a* to *z*, and then back to *a*, as was formerly the custom? Let us reflect a little. As, in making the acquaintance of any considerable number of strangers, one would prefer to see, at most, but two or three, at a time, common sense would dictate that a similar course should be pursued with a child. Let him be shown but one, two, or three letters at a time; let those first presented be such as have a form distinctly marked, like *o*, *s*, or *x*, and let the child have full opportunity to mark their *forms*, and impress them with their *names* upon his mind before his attention is called to others.

Afterwards let others be shown, a few at a time, in the same manner. As soon as possible, let the letters learned be combined into simple, familiar words, as *ox*, *box*, *ax*, *wax*, etc. From the first, it is desirable also that the little learner should have the means of *imitating* the letters on a slate, or on the black-board, and that he should be accustomed to form words from them for himself.

Of the almost interminable task of learning the *sounds* of all the letters in their various combinations in our present system of notation, we do not propose now to speak.

In becoming acquainted with the marks employed in *punctuation*, we shall find that the scholar must again learn, first the *form*, second the *name*, third the *use* of the characters. By the use of the black-board, three or four of these characters may be taught in a few moments, and by accustoming scholars to notice them whenever they meet them in reading, and occasionally to name and define them, they will in a few weeks learn all the signs employed for this purpose, and become as familiar with them as they are with the letters.

Similar remarks might be made in regard to the *symbols* employed in arithmetic, as the signs of addition, subtraction, etc. But this was intended rather as a *hint* upon it, than a full discussion of the subject.

When scholars find difficulty in distinguishing certain letters whose forms are not distinctly marked, the cause may be, not in the want of attention or of effort on their part, but in the deficiency of what is sometimes called the *idea of form*; in such a case this must be cultivated by making them familiar with geometrical and other forms, accustoming them to imitate forms, and carefully to mark their outlines, points of difference and resemblance.

A. D. L.

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### Spelling.

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Parents frequently affirm that children do not now become as good spellers in our schools as was the custom thirty or forty years ago. Whether this is true or not we have no means of determining positively, but we commend the subject to the attention of Teachers. The ability to spell well is an attainment equal in importance to almost any other which can be named; and therefore no reasonable effort to secure it to every pupil should be omitted by the Teacher.

Formerly all the spelling exercises in schools were *oral*. More recently the practice of *writing* words has been introduced in many of our best schools. The advantages of that method may be presented at some future time. Our present aim is to present a few ideas and suggestions in regard to the former method.

The spelling lesson *should be studied*, as much as any other: hence a lesson of suitable length should be assigned to the class, with the understanding that the orthography of all the words in it is to be learned, if not already known. But in relation to the mode of studying a spelling lesson most scholars need instruction. They more generally study over all the words in the lesson in a hurried and half unconscious manner, without stopping to think whether they *know* how to spell them already or not. This is a great waste of time. In nearly every lesson given out from the spelling book, a child of ten or twelve years will find that he can already spell half or more than half of the words. His first object then should be, by looking carefully through the lesson to determine what words he *can*, and what he *can not already spell*; then to study the words which are new till he learns how they are spelled.

The spelling exercise is a *recitation*, and should be conducted on the same principles as other recitations. When a word is pronounced to a scholar, it should be distinctly understood that it is pronounced for the *whole class*; if it is understood, *let it not be pronounced again by the Teacher*, though half a dozen should attempt to spell it before any one spell it correctly. To be sure that the scholar properly understands his word, let him *pronounce* it before spelling. The word should then be spelled distinctly, divided into syllables, and again pronounced at the close.

The object of the spelling recitation is to ascertain whether scholars *know* how to spell the words they have professed to learn: hence *spelling once* is sufficient to determine this fact. If a scholar omits or misplaces a letter, the Teacher can at once decide the question. He need not allow the pupil to *try* two or three times, that is to *guess* at the spelling, but may pass it at once to the next.

When the lessons are studied as above indicated, when the words are thus pronounced, and scholars are required to spell in a rapid, prompt, and animated manner, the exercise becomes one of the most interesting and exciting in which the pupils engage.

To awaken interest in the subject, scholars may be encouraged to take their books home and study the lessons in the evening, pronouncing the word to each other, or requesting their parents or others to do so: they may be allowed now and then, "to choose sides," and thus secure all the *benefits* of the "spelling schools" of former times, without their disadvantages. They may be accustomed to select words from their reading or other lessons, and pronounce them to each other. They should be encouraged to notice errors in spelling, which they may see on signs, advertisements, etc., or find in books or newspapers.

It will be found that if such a course is pursued, scholars will acquire a quickness of perception, and a habit of such careful observation that they can scarcely pass a word incorrectly spelled without noticing it.

The spelling exercises of young scholars may be varied in a number of ways. They may spell in regular rotation, or promiscuously; singly or in concert; and when spelling in concert may use a low or a high pitch, the voice may be loud or soft; or they may be required to articulate in a whisper.

A. D. L.

## Teaching Composition.

It has long been our opinion that the practice of writing compositions should be introduced much more generally than it is into schools, and should receive a larger share of attention from teachers than has been given to it. Teachers need to prepare themselves to teach this as much as to teach arithmetic or any other branch, and they need not expect to succeed in interesting their scholars in it without such preparation.

In order to qualify himself for this part of his duty, the Teacher should have some one or more of the excellent manuals prepared on this subject, such as Parker's, Quackenboss', Northends', Brookfield's, or the Grammar of Composition noticed in our last.

That scholars may be able to compose, they must have *ideas* or *thoughts* to express, and *language* in which to express them; and nothing but *practice* will give them facility, or enable them to write with ease and pleasure to themselves.

For the purpose of aiding them in their first efforts, and interesting them in the exercise, a great variety of expedients may be adopted.

1. A class may be called forward with their slates and two or three *words* may be written on the blackboard to be embodied in a *sentence*: as the words *plants, grow, season*. Three or five minutes may be allowed for each to write a sentence containing them. One may write, "Plants seldom grow in the winter season;" another, "Spring is the season when plants begin to grow;" another, "How pleasant is the season when plants begin to grow, and flowers are blooming on every side;" and in a class of ten, twelve, or more, it may be that no two will have the same sentence, or the same thought, yet each will be interested, both in his own, and in that of every other.

2. A spirited *anecdote* may be related and all may be requested to write it out afterwards in their own language, as well as they can. It may sometimes be well also to *read* a narrative or sketch for the same purpose.

3. They may be allowed to read for themselves such narratives, or to write a report of "stories" which they may have heard related at home or elsewhere.

4. They may be required to write *biographical sketches*, of dis-

tinguished persons. This is one of the finest methods of making them familiar with the lives of the great and good. Every child in the land should be able to write a respectable sketch of Washington and Franklin, of Lafayette and Howard.

5. Historical sketches may next be undertaken : such as the first, or any subsequent voyage of Columbus ; the settlement at Jamestown, or at Plymouth ; the capture of Andre, or the fall of General Braddock ; the convention which gave us the Declaration, and that which formed the constitution of the United States. Similar sketches of towns or counties, of states and countries may subsequently be undertaken.

