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MANNER OF EDUCATING FEMALES.

An Essay prepared by Mrs. Delia W. Jones, at the request of the Association, and read at the meeting in Newbern, June, 1859.

Among the popular topics of the present day, is one that has been seldom appreciated, long neglected, and though occasionally experimented upon, is so vaguely understood, that the hope of benefitting the world has been abandoned in despair by patternmongers; who, doubtless, deem the matter too abstruse for flippant minds, while they who accredit themselves with high intellectual powers, judge it to be entirely unworthy their distinguished consideration. The former *have not* the intellect to meet the subject, the latter are unwilling to stoop to details of so trifling and insignificant a character as are comprehended in the *very names* of Female Education and Female Schools.

It would be difficult to find any just cause for this view of a subject affecting, materially, the happiness and well-being—the usefulness and attractiveness of one half of humanity, yet so it is; and as it concerns *only* the *weaker* half, it is viewed with especial indifference. The *needs* of the case are so great that it is scarce to be won-

dered at that, since among our Lords and Masters, no champion can be found ready to fight the battles of ambitious womanhood against folly and ignorance, that ourselves should occasionally venture to take up the gauntlet, and in defiance of custom, tell the world that in addition to our known and confessed ability to *talk*, we would also learn to *think*, and be taught how to direct thought so as to enable us to *talk* more wisely.

I beg you to cast aside the thought, (if ever you have entertained it,) that women are but the necessary complements of an establishment—predestined household drudges—or even in a more refined view—pretty ornaments to a handsomely furnished parlor—beings found to please and passively *be* pleased—much as a child amuses one by its artless prattle and charms by its infantile beauty, and is as easily gratified in turn, by simple sports and gayly-painted toys. This age of the world, so wise and intelligent in many other respects, *should* look upon woman's mission in a different light, and begin to see the pow-

erful, yet silent influence that is hers to exert at home—among youth, the aged, and even upon those who admire and love, yet scarce acknowledge that the object of their devotion possesses mind, soul and powers of intellectual enjoyment, as well as themselves. Minds capable of cultivation and as much benefitted by it as theirs—in what degree, I do not suppose, for it matters not whether one sex or the other is preeminent in intellectual strength, if only woman, poor woman, is allowed a fair opportunity and proper method for developing the powers whether strong or feeble, that God has given her.

Do you think I complain for want of schools? If that were so, I could not have read the papers, for on the pages of a Virginia weekly I have often counted upwards of thirty school advertisements, including every grade, and nearly as many in this State. It is not *number* that calls for lamentation, but the *quality* of these schools—the want of suitableness in the studies, and equally as much the inadequate proportion of time for completing them, that is allotted to females.

There is a standard by which the opposite sex receives such mental training as fits them for any business or profession upon which they may enter. The wisdom of years, and even ages, has prescribed a course of study that is necessary and almost indispensable. The would-be jurist, from the day that he declares his intention of devoting himself to law, can see the whole way before him—his studies and the time for pursuing them are allotted to him. If the young man would act in a clerical vocation, his way is just as clear

—so is it with the thorough mechanic, the sea-faring man, &c., and if no particular calling is before the student, and he aims to be as the phrase is—“a man of the world”—a gentleman of leisure, fitted for society, the complete college course with its accompanying literary societies and abundant libraries refines his taste and renders him conversant with all in books and general literature that will render him agreeable and make him welcome wherever he may go. Another difference between the education of males and that of females is the time and years devoted to study. A certain preparatory course must be gone through with, and the student must have reached a stated age before he can enter college. This age is nearly that, which emancipates a young girl from school. His course of study runs through a term of years, (not months.) His profession afterwards demands yet another long period of study, and he is very seldom fitted for the practice of a profession before he is twenty-two years of age, and often is found a student *yet to graduate* and begin life for himself when he has reached thirty years of age.