6. When scholars have had some considerable practice in composition, then, and not till then, should they be expected to write upon *abstract themes*, such as Charity, Hope, Happiness, the value of Time, etc.

In furnishing facilities for pursuing such a method as this, our School Libraries are destined to serve a most excellent purpose. No school need now be without the means of information, and no scholar destitute of resources. But even if books of Biography were scarce, what a multitude of subjects may be drawn from the Scriptures ! The lives of Joseph and Samuel, of Abraham and Moses, are themes which always interest children. And how many incidents of surpassing interest are recorded in the New Testament ! Such as the murder of the Infants by Herod ; the Saviour's discussion with the Doctors in the temple, most of his miracles, and his trial and crucifixion.

In addition to this, the Sabbath School books, to which nearly all children have access, are filled with themes on which they may very profitably be required to write.

A. D. L.

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—“ We are always in these days, trying to separate the two (intellect and work.) We want one man to be always thinking, and another to be always working ; we call one a gentleman and the other an operative ; whereas, the workman ought to be often thinking, and the thinker often working, and both should be gentlemen in the best sense. It is only by labor that thought can be made healthy, and only by thought that labor can be made happy ; and the two can not be separated with impunity.”

## The Use of Slates in Primary Schools.

As soon as a pupil has learned to write the script character, or even to print with facility, he loves to exercise his new acquirement, just as a little child loves to talk, for the sake of talking. To copy his spelling and reading lessons, affords him pleasure, and for a time he is employed in this way. But he need not be long engaged in copying. Original exercises next occupy his attention; they call for a higher exercise of the mind, and give zest to the employment. At first, he is directed, perhaps, to write the names of objects in the school-room. His earliest attempts will afford but meagre results. A half dozen items will likely complete his list; if, however, his attention be directed to the different classes of objects, and the parts which compose them, as in the construction of the room itself, the furniture, articles of clothing, etc., the list is soon enlarged, and grows beyond the capacity of his little slate. Then he may commence anew with his own name, the names of his brothers, sisters, parents, grandparents, uncles, aunts, cousins, neighbors, and so on; then again, the names of different classes of objects, the different kinds of flowers, trees, shrubbery, animals, houses, professions, trades, weights, measures, musical instruments, articles of food, of clothing, natural objects and artificial, articles light, heavy, smooth, soft, of different colors, etc., etc., in almost infinite variety. In this class of exercises, there is enough of matter and variety, to occupy the first two years of school life, if it were desirable to continue it that long. Next, sentences may be written, descriptive of given objects, narrating given incidents, describing the way to and from home, walks in the city, in the country, at different seasons of the year, etc. Then the exercise may be applied to practice, on the meaning and use of words. Objects may be named, and all the possible qualifying words added to them. Words may be given and sentences constructed containing them. Sentences may be written, certain words being omitted, and these omissions may be supplied in the greatest imaginable variety of ways. Sentences may then be required containing the words of the definition table, and so on, almost *ad infinitum*.

I can not forbear giving a copy of some of the first of these exerci-

ses which I found on the black-board of one of the most intelligent and enterprising of our teachers. She had written at the head of the board, the word "VEGETABLE" as the class of objects which she wished her pupils to enumerate. Raising their hands as the names occurred to them, they were permitted to speak one by one, and the enumeration went on, the teacher writing as it proceeded,—cabbages, potatoes, beans, turnips, radishes, peas, tomatoes, cucumbers, parsley, carrots, horse-radish, egg-plant, spinnage, lettuce, beets, parsnips, water melons, musk melons, corn, wheat, rye, barley, oats, buckwheat. At another time under the head of "BIRDS," they dictated as the teacher wrote yellow, mocking, blue, canary, cat, red, black, jay, gray, the pigeon, parrot, robin, martin, owl, dove, hawk, crow, quail, wren, eagle, raven, swan, kite, duck, goose, chicken, turkey. I found written on the board, under the head of "PIES," what would make the mouth of an epicure water,—cherry, apple, blackberry, strawberry, peach, custard, gooseberry, chicken, plum, cranberry, mince, grape, currant, rhubarb, lemon, orange, raspberry, veal, pumpkin, and quail. Then the direction how to make an APPLE PIE:—peel the apples and cut them, cook them, make the crust, put the crust in the pan, put the apples into the crust, put the sugar into the pie, put on the top crust, put the pie into the oven and bake it, then—EAT IT. Some objections might possibly be urged against the process, but I give it as I found it.

The foregoing exercises were copied, as I have said, from the black-board of one of our Primary grades, where lessons of this kind have been given with the greatest degree of success. They were prepared for no special occasion, and were all written by the teacher, at the dictation of the pupils, she not suffering herself to make any additions. After being written by the teacher, they were written, and re-written by the pupils. The exercise is a simple one, but its very simplicity is its chief excellence. It taxed, and exercised, and therefore developed, the faculties of the attention, observation, and memory; it taught the pupils to write, to spell, and it awakened mind, and gave increased interest in the school. Were no other good accomplished than to occupy the time, and engage the labor of pupils, it would amply repay for all the attention given it. Whatever children are accustomed to do, or to be, becomes habit; if to be busy, they become industrious; if to be idle, they become indolent; if they pass several hours of the day in mental inactivity, they become stupid. The experience of all teachers renders it quite certain that the mismanagement of the Primary Department and the bad habits formed therein, are, in no slight de-



gree, the causes of the stolidity which we meet in the higher Departments. We might go farther and say what every reflecting observer must admit to be true, that not a little of the indolence and consequent poverty, rags, and wretchedness, that choke up the streams of public and of private charity, are attributable to the habits almost forced upon the children of the schools. If we would have more active, intellectual men in the world, we must not repress but encourage the mental activity of children.

These exercises increase the labor of the teacher. They can not be conducted without much previous preparation on his part. Unless he study for them, they will have little interest, and most likely fail altogether. But if properly prepared, they will repay amply for all the time and labor expended.

By a simple reference to the table, showing the *studies pursued*, it will be seen that 8394 pupils have been taught writing, who were never before supposed to be able to receive such instruction. Two or three thousand have learned to write a good, legible hand, and many hundreds even elegantly. But the ability to write is not all the advantage that has accrued from this appropriation of time, formerly worse than lost.—*Report of Mr. A. J. RICKOFF, Superintendent of Schools in Cincinnati.*

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•GOOD ADVICE.—Banish all books at recitation except in reading. Ask two questions out of the book for every one in it. Be sure that every scholar can repeat and answer every question asked, before dismissed from the class. Call on scholars promiscuously. Let them question the teacher, and each other. Keep every eye fixed and every mind active. Do not usually sit before a class. The class must see the teacher enthusiastic. Be quick—be precise—be in earnest.—*Racine Teacher.*

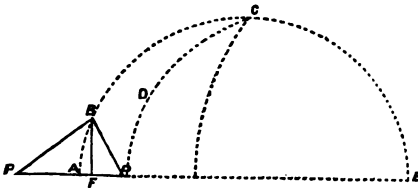
“If it should ever fall to the lot of youth to peruse these pages, let such readers remember that it is with the deepest regret that I recollect in my manhood the opportunities of learning which I neglected in my youth; that through every part of my literary career I have felt pinched and hampered by my own ignorance; and I would at this moment give half the reputation I have had the good fortune to acquire, if by doing so, I could rest the remaining part upon a sound foundation of learning and science.”—*Walter Scott.*

## MATHEMATICAL DEPARTMENT.

EDITED BY F. W. HURTT, SPRINGFIELD.