He has devoted from six to twelve years to great mental labor: his mind is well-disciplined and well-stored, and his judgment has matured with his increasing study and knowledge. Few girls who graduate at fifteen, have spent more than three or four years, and often less than half that time at school. What mental development can be looked for in such cases? Long before a woman is twenty years of age, custom, (inexorable tyrant,) demands that she should have ended her school days. In other words, she goes to school

while she is giddy and thoughtless—while she can be of no service to any one at home—while she is at the least controllable age. Her “course of study,” with hardly a thought or reference to her previous knowledge, is that belonging to the school she enters. She passes through in form, as hundreds have done before her, with the peculiar impress of that institution, a limited, because hasty, knowledge of books, a few local experiences and no fitness for after-life—unable to count change for a dozen and a half of eggs at twelve and a half cents per dozen or to write a short letter correctly—not even familiar with the mysteries of knitting stockings, or making bread. To some there may seem to be a counterpoise to the above deficiencies in her accomplishments, but to persons who are able to judge of them, even *these* are not thoroughly learned, and generally enter upon a rapid decline when the school-room is left, and die out completely when the young lady becomes a wife. There is often a reason for this superficiality in female education, and one may be found in a case like the following: a girl with poor home advantages—perhaps an occasional attendance at the common school, or what is as bad, a school with frequent change of teachers, is sent to a Seminary, Institute, College, or some high-titled school, with the information to the principal that she is to “go” one or two sessions and *finish* there. If rather “old”—say fifteen—the parents think she ought to “graduate.” Her knowledge of the basis of an education may be imperfect, amounting in fact to *nothing*, since there has been no system in her previous study.

For the glory of that particular

Institution, the teacher feels compelled to do something, and as the something must inevitably be *humbug*, it may as well be on a brilliant scale, and the scholastic forcing pump is put in requisition. She dips into books she has not the capacity to understand, gains a few disconnected, misplaced ideas, and as she draws near that almost fabulous period in girl-life “years of discretion”—on the verge of a period, when the books, studies and teachers of past years might benefit her incalculably, she goes out into the world—her manners perhaps cultivated, but her mind only prepared for cultivation. She is, however, either more conceited by her imaginary acquisitions, and more fixed in her stupidity, or being aroused by her inability to understand and her previous superficiality, it becomes a life-time regret to her that she has to abandon study just as she begins to see the need of it.

There is a want of adaptation—a want of completeness in this, that makes men laugh at the very name of education as applied to females. And often they may well laugh at the foolish things that, with the title of Graduated, emerge from the school room and enter the arena to conflict with life.

This should not be. The world is sufficiently enlightened and experienced to solve the problem “how shall women be educated?” and it is high time that the ways and means be earnestly sought for. It is most urgent that the foundation of education should be upon a basis so broad, strong and perfect as to defy the winds, waves, and all but the pure breath of truth. And you will please accept the opinions I offer in this article as merely suggestions upon which

by argument and counsel you may together begin the frame work of a system that shall bring out and properly cultivate the powers of woman's mind. While so many misfortunes are attributed to woman, I can but believe that there is a balance of good that belongs to her position, that needs only a proper cultivation of mind to bring it out, and I would, that men had the charity to seek the best method for doing this.

It is needless for me *again* to enlarge upon beginnings, yet here lies the secret of so many successes as well as failures. As in the building of a house, that which most affects the strength, durability, and regularity of the work is the rough beginning—the joists, sills, beams and posts which, when the work is finished, are forever hid from view—unless they be accurately put together, the work is good for nothing, so in Education there is a simple ground work; a strong framing—the correctness of which will materially affect the after work. That which attracts the multitude is often the outward adorning—the finish of the house—the manners of an individual. While these may be and are worth very much, yet female education seems often to begin and end in manners—to consist of nothing else.

Ease and grace should certainly be cultivated from early years, but knowledge and intelligence is the first thing; the polish of society superadded to this, produces the fascination of manners met with rarely save in the creations of fictionists, but *when met*, is not readily forgotten. The fundamentals of education, though comprised in three words—Spelling, Reading and Writing, are not the simple and

always easy things that they are generally considered: although they are taught within the walls of the much despised common school, it is a most rare and uncommon thing to find them taught with anything like the "spirit and understanding."

The tendency of men's minds now-a-days is to extremes. Terms are either so generalized as to lose their proper significance in the multitude of their inferences and applications—or so narrowed down that the bare word has scarce the clothing of an idea—it is understood in its closest sense; for fear of too much ornament or extravagance every thing that can charm or allure is left out, and in lieu thereof, they take the other extreme and do not give the full value to words and names. It is in this latter sense that these rudiments are viewed. They are looked upon as branches so elementary—so devoid of thought and interest that the merest boy or girl is competent to instruct other children, provided only they are the juniors. The idea *then* is confined to a spelling book, a reading book, and a copy book, which by no means circumscribes the rudiments just named.

I would that a little healthy life and action might be engrafted into the meagre frame of common school instruction, and *one* way to do this is to allow a fuller meaning to the branches there taught, which, of itself, will create an interest in the minds of pupils and then the good will begin to work.

I am aware that my ideas may *seem* to stretch the point too far, but I shall be glad if they can be instrumental in removing the present landmarks but half my way. Because our grand fathers travelled

one particular road, there is no reason why we should ever follow and never seek a better. The rains, and storms, and other natural changes will render the once broad, smooth avenue, a difficult and perhaps dangerous route, and necessity calls for new ways though the adventurer who seeks them never fails to be called Quixotic, and theoretical.

I. SPELLING.

In order to become familiar with words, this is the first step, by which Webster's frontispieces (the Temple of Fame on a dangerous eminence) is reached by many a route. Combined with spelling, and introducing the young mind to ideas which, to apply to the rules just learned, is the system of *defining*,—not committing page after page of a Dictionary indiscriminately and without order or arrangement, but words, in some manner classified, either according to length, sound, accent, meaning or contrast. But a short study of Definitions and the pupil may attempt *composition* in the form of short sentences given orally and containing such words as the teacher may select, from previous lessons. *Derivations* follow, and may be learned with only such acquaintance with the Languages as committing a few words with their definitions. School books have been prepared and are now in use that will enable the English student to learn the meaning and derivation of words far better than they are understood by many a person who calls himself a classical scholar.

A glance at half the letters written by intelligent young ladies (as well as gentlemen) of the present day, will convince *any* one that this is a branch of education sad-

ly neglected. Far from belonging to the juvenile department, it is well worthy the careful attention of maturer years. Spelling indeed should be a constant study from the first school day, till the rules and usages of good writers and etymologists are as familiar as the alphabet: in fact, till the omission or change of a letter in a word, should seem to the eye like a blot on the page.

II. READING.

It is very rare to find among ladies, no matter how complete have been their school advantages, good readers, I mean of course, those who read aloud well,—so as to receive and give the meaning of an intelligent writer and interest listeners. In nearly all schools, (and particularly in Common Schools, when the number of pupils is overflowing, and the variety of Reading books almost equal to a circulating Library,) reading is the first and a hurried duty, through which classes are hastened in order to make way for the so-called "more important lessons" of the day. But this is wrong: from it arises those wonderful blunders and misnomers which amuse the public in a constitutional or premeditated Partington, but sink the heart of a teacher, in the endeavor to cure the habit of calling words by their appearance—reading as we may say, by eye, rather than mind. Such an one generally derives as little benefit from the exercise of reading aloud, as do those who listen. A bad reader is commonly one who dislikes it—who will not make the exertion of thinking about it: the listener is in constant worry from the misapprehensions and misconceptions of the reader, and the anxiety of one equals the distaste of the other. On the oth-

er hand, a careful pronunciation and correct intonation, both of which are given as perfectly by the mind as "viva voce," enables the reader to derive tenfold greater benefit from books, and no little, aids the mind in retaining the ideas of an another. It pleases hearers as well as intelligent conversation and by being well-done, becomes a source of enjoyment as well as profit to all engaged in it.

III. WRITING follows naturally in the wake of spelling and reading. A clear, neat style of penmanship, though only the mechanical part of writing, may be made a graceful accomplishment. Few things could so favorable predispose one towards an unknown lady, as the reading of a well-worded letter, written in a clear and graceful manner. The intelligence shines forth in the style of composition, and if the penmanship is well executed, one is prepared to meet a lady in the true sense of the word in the writer. In writing however, the mere execution of the copy book should not be the sum of the art, but after any style at all is formed, it should be devoted to applying rules for spelling, punctuation, &c., that have been previously learned, thus fixing in the mind one branch of study, while practicing another. To some persons, the daily formation of alphabetic characters is so difficult and disagreeable a task, that little progress is made. As a variety that will please as well as prove useful, or perhaps a preliminary to penmanship, the art of Drawing may be introduced, gradually and systematically—first outlining simple geometrical figures, on slates or black board—defining and describing them in all their parts and relations, and afterwards