## SOLUTIONS OF QUESTIONS PUBLISHED IN THE SEPTEMBER NUMBER OF THIS JOURNAL.

No. 31. Solution by Bowlder. In the common algebraic discussion of the problem relative to two lights of unequal intensities, two points of equal illumination are determined, the one situated directly between the two lights, and the other in the prolongation of the line connecting the lights. But it is evident that there are points of equal illumination situated around the weaker light in all possible directions from it; and it is further evident that these points form, by their consecutive juxtaposition, a curved surface. Required the nature of this surface.



Let  $a$  and  $b$  represent the intensities of the lights at the P greater and P' less; ABCDE a section of the surface formed by the points of equal intensities; and  $c$  the distance PP'. Take any point as B, and let fall the perpendicular BF on PP', or PP' produced.

With P the origin, B the point,  $x$  the abscissa, and  $y$  the ordinate, we have  $x^2 + y^2 = PB^2$ , and  $(c - x)^2 + y^2 = P'B^2$ . By the

principles of optics  $\frac{a}{PB^2} = \frac{b}{P'B^2}$ , whence we obtain by substitution,

$$\frac{a}{x^2 + y^2} = \frac{b}{(c - x)^2 + y^2}, \text{ or } x^2 - \frac{2acx}{a - b} + y^2 = -\frac{ac^2}{a - b}.$$

Add  $\left(\frac{ac}{a - b}\right)^2$  and condense, and we have

$$\left(x - \frac{ac}{a - b}\right)^2 + y^2 = \frac{ac(1 - ac + bc)}{(a - b)^2},$$

which is the equation of a circle; hence the surface is that of a sphere.

No. 32. No satisfactory solution of this question has been received. M. C. Stevens' solution was in his second letter, which was taken by Dr. Ray when received for future reference, and was left among his papers. Would be glad to receive it again, if convenient. The solution sent by

R——, while it proved that “the angle contained by the line bisecting the vertical angle and a perpendicular to the base, equals half the difference of the basal angles,” failed to prove that angle in this case equal half the *assumed* difference. I—— failed to prove the angle  $AFD = CBA - CAB$ . B—— failed to generalize. His solution is true only when the difference is 10 degrees. Try again. It requires more thought than any of us at first supposed.

No. 33. Solution by M. C. Stevens. Prove that  $\text{tang. } 9^\circ = \sqrt{5} + 1 - \sqrt{5 + 2\sqrt{5}}$ .

$$\text{tang. } (a + b) = \frac{\text{tang. } a + \text{tang. } b}{1 - \text{tang. } a \text{ tang. } b}$$

make  $b = a, 2a, 3a$  and  $4a$  successively, and we have

$$\text{tang. } 5a = \frac{\text{tang. } 5a - 10 \text{ tang. } 3a + 5 \text{ tang. } a}{5 \text{ tang. } 4a - 10 \text{ tang. } 2a + 1}$$

Assume  $a = 9^\circ$ , and this fraction = 1.

Assume again  $\text{tang. } a = x$ :

$$\frac{x^5 - 10x^3 + 5x}{5x^4 - 10x^2 + 1} = 1. \text{ C. f. } x^5 - 5x^4 - 10x^3 + 10x^2 + 5x - 1 = 0.$$

Divide by  $(x - 1)$ .  $x^4 - 4x^3 - 14x^2 - 4x + 1 = 0$ .

Add  $20x^2$ .  $(x^2 - 2x + 1)^2 = 20x^2$ ,

Extract square root  $x^2 - 2x + 1 = 2x\sqrt{5}$ .

Transpose  $x^2 - (2 + 2\sqrt{5})x = -1$ ,

$$x = \sqrt{5} + 1 - \sqrt{5 + 2\sqrt{5}}.$$

ACKNOWLEDGMENT. Nos. 31 and 33 were solved by Bowlder, J. N. Soders and M. C. Stevens. No. 33 by R. W. McFarland, and No. 31 by J. W. Bowlder sent a very short solution to No. 33, but the data started with are found in only one work within the recollection of the Ed. at this moment, and as it is very rare, it was thought a longer solution would be better understood.

REMARKS. Several have asked for the opinions on Gamma's solution of No. 27.

Gamma says: “My solution of No. 27 may not be called *strictly quadratic* in the literal meaning of the term, but it certainly is correct, free from *guessed factors* to get the value of the unknown quantity negatively with the unknown quantity equaling 0, as some have done, and considered themselves within the limits of quadratics, and yet it is not within the limits of cubic or higher solutions, as recognized in our

treatises on Algebra. If not what some call simply *quadratic*, it is what they must call *pure* or *pure quadratic*."

M. C. Stevens. "Gamma's solution of No. 27 can not be considered quadratic. Though the first members of two equations are made perfect squares, the others are not; therefore their degrees are not affected by extracting the square root. Taking out the factor  $2x - 4$ , and finding  $x = 2$ , is not quadratic, besides one value of  $x$  makes it only a partial solution. A quadratic solution always gives two roots, which is its test." He adds: "To show that Gamma's extracting the square root amounts to nothing, I introduce the following solution:

$$x^2 - 8 + y^2 = 0.$$

$$y = \frac{6 - x}{x}.$$

$$x^2 - 8 + \frac{x^2 - 12x + 36}{x^2} = 0,$$

$$x^4 - 8x^2 + 16 + x^2 - 12x + 20 = 0,$$

$$(x^2 - 4)^2 + (x - 2)(x - 10) = 0,$$

$$(x - 2)[(x - 2)(x + 2)^2 + x - 10] = 0,$$

$$x - 2 = 0, \quad x = 2.$$

Thus I get as far as Gamma does, and have no occasion to extract the square root."

R. W. McFarland. "No 27 I think is properly within the limits of quadratic territory, although it differs from the usual methods. It is after the fashion of pure equations."

Mr. McF. made a few remarks on the subject which Gamma hints at sometime ago which would be interesting, and would be given here but for want of space.

The discussion of this matter may not be as important as some others, but since some of our faithful correspondents desired to hear the expression of others, it was thought allowable and even advisable. Correspondents will please not forget No. 30, as corrected in the October Number.

Correspondents furnishing solutions will please write on one side of the paper, and accompany them with the statements of the questions. Those furnishing questions will please accompany them with their own solutions when they can do so.

All Communications for this Department should be addressed "F. W. HURT, Springfield, O.,"; and, to be in time, should be mailed by the first of the month preceding that on which they are to appear.

### McNeely Normal School.

This Institution opened as announced, on the 26th ult. A letter from Mr. Ogden, the Principal, states that a respectable class entered at the opening, and that the number is almost daily increasing.

The Catalogue of the Institute held in the School Building in October last has been published: 174 were enrolled as regular attendants, 93 Gentlemen, and 71 Ladies.

The following Resolutions were adopted by the Institution.

*Resolved*, That in view of the immeasurable importance of the "McNeely Normal School of Ohio" to the well being of the children of the State, to the educational interests of this entire region, and to the honor of our beloved profession, its speedy and successful establishment claims immediate attention.

*Resolved*, That since its final establishment is a duty that must be met sometime, trusting in the Providence of God, we will meet it now; though it may become necessary to subtract from sleep, from recreation, from social or from domestic enjoyment, much that may be requisite to such result.

*Resolved*, That since this is a work in which the entire community has so deep an interest, one to which, irrespective of party, sect or creed, every one may contribute, we shall confidently appeal to it for assistance.

### South Western Normal School.

The formal opening of this Institution was attended at Lebanon, on Saturday, the 24th ult. The resident Editor was prevented from attending by illness; no account of the exercises has been received.

At the annual meeting of the Warren Co. Teachers' Association, held in Maineville, on the 18th of Nov., the following resolutions were adopted:

*Resolved*, 1. That we hail with pleasure the establishment of the South Western Normal School, and especially its location in our county.

2. That we most cordially welcome to our midst, Prof. Holbrook and the Teachers to be associated with him at Lebanon.

3. That we will, both individually and as an Association, use our best endeavors to promote the interests of the Normal School, by attending its Sessions when possible, by urging others to join its classes, and by soliciting our fellow-citizens to send their sons and daughters to be qualified for the responsible profession of Teaching.

## THE PHONETIC ALPHABET.

| LONG VOWELS.   |              |              |             |              |               | SHADE VOWELS.  |              |        |      |
|--|--------------|--------------|-------------|--------------|---------------|----------------|--------------|--------|------|
| Ē ē,<br>eel,   | Ā a,<br>ale, | Ā a,<br>arm, | Ō o,<br>all | Ō ō,<br>oak, | Ō ō;<br>ooze; | Ē ē,<br>earth, | Ā ā;<br>air; |        |      |
| SHORT VOWELS.  |              |              |             |              |               |                |              |        |      |
| Ī i,<br>it,  | E e,<br>ell, | A a,<br>am,  | O o,<br>on, | U u,<br>up,  | Ū ū;<br>foot; | Ī ī;<br>ask;   |              |        |      |
| DIPHTHONGS.  |              |              |             | CONSONANTS.  |               |                |              |        |      |
| Ēj   | Ō ō,         | Ō ō,         | Ū ū;        | Ē ě,         | R ų,          | Ā á,           | Σ s,         | Ʒ z,   | Ŵ w; |
| 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,<br>as usually employed. |              |              |             |              |               |                |              |        |      |

## ORIJIN OV ALFABETIK RĒTIŪ.

But ĩhŕ ſal đez karakterz er leterz stor up đet. ĩHwot konekſjon iz đar betwn a mŕk and a đet, a leter and a wurd. Đe jenius ov man haz not bin slo in diskuverij aſoſiaſonz. Đe ferst đet semz tū hav bin tu đre sensibl objekts, tu reprezent đez and đe akſonz ġefli dun wiđ, tu, er bj đem, and đe felipz hwiġ đez akſonz inſpiđd. Suġ wer đe hjeroglifiks, hwiġ hāstili ritn and elterd in đe kors ov tĳm, gav rĳs tu a set ov karakterz haviġ skārsli eni trasabl konekſjon wiđ đe oriġinal objekts, and đarfŕor konſiderd tu be entĳrli konvenſjonal, suġ az we se in đe ekstrordināri simbolz ov đe Ģinez. Ōr agen, pŕrts ov objekts wer đron tu sujest đar namz, and đen đe inĳal sŕnd ov đat nam woz held tu be alon intended, and bj plas-ij đez tŕ simbolz tageder, a kompsnd sŕnd woz reprezented, haviġ a non menij in đe spŕkn lagwaj ov đe kuntri. Suġ semz tu hav bin đe oriġin ov đe Fenijan karakterz.

Đis woz a grāt step. Insted ov rekeliġ đe đet, đe sŕnd bj hwiġ đat đet haz bin eksprest iz alon rekold. And mŕ đan đis, it iz rekognĳd đat đis sŕnd iz kompsnd, đat el đe sŕndz uterd er uterabl ġr kompozđ ov a fŭ elements, and đat bj analizij đem intu đez elements and đen rekombinij đem, we kan ferm đe hŕl lagwaj bj a repetiſjon ov simpl karakterz. Rĳtĳ đus sest tu be simbolikal, and bekām alfabetik. Hwāđ đis woz ferst akompliſt we kan not sā. We hav a rŕđ atemt in đe Fenijan alfabet, but in uŕer Ēĳiatik tunz we hav mŕrvelusli korekt rezults, az in đe fŕr-famđ Sanskrit, hwāđ đe ſadz ov sŕnd ġr sŕ akŭrātli reprezented, đat we kan olmost red đe Mahabarata beter đan ŕr ōn Ōser.

But Yurop lā tu đe west and tak đe western-most alfabet. "Ō nolĳ ov đis fakt iz ov đe utmost impertans." obzervz Dr. Donaldson, Nŭ Kra-tĳlus, 2nd. ed. p. 146, "fer đe ġef difikultiz okazond bj đe Grek alfabet hav arizn from đe sŕrkumstansesz đat its hŕl organizaſjon iz adapted tu a lagwaj az wiđli diferent az posibl from Grek, and đat hwĳl đe namz and ſaps ov đe leterz hav bin retand, đar valyŭ haz bin materiali elterd." But not onli iz đis a sŕrs ov trubl in Grek, it haz past đens tu Latin, and đens az đe temporal and afterwārdz đe spirityŭal ġrm ov Rŕm wad hevili up-ŕon el đe kuntriz ov Yurop, đe Latin ferm ov đe Fenijan alfabet bekām fited upon lagwajez stil les adapted tu resev it, and difikultiz grŕ from difikultiz til đe konfuſjon wurs konfŕnded, ov Ingliſ and Frenġ ortografiz, sŕped ārŕnd its tagġld meſez.

## Answers to Questions on the School Law.

BY THE COMMISSIONER OF COMMON SCHOOLS.

QUESTION 103.—The Board of Education of Delhi Township, in Hamilton county, overlooking the requirement contained in the first clause of sec. 22, of the general School law, did not “determine by estimate, the entire amount of money necessary to be expended in said township,” for purchasing or leasing school house sites, buildings, furnishing and repairing school houses, renting school rooms, providing fuel, and making all the provisions necessary for the convenience and prosperity of the Schools, other than the payment of teachers; but to defray the expenses incurred for the foregoing purposes, they directed the Township Clerk to draw orders on the school funds derived from the sale of section sixteen of said Township.