drawing them with pen and ink in the copy book. Still later even before geography becomes a study, if the pupil is sufficiently advanced in writing and drawing, outlining maps, a state at a time or a few counties, will be interesting—the teacher explaining all that cannot be understood at a glance, thus giving the pupil a *thought* to bear in mind and apply, while executing the drawing. In my childhood the permission to copy simple figures was a reward for the studious, and urged many to study faster in order to have a little time to learn drawing. It is not without its uses, particularly to females. The use of the eye for drawing and cutting patterns for home work is as much a necessity as the knowledge of sewing, and would save a deal of trouble by placing every woman in an independent position in the household economy; experience will be necessary to adapt this little art, yet that is readily acquired.—However—this early attention to the art in this simple way may develop talent that otherwise would never appear.

After being made familiar with the pen and its uses, the pupil is ready to continue composition, in which daily exercises will be no disadvantage, for if she has no opportunity to use it in after life save letter writing, it is desirable to do that well—as almost any lady would wish to do if she chanced to have to reply to love letters.

Circumstance or inclination may call forth her powers in some other way, and if she *never* has opportunity to go to school another day after she has become a good speller, penman and reader, she has a world of enjoyment and usefulness within her reach: the ability to extend her

information indefinitely by reading, making herself really accomplished in a conversational way, and an agreeable, interesting and influential person in the ordinary walks of life. Another subject I had nearly overlooked in connection with these primary studies.

Too constant application to one theme is a fault in teaching small pupils. How many a sorrowful, perhaps stupid, child is seen in every school-room, with the torn spelling book hanging listlessly in one hand, the other stretched in company with a sleepy yawn—eyes gazing wearily in every direction save book-ward. The attempt to study in that state does the child positive injury: the little one cannot help feeling and doing as it does—but the teacher can apply a more powerful remedy than scolding or punishment. Teach children, from the first schooldays, to sing and exercise in unison. Whenever weariness, lassitude and inattention pervade the ranks, call out the forces and go through a short exercise—wake up the body—sing a simple tune and arouse the mind, and with brighter eyes and better spirits and better capacity to learn, they will *all*, from least to greatest, return to their books. This simple recreative exercise will be the germ of good choirs in country churches—of merry singers by secluded firesides, a cheerful amusement, so elevating in its tendency as to keep many a young person, from evil company and downward paths.—The power of music is very great, and particularly upon the young, softening the character and refining the feelings. Poets have sung of the charm of a sweet voice in woman, and aside from the poetry, there is a great deal of *reality* in the words and their effect.

For no reason do I think singing should be omitted. It is a gift of nature—the human voice was evidently designed to be used in singing as well as talking, and therefore should be cultivated. It is an accomplishment as free to the million as the tens—to the country lad and maiden is given as much right to sing and be happy singing, as to the wild bird of the forest.

Grafted upon the first studies that occupies the child are three other branches, introduced as soon as the child can read well enough to understand the meaning of simple sentences. They generally are named grammar, geography and arithmetic—though the reverse order is more natural; of the three, beginning with arithmetic, not written but mental. Why grammar has so often the precedence I cannot determine, unless because the simplicity of the preliminary questions of the universal Smith gives the impression that it can be better understood, at an early age, than any other study. Grammar moreover deals with words, ideas, &c., that have nothing tangible about them to the mind of a child—nothing to fix the attention. It would be far easier to make clear to children most principles of philosophy, since the subjects treated of admit of experimental illustration having reference to things that can be seen, felt and heard, and reach the perceptions of the young through channels that it can understand. The definitions and rules alone in grammar are easily enough learned, requiring only memory. The more difficult and important part is the *application* of those rules. The reasoning powers of a child lately made acquainted with the elements just named are not sufficiently developed and cultivated to

enable it to carry on the train of thought demanded in this study. The inability to comprehend grammar at the time it is 'studied' makes it a disagreeable topic, and for that reason it is never learned with success afterwards, though occasionally dipped into under the complimentary name Parsing—generally understood as well as pronounced *Passing*.

On the contrary, all children, even if not of mathematical turn of mind, find great delight in counting, and before a child can read, a good deal of arithmetic may be learned; showing that the young mind has an aptitude for it. A few months since, an article in the Educational Journal (taken from a Massachusetts paper) upon the subject of Mathematics, lead me to a new view of the subject. That article advocated the introduction of Geometry before Arithmetic, as being a study that could be readily understood, since so simply demonstrated. This view would chime with my ideas of extending the name of Penmanship so as to make it embrace the first principles of drawing. Arithmetic is the great means of bringing out the reasoning powers, and enabling the mind to concentrate itself upon the subject in hand, and is an acquisition that applies to the circumstances of every person. The processes of thought are simple at first and progressive, and the whole study gives the mental training that nothing else at this prior can afford. The inability to understand arithmetic is considered a feminine weakness, but that inability is mainly attributable to the fact that it is not commenced till late, and then, without the advantage of a previous knowledge of mental arithmetic, they are put into written

arithmetic and very soon give it up as something too hard, unless there is a natural fondness for the study that leads them to surmount difficulties.

Next in progression is Geography—a wonderful study to wonder loving minds, and should be pursued in connection with such historical readings as bear upon the localities treated of in the lessons.

Not only will *this* be found useful in fixing the subject in mind, but, avoiding technicalities, facts and sketches from Geology and Natural History as connected with particular countries may diversify and heighten the interest of the study. Nothing so charms the ear of childhood as accounts of strange phenomena, and all the more delightful, if only true. Indeed this is so universally the craving of the young, that when their companions and attendants have not the intelligence to relate facts for their diversion, they resort to unnatural substitutes in the style of the Arabian Knights, though far less ingenious.

At this point in study, histories as reading books seem to me best suited to the wants of the pupil, reserving selections from different authors till the study of Grammar, Rhetoric, &c., have enabled the mind to judge of their worth and beauty. Let the history of a country or people be first read, then learned as a lesson, recited in the form of written abstracts, the latter, from memory—collecting facts—comparing dates, &c. Thus studied, history would be learned with accuracy, yet *where* has a young lady the *time* to take up any topic so thoroughly. This branch alone demands more time than often elapses between the thumbing of the first spelling book and the date

of the young lady's marriage.

The order in which I have named these first studies, and the manner of pursuing them is that which seems easiest and most natural for developing and informing the mind. These having been taken up thoroughly, the mind is prepared for the higher and more difficult topics that follow.

Thus far, I have confined myself to studies that come within the range and reach of the masses, who frequent only the common schools, and I am content to stop here, with only a few words on the higher branches, satisfied that what is well begun can hardly fail to be finished advantageously. The kind of reading books I have suggested are of a different character, and the teacher's information necessarily more extended than custom demands for the elementary branches. Yet though custom *has* thus far expected but little, it is no reason for thinking there should be no higher standard. Men seldom, if ever, reach the acme of their ambitious desires, but the higher they place their standard, the higher they soar, and it will not be amiss to strive for *great improvement*. Raise the standard for common school teachers:—by some means, infuse a life and animation into their labors—a little *interest* in their otherwise dull tasks. I was about to say, throw a little of the glow of imagination around the subject of teaching, but the rough-hewn, comfortless log huts destitute of every attraction and comfort within and without would hardly inspire the most deeply imaginative mind, but rather damp the ardor of any person, less zealously devoted to the cause than our Common School Superintendent.

The precincts of the primary school being left—there arise before the young lady, the walls of the Academy, Seminary, Institute or college where she is to learn a vast deal, and graduate, very accomplished, within a certain time. The catalogues of most of these Institutions present an array of books most learned in their titles, but who does not know that one half are merely substitutes for the other half whenever the principal may see fit to take up one instead of the other? Not one third of the remainder are thoroughly learned, whether for want of time or inclination depending on the individual *undergoing* this course of literary *treatment*. Within the brief space of three or four years at most is crowded a list of subjects like the following, though I do not recollect the order of any particular school at this time. These are Algebra, Geometry, Trigonometry, Ancient & Modern Geography, Philosophy, Chemistry, Mechanics, Astronomy, Rhetoric, Logic, Political Economy, Elements of Criticisms, Geology, Mythology, Mineralogy, a dozen or more Histories Ancient & Modern, Moral Philosophy, Butler's Analogy, Essay on Will, Mind &c., and Mental Philosophy in volumes. Latin and French, or Italian, Spanish or German; occasionally a session of Greek, and a finishing session on general literature. These with perhaps music on numerous instruments and Painting in various styles, with some other ornamentals, comprise the list that according to her Diploma, the young lady who has gone through a complete course has pursued and *learned*!