The reason assigned in justification of the application of a portion of said funds to other purposes than the payment of teachers was, that said township annually derived from the state school tax, and the interest accruing from the sale of its section sixteen, a larger amount of money than was needed for the payment of teachers.

The Questions submitted are, can the township treasurer legally pay such orders, and can the county auditor legally allow them in his annual settlement with said treasurer?

ANSWER.—To both of the above questions a negative answer must be given. For this, many reasons may be assigned, among which are the following, viz;

1. The legislature of Ohio has always regarded the annual income of the “*irreducible Common School fund*” as applicable to the payment of teachers only.

2. The earliest general school law on this subject, required “that all moneys arising from the rents or sales of school lands, should be divided among the several school districts, or parts of school districts, according to the number of youth of school age in each district, or part of district.” See “act to incorporate the original surveyed townships,” passed March 14, 1831. Such a *per capita* distribution is of itself evidence that such moneys constitute strictly a *tuition fund* for the children or youth residing in said districts, or parts of districts.

3. As a third reason for regarding the annual income arising from the rents or sale of section sixteen as applicable to the payment of teachers only, may be assigned the fact, that all of the general school laws of this state have contained a section authorizing a specific tax to raise the amount of money necessary to be expended for school purposes *other* than for the payment of teachers, and the language of such sections, like that in sec. 22 of the present school law, is generally imperative. “It shall be the duty of the Board of Education annually to determine by estimates,” etc. See general school act, passed March 10, 1831. Sec. 13, 31, and 33.

4. In section 31, of the general school act of 1831, passed only eight days after the “act to establish a *fund for the support of Common Schools*,” which fund included “the moneys arising from the sale of any lands which heretofore have been or hereafter may be, appropriated by Congress, for the support of schools in any original surveyed township, or other district of country in this state,” the following language may be found, viz: “All the money collected on the Tax Duplicate of any township for the use of schools, shall be apportioned to

The several districts and parts of districts in such township; all the money received from the state treasury on account of interest on the money arising from the sale of section sixteen, or other land in lieu thereof, shall be apportioned to the several districts and parts of districts, in the original surveyed township, or fractional township, to which such land belonged; and all the money for the use of schools in the county, shall, if its appropriation is not otherwise directed by law, be apportioned to the districts in the county; and all such apportionments shall be made to the several districts, and parts of districts in proportion to the number of youth residing therein."

In sec. 33, of the same act it was declared, "That all the money which shall come into the treasury of any school district for the use of schools therein, shall be appropriated on the order of the directors, to the payment of the teachers of schools in such districts, and to no other purpose."

From these provisions it is quite obvious, that the legislature designed that all the moneys derived from a township or county school tax, as well as from the annual interest accruing from the sale of section sixteen, should be applied in payment of teachers' wages only.

In sec. 24, of the present school act, it is provided. "That 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." In the same section, it is also declared that, "so much of the school moneys coming into the hands of the treasurer as may be derived from the state tax, or from any township tax levied for the continuation of schools after the state fund has been exhausted, shall be applicable to the payment of teachers only; 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." Then follows the language, "all other school funds of the township, etc., shall be applied under the direction of the board, in repairing, building or furnishing school houses, etc, etc." The word "other" in the above quotation, must be interpreted as meaning all school funds other than those derived from the state school tax, the township tax levied for the continuation of schools, and from the sale or rents of section sixteen.

5. Another argument in favor of this construction of the school law, and going to show that the legislature never intended that any portion of the annual income of the *irreducible school trust fund*, should be applied to any other purpose than the payment of teachers, except when authorized by a special enactment, may be drawn from the fact that such special enactments have sometimes been called for and granted, one of which was passed Feb. 28, 1846, on the application of the directors of district number one in said township of Delhi.

The preamble and act read as follows to wit.

"Whereas it is represented to the General Assembly that the school funds of school district No 1, in Delhi township, Hamilton county, are more than sufficient to support a school therein the year round, therefore,

Sec. 1. *Be it enacted by the General Assembly of Ohio*, that the directors of school district No 1, in Delhi township, Hamilton county, be and they are hereby authorized to appropriate so much as may be necessary for that purpose, any surplus of school funds of said school district, to the building, or enlargement of the school building, of said school district, whenever a majority of the legal voters in said school district, shall give their assent in favor of such appropriation by petition or otherwise."

In conclusion, then, it is maintained that the funds accruing from the sale or rents of section sixteen can legally be applied only in payment of teachers,



because in sec. 8 of the "act to incorporate the original surveyed townships" passed March 14, 1831, it is made the duty of the trustees of each surveyed township, or fractional township, to "apply all the rents and profits arising from section numbered sixteen, to the special purpose for which it was intended." And in sec. 3 of the "act to establish a fund for the support of common schools" passed March 2d, 1831, "the faith of the state of Ohio is pledged for the annual payment of the interest arising on the sale of section sixteen to the person who, and in the manner which, shall be pointed out by law; which said interest shall be appropriated and expended for the support and maintenance of common schools within the township or other district of country, entitled to the same." In sec. 33, of the school act passed March 10, 1831, the law did point out the manner in which said interest should be expended, to wit, in payment of teachers' wages, and the mode of thus using said fund has never been changed by any legislative enactment, except in a few special cases.

It is not deemed necessary in this connection to specify in detail the particular manner in which the schools of Delhi township might be graded so as to afford an opportunity for the judicious and legal expenditure of all the school funds annually derived from the state school tax and from the sale of their section sixteen; but the opinion is unhesitatingly expressed, that no portion of said funds can legally be expended in the manner which the Board of Education of said township propose, until authorized by a special enactment of the legislature.

H. H. BARNEY,

Commissioner of Common Schools.

### CIRCULATION OF THE JOURNAL.

| Counties.     | I. | II. | III. | IV.            | Counties.       | I.  | II. | III.          | IV.           | Counties.  | I.   | II.  | III. | IV. |
|---------------|----|-----|------|----------------|-----------------|-----|-----|---------------|---------------|------------|------|------|------|-----|
| Adams....     | 1  | 2   | 7    | 15             | Hamilton..      | 72  | 182 | 172           | 140           | Noble..... | 0    | 4    | 6    | 3   |
| Allen....     | 0  | 4   | 13   | 11             | Hancock... 16   | 24  | 24  | 9             | Ottaway... 1  | 0          | 2    | 3    | 3    |     |
| Ashland..     | 54 | 46  | 28   | 20             | Hardin.... 1    | 1   | 4   | 0             | Paulding.. 0  | 1          | 0    | 0    | 0    |     |
| Ashtabula     | 29 | 39  | 18   | 20             | Harrison... 8   | 18  | 27  | 20            | Perry..... 2  | 1          | 13   | 13   | 13   |     |
| Athens... 0   | 1  | 27  | 27   | Henry..... 0   | 0               | 1   | 0   | Pickaway.. 9  | 26            | 36         | 24   | 4    | 3    |     |
| Auglaize.. 0  | 0  | 2   | 1    | Highland... 12 | 15              | 36  | 43  | Pike..... 1   | 4             | 4          | 3    | 3    | 3    |     |
| Belmont.. 24  | 31 | 31  | 23   | Hocking... 3   | 1               | 0   | 2   | Portage... 4  | 18            | 43         | 28   | 4    | 3    |     |
| Brown.... 0   | 27 | 124 | 93   | Holmes.... 3   | 2               | 7   | 0   | Preble.... 21 | 26            | 48         | 54   | 4    | 3    |     |
| Butler.... 14 | 10 | 58  | 30   | Huron..... 35  | 32              | 72  | 40  | Putnam... 1   | 0             | 0          | 3    | 4    | 3    |     |
| Carroll... 2  | 7  | 5   | 4    | Jackson... 0   | 2               | 14  | 63  | Richland.. 57 | 45            | 41         | 24   | 4    | 3    |     |
| Ch'mpaign     | 5  | 19  | 33   | 18             | Jefferson... 13 | 56  | 23  | 34            | Ross..... 7   | 24         | 19   | 22   | 4    | 3   |
| Clark..... 14 | 17 | 14  | 26   | Knox..... 45   | 36              | 35  | 32  | Sandusky.. 2  | 7             | 12         | 12   | 4    | 3    |     |
| Clermont.. 22 | 37 | 70  | 80   | Lake..... 25   | 24              | 32  | 26  | Scioto.... 4  | 50            | 24         | 29   | 4    | 3    |     |
| Clinton... 3  | 41 | 32  | 22   | Lawrence.. 8   | 13              | 10  | 17  | Seneca.... 44 | 58            | 61         | 59   | 4    | 3    |     |
| Col'mbi'na    | 35 | 51  | 48   | 35             | Licking.... 44  | 47  | 43  | 36            | Shelby... 2   | 3          | 2    | 2    | 2    |     |
| Coshocton     | 4  | 18  | 52   | 48             | Logan..... 1    | 5   | 4   | 22            | Stark..... 80 | 75         | 26   | 39   | 4    | 3   |
| Crawford.. 13 | 13 | 13  | 9    | Lorain..... 5  | 19              | 18  | 10  | Summit... 9   | 8             | 30         | 8    | 4    | 3    |     |
| Cuyahoga.. 48 | 95 | 56  | 38   | Lucas..... 20  | 10              | 21  | 24  | Trumbull.. 4  | 11            | 10         | 23   | 4    | 3    |     |
| Darke.... 3   | 2  | 4   | 4    | Madison... 2   | 20              | 15  | 5   | Tuscaraw's    | 5             | 6          | 21   | 29   | 4    | 3   |
| Defiance.. 7  | 3  | 10  | 9    | Mahoning.. 4   | 10              | 11  | 4   | Union.... 0   | 1             | 3          | 3    | 4    | 3    |     |
| Delaware.. 11 | 41 | 23  | 30   | Marion.... 8   | 9               | 1   | 3   | Vanwert.. 1   | 0             | 1          | 0    | 4    | 3    |     |
| Erie..... 58  | 40 | 20  | 24   | Medina.... 3   | 2               | 5   | 27  | Vinton... 0   | 0             | 3          | 4    | 4    | 3    |     |
| Fairfield.. 6 | 7  | 20  | 17   | Meigs..... 0   | 0               | 7   | 7   | Warren... 21  | 45            | 90         | 77   | 4    | 3    |     |
| Fayette... 2  | 2  | 20  | 18   | Mercer.... 0   | 1               | 8   | 0   | Washing'n     | 20            | 20         | 20   | 27   | 4    |     |
| Franklin.. 30 | 30 | 60  | 45   | Miami..... 18  | 26              | 33  | 20  | Wayne... 12   | 12            | 21         | 22   | 4    | 3    |     |
| Fulton.... 1  | 5  | 6   | 4    | Monroe... 1    | 2               | 2   | 14  | Williams.. 0  | 7             | 7          | 2    | 4    | 3    |     |
| Gallia.... 0  | 1  | 1   | 2    | M'gome'ry.. 66 | 52              | 45  | 24  | Wood.... 10   | 18            | 13         | 8    | 4    | 3    |     |
| Geauga.... 6  | 6  | 2   | 5    | Morgan... 13   | 12              | 16  | 37  | Wyandot.. 2   | 6             | 7          | 4    | 4    | 3    |     |
| Greene... 62  | 60 | 87  | 48   | Morrow... 9    | 32              | 7   | 10  | Totals...     | 1285          | 1920       | 2375 | 2225 | 4    |     |
| Guernsey.. 25 | 42 | 90  | 47   | Muskingum 53   | 88              | 147 | 75  |               |               |            |      |      |      |     |

The different columns in the foregoing Table, exhibit the circulation of the Journal, in the several counties in Ohio, at the close of the corresponding volumes: in addition to these, we have more than 200 subscribers in other States, making the whole number 2450.

An examination of the foregoing table shows that five counties, Athens, Darke, Meigs, Perry and Sandusky have received as large a number this year as during any preceding year; while eighteen counties, Adams, Clark, Clermont, Gallia, Highland, Jackson, Lawrence, Logan, Lucas, Medina, Monroe, Morgan, Ottawa, Preble, Putnam, Trumbull, Washington and Wayne have circulated a larger number than during any preceding year. Twelve counties, Ashland, Belmont, Crawford, Cuyahoga, Greene, Hancock, Hardin, Holmes, Knox, Licking, Montgomery and Richland have taken a less number of copies than during any preceding year. Compared with last year, seven counties have taken an equal, and thirty a greater number.

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## Editors' Portfolio.

The same causes which delayed the November number have prevented the prompt issue of this. If fully stated they would be entirely satisfactory to all our patrons; but it has been our uniform policy to refrain as far as possible, from obtruding our personal affairs upon their attention.

Editors and Correspondents are earnestly requested to forward their communications for the January number without delay.

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### Correspondence.

**DR. LORD:** For the enclosed dollar please send me volume five of the Journal. I have taken it from its commencement and find that it improves yearly. Its visits are always welcome and very profitable to me. I am not willing to begin to economize by cutting it off from my list of periodicals.

G. A. O., Greencastle, Ia.

The circulation of the Journal in this county for 1856 will be nearly twice that of 1855. Would that every county in the State could say the same. School Examiners should recommend it to those they examine: Directors should see that their Teachers are subscribers.

A. A. K., one of the School Examiners in Meigs Co.

The Union school is now fairly organized and promises well for the future. We have a new school building which is a credit to the liberality of the villagers, and their frequent visits to the schools, show the estimation in which they are held and regarded by them. Should you at any time pass through this region of country, please notice that our "latch string is out."

M. H., New Holland, Pickaway Co.

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### Notices of Colleges, Schools, etc.

Kenyon College now numbers 60 students in the Grammar School, 80 in the College classes, and 14 in the Theological Seminary: total 154. At a recent meeting of the Trustees, steps were taken for the election of additional buildings

"No, I shall have the fence."

Not at all discomposed, F. said: "Well neighbor, then I shall leave it to yourself to say to whom it does belong, whether to you or me."

Struck dumb by the appeal, the wrathful man turned away saying: "I won't have anything to do with a man that won't contend for his own rights!"

#### Selections.

Learning Grammar.—Mr. Editur: I have bin sendin' my darter Nancy to scool to a scoolmaster in this naborhood. Last Friday I went over to the scool to see how Nancy was getting along, and I sees things I didn't like by no means. The scoolmaster was larnin her things entirely out of the line of eddycation, and as I think improper. I set awhile in the scool-house and heerd i class say ther lesson. They was a spellen, and I thot spelled quite well excedingly. Then cum Nancy's time to say her lesson. She said it very spry. I was shot! and determined she shoold leave that scool. I have heerd that gramer was a oncommon fine study but I dont want eny more gramer about my house. The lesson that Nancy sed was nothin but the foolishhest kind luv talk, the rediculest luv talk you ever seed. She got up an the first word she sed was "I LOVE!" I looked rite at her hard for doin so improper, but she went rite on and sed, "Thou lovest, He loves."

And I reckon you never heerd sich a riggermyrole in your life—love, love, love, and nothin but love. She sed one time, I DID LOVE.

Says I "who did you love?" Then the scollars laffed, but I wasnt to be put off, and I sed "who did yu love Nancy? I want to know right away, who did yu love?" The scoolmaster, Mister McQuillister, put in and sed he wood explane when Nancy finished the lesson. This sorter pacyfide me and Nance went on with awful love talk. It got wus and was every word. She sed,

I might could or should love.

I stopped her again and sed I reckon I would see about that, and told her to walk out of that house. The scoolmaster tried to interfere but I woodent let him say a word. He sed I was a fool and I nockt him down and made him holler in short order. I talkt the strait thing to him. I told him I'de show him how heede larn my darter gramer.

I got the nabers together and we sent Mr. McQuillister off in a hurry, and I reckon tharl be no more teechin in these parts soon! If you no of eny rather oldish man in your reegen that doant teech gramer we wood be glad if you wood send him up. But in the footure we will be very kerful how we employ men. Yung scoolmasters wont do, specially if they teeches gramer. Its a bad thing for morls  
Yours till deth,  
THOMAS JEFFERSON SOLE.

—*Randolph Citizen.*

Modern Discoveries.—"Within the last twenty-five years all the principal features of the geography of our own vast interior regions have been accurately determined; the great fields of Central Asia have been traversed in various directions, from Bokhara and Oxus, to the Chinese Wall; the well known river system of South America have been surveyed; the icy continent around the Southern Pole has been discovered; the Northwestern Passage, the ignis fatuus of nearly two centuries, is, at last, found; the Dead Sea is stripped of its fabulous terrors; the course of the Niger is no longer a myth, and the sublime secret of the Nile is almost wrested from his keeping. The Mountains of the Moon, sought for through two thous  
... been beheld by a Caucasian eye;

an English steamer has ascended the Chadda to the frontiers of the great Kingdom of Bornou; Richard and Stuart have penetrated the wilderness of Australia; the Russians have descended from Irkoutsk to the mouth of Amoor; the antiquated walls of Chinese prejudice have been cracked and are fast tumbling down; and the canvass screen which surrounded Japan has been cut by the sharp edge of American enterprise. Such are the principal results of modern exploration. What quarter of a century, since the form of the earth and the boundaries of its land and water were known, can exhibit such a list of achievements?—*New York Tribune*.

The Arched Rock.—There has ever been much of conjecture and superstition connected with the wonderful pictured and arched rock of Lake Superior, and many incredible and romantic tales narrated of their magnitude and appearance by those who have sailed by and viewed them from a distance. They have ever been and must ever remain objects of wonder and admiration to all beholders, and monuments of the amazing power which could place, sustain and ornament the former, and hollow out so wondrously the latter. There has been much misconception as to the extent of the cavern in the arched rock. From a gentleman of this place, a surveyor, who visited it, and measured it accurately upon the ice, we have received the following statement:

“The Arched Rock of Lake Superior is a cavern hollowed by the action of the water in the sandstone rock, resting on a bed of conglomerate. The opening faces the Lake to the North, and presents an arch of singular regularity and great beauty, with abutments more or less perfect, on either side. The arch does not spring immediately from the water, but stands upon a wall slightly battered from a perpendicular line. The interior presents a magnificent saloon, closely resembling in form an immense theatre, with the opening in the place of the stage. It is a powerful cavern for reverberation of sound, both from without and within.

“Its immense proportions have not been fairly represented by travelers, and the miserable pigeon-hole picture in Foster & Whitney’s book conveys no conception of this wonderful recess. The cave is large enough to hold and hide completely a brig with all her sails set and top-gallants flying. By measurement, the width at the water line is 144 feet, its depth 210 feet. Its height appears to be equal to its width, but writers who ought to be reliable, have made it somewhat less.”—*Lake Superior Journal*.

Sketch of Luther.—A coarse, rugged, plebeian face it was, with great crags of cheek bones—a wild amount of passionate energy and appetite! But in his dark eyes were floods of sorrow; and deepest melancholy, sweetness, and mystery were all there. Often did they seem to meet in Luther the very opposite poles in man’s character. He, for example, of whom Richter had said that his words were half battles; he, when he first began to preach, suffered unheard-of agony. “Oh, Dr. Staupitz, Dr. Staupitz,” said he to the vicar general of his order, “I can not do it. I shall die in three months. Indeed I can not do it.” Dr. Staupitz, a wise and considerate man, said upon this, “Well, sir Martín, if you must die, you must—but remember that they need good heads up yonder, too. So preach, man, preach—and then live or die as it happens.” So Luther preached and lived, and he became, indeed, one great whirlwind of energy, to work without resting in this world.

## Editors' Cable.

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**The Progress of Nations, in Civilization, Productive Industry, Wealth and Population**, illustrated by statistics of Mining, Agriculture, Manufactures, Commerce, Coin, Banking, Internal Improvements, Emigration and Population. By **EZRA C. SEAMAN**, New York: Charles Scribner.—This is a large 12mo of 645 pages. The title gives a fair idea of its nature: it is indeed an encyclopedia of facts on the subjects of which it treats. Having owned a copy of the first edition some eight years, we are prepared to appreciate the value of this, which is a great improvement upon that. As a work of reference for private or school libraries it will be found highly valuable.

**The Select Works of Benjamin Franklin**, including his Autobiography, with notes and a Memoir. By **EPES SARGENT**, Boston: Phillips, Sampson & Co.—A fine volume of 502 12mo pages. The Memoir, occupying more than 100 pages, is well written; the Autobiography speaks for itself; the Selections are arranged under the head of Political, Philosophical, Moral and Miscellaneous Papers, and Correspondence. We know of no volume in which so much of interest pertaining to the great Philosopher can be found grouped together. It should be in every School Library.

**Worcester's Academic Dictionary**. We are indebted to the worthy author for a copy of this valuable work. Those acquainted with the "Comprehensive Dictionary," will readily understand the character of this when told that it is an enlargement of that into a fine octavo 565 pp. containing several thousand more words, and all the excellences of that, with a list of *Synonymes* of the most important words. It is published by Hickling, Swan and Brown, Boston.

**Webster's Quarto Academic Dictionary**, 461 pp., New York: F. J. Huntington, and Mason Brothers.—This is a very convenient school dictionary. Those who prefer Webster will find valuable additions and improvements in this new edition.

**Outline of Physical Geography**, by **GEORGE W. FITCH**, New York: J. H. Colton & Co.—This work, to which attention was called some months since, is now completed, being illustrated by six finely drawn maps and several engravings. It is well arranged for a text-book, and the want of a suitable work of this character can no longer be urged as an excuse for the neglect of this branch of Geography.

**Colton and Fitch's Modern School Geography**, illustrated by forty maps and numerous engravings, N. York: J. H. Colton & Co.—The text of this work is well written, the illustrations are finely executed, and the maps are drawn on a uniform system of scales, rendering it easy to compare correctly one country with another by the eye. This is a most valuable improvement.

**Mitchell's Primary Geography**, fourth revised edition, illustrated with nearly 100 engravings and 16 colored maps, Philadelphia: H. Cowperthwait & Co.—This is quite an improvement on the former edition. In no year since our remembrance has so much been done toward improving our school geographies as during the past.

**The Science and Art of Elocution and Oratory**: in three parts, Scientific, Classic and Comic. By **WORTHY PUTNAM**, Prof. of Elocution, New York and Auburn: Miller, Orton and Mulligan.—This work contains quite a variety of selections for practice. It is a 12mo of 407 pages.

**The American Comprehensive Reader:** containing exercises in enunciation and numerous selections in poetry and prose. By WM. D. SWAN, Boston: Hickling, Swan and Brown.—A good reading book: the exercises are well adapted to the purpose, and the selections are judicious. A valuable classification of *prefixes* and *affixes* is appended.

**Sargent's Standard First Reader,** for the youngest learners, published by Phillips, Sampson & Co., Boston.—An admirable first reading book. On looking through such a reader and contrasting its beautiful engravings with the rough cuts which adorned the primers in our childhood, one feels almost like exclaiming, "would I were a child again."

**Covell's Digest of English Grammar,** published by D. Appleton & Co., New York, has reached the sixth edition. The Author, now deceased, was a very successful teacher of grammar, and this work contains many valuable features.

**PERIODICALS.**—For the convenience of those who may wish to subscribe for such works, we present the following list of Educational Periodicals, with the name and address of the Publishers.

Massachusetts Teacher, Samuel Cooledge, Boston, Mass.

R. I. School Master, Rev. R. Allyn, Providence, R. I.

Conn. Common School Journal, George Sherwood, New Britain, Conn.

New York Teacher, T. H. Bowen, Albany, N. Y.

Pa. School Journal, T. H. Burrowes, Lancaster, Pa.

Michigan Journal of Education, J. M. Gregory, Detroit, Mich.

Wisconsin Journal of Education, Janesville, Wis.

Illinois Teacher, Merriman and Morris, Bloomington, Ill.

Toledo Teacher, Rev. A. Smyth, Toledo, O.

Racine Teacher, Racine, Wis.

Journal of Education, U. C., J. George Hodgins, Toronto, U. C.

These are published Monthly at \$1.00 per year, except the Racine Teacher, the price of which is 50 cents, and the Toledo Teacher, which is 50 cents per single copy, and \$1.00 for three numbers.

The Student and the School Mate, intended as Monthly readers for children and youth, have been united under the name of "The Student and School Mate," which is published Monthly by N. A. Calkins, N. Y., at \$1.00 per year.

The Family and School Instructor, a Monthly Magazine of 40 pages, is published by the Officers and Students of Mt. Union Seminary, Stark Co. O. at \$1.25 per year. Address the Editor, O. N. Hartshorn, A. M.

The Marietta Collegiate Magazine, conducted by the Students of Marietta College, is published Monthly at \$2.00 for nine numbers of 40 pages each. The second volume commenced in June last.

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### Items.

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Dr. HENRY BARNES, A. M., late Superintendent of the Union School in Canal Fulton, has been appointed Prof. of Mathematics and Natural Science, in the Ohio Evangelical Conference Seminary, at Greensburg, Summit Co.

Mr. J. P. MOUNT, late of the Union School in Fredericktown, has been appointed Principal of the Grammar Department in the Union School at Galion

Rev. BARNAS SEARS, D.D., late Secretary of the Board of Education in Mass., having been elected President of Brown University, ex-Governor Geo. S. Boutwell has been appointed to succeed Dr. Sears.

Mr. MARTIN HILL, late of Aberdeen, Brown Co., has taken charge of the Union School in New Holland, Pickaway Co.

Mr. J. W. HIETT late of Fremont, has taken charge of the Public Schools of Delaware, which now contain some 600 pupils.

Mr. W. H. BEACHAM, late of Etna, has taken charge of the Public School in Hebron, Licking County.

Mr. H. WHITEHEAD succeeds Mr. Beacham in Etna.

#### Annual Meetings.

The eight annual meeting of the Ohio State Teachers' Association will be held in Columbus on Wednesday, and Thursday, the 26th and 27th of this month. The opening address is expected from Prof. F. Merrick, of Delaware; a discourse on the life of Dr. Joseph Ray is to be given by Rev. D. S. Burnett, of Cincinnati; and the Valedictory of the President will be given by the President, on Thursday P. M. A Report on the preparation of Students for College will be read by President I. W. Andrews, of Marietta. Other Reports and discussions will occupy the session.

As heretofore it is expected that persons attending will be returned *free* on the Rail Roads. Ladies who prefer it, will be entertained gratuitously.

THE FOURTH ANNUAL MEETING of the Ohio Phonetic Association, will be held at Columbus, on Friday Dec. 28.

The meeting will be addressed by Lorin Andrews, A. M., President of the Association, and J. D. Cox, Esq.

Reports will be read, on the saving that might be effected in the Public schools of Ohio, by the adoption of "the Phonetic System;" on an improved Musical Notation; and a further report, from the Committee that drafted the Memorial to the American Bible Society and the American Bible Union.

CHAS. S. ROYCE,  
Chairman of Exec. Committee.

#### FIFTH VOLUME OF THE OHIO JOURNAL OF EDUCATION.

The first number of the fifth volume will be issued about the 20th instant: it will be sent to those only who have ordered it or signified a wish to subscribe for it. The volume will be published as heretofore, with such improvements as the experience of four years has suggested.

Terms, \$1 per copy. The first, second, third and fourth volumes, neatly bound, can be had for \$1 each. If ordered by mail, 25 cents in stamps must be included for the prepayment of each volume. All orders should be addressed, A. D. LORD, Columbus, O.

It is hoped that all who have not forwarded the subscription for the current volume, will do so, if practicable, before the 20th of Dec.

If subscribers have failed to receive any number of the Journal, they are requested to give immediate notice, and it will be supplied. All are requested to send specie, or the bills of Ohio banks.

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