It is not uncommon for a young lady to graduate at 15 or 16 years of age, but it is preposterous &

suppose that at that age she is familiar with all the above named subjects. Though her Diploma asserts that she has studied and been satisfactorily examined on all those subjects laid down in the "Course of Study," no one, I am sure, believes it. The time allowed for learning so much would have been scanty indeed, had every girl only to study the solids; but the accomplishments take up from one-third to one half the time, and are often undertaken with no regard to the talent of the pupils. They are learned as accomplishments merely—not as a science and art, having beauties and uses that appeal to the mind and heart long after schools and lessons are ended.

Time will not allow further details: I have already engrossed more time than I intended, since with a shrug of impatience I fear many a listener is saying at heart, "all this tirade about women; and from the pen of *only* a woman," and the thought warns me to a close.

Just one topic more and I have done. (The Education of young women in many portions of France and Germany is deemed incomplete without the knowledge of a subject so common in American eyes, that I almost hesitate to offend fastidious ears by naming it. 'Tis none other than housewifery in all its branches. Schools are now being established in France as they long have been in Germany where it is made the object of special attention. With us, I regret to say it is too often considered as denoting poverty, or ignoble origin for a woman to be conversant with the details of home management, plain work, and cooking. But if reasonably viewed, there is no subject that so

much craves, feminine intelligence as the direction of a household. Whatever young ladies may assert to the contrary, it is what they look forward to in life, but something for which they seldom are prepared.

It is not safe always to rely upon being able to keep plenty of servants, circumstances may still demand the personal supervision of daily household duties, and her literary attainments and varied accomplishments will not enable her to prepare a palatable meal without some previous practice, or to direct and manage her servants, if she does not know in what manner their duties should be performed. Yet housewifery is not without the range of books. Philosophy and Chemistry can be brought to practice in the kitchen, and the 'blue stocking' without descending from her reputed literary position may enliven her domestic duties by the treasure of a little learning.

I have endeavored, in the foregoing opinions to give weight to those important subjects which generally suffer from hasty and injudicious handling, confident that if a thorough basis is established the after plau of Education will be carried out more in accordance with common sense than it is at present. I would not have it understood that I would stop in education with the few subjects I have particularly enlarged upon. The higher branches appeal to taste, feeling, and ambition, and are less liable to be neglected.—Neither do I underrate accomplishments, believing them to be home beautifiers and home pleasures—and very thing that can lend a charm to home and friends should be assiduously cultivated.

Finally, in Education, I would begin early, go on gradually and judiciously—allow *years* to take the place of *months* in the time allotted to Females for schooling. Introduce the cultivation of home virtues and accomplishments. Cultivate head, heart, and manners, theoretically and practically. This done, the next age of teachers will be able to accomplish much more in their duties, and the next class of young ladies that emerge from school, will be so well worthy of commendation, as to forbid the sneer that now too often accompanies the phrase, “An Educated Woman.”

REPORT ON NORMAL SCHOOLS.

Read before the Association at Newbern. June 15th, 1859.

(CONCLUDED.)

We are now prepared to report that Normal Schools, have been commenced in America, with bright prospects of success.

The subject of special seminaries and instruction for teachers began to be discussed as early as 1823, in some of the journals and pamphlets of the eastern and middle States. Among the leading writers on the subject, were James G. Carter of Boston, Rev. Thomas H. Gallaudet of Hartford, William Russell of Connecticut, Gov. DeWitt Clinton of New York, and Walter R. Johnson, then of Germantown, Pa. It was found to be a difficult matter to effect the necessary change in the minds of the people. Experiments were made with such teachers as could be collected for a few weeks by a few literary gentlemen in Connecticut for the purpose of convincing the public of the possibility of giving to teachers a useful training.—After sixteen years from the first discussion of the subject, and on the 4th of August, 1839, a Normal School of three pupils was actually commenced at Lexington, Mass.,

under the care of Rev. Cyrus Pierce. In September of the same year two other Normal Schools were established, one at Barre, afterwards removed to Westfield, and the other at Bridgewater.—After a few years a Normal School was established in the city of Boston, and one, for the training of female teachers, in Salem. The first school, after a continuance at Lexington of five years, was removed to West Newton, and in 1853 was finally established at Framingham. Thus it appears that in the course of a few years from the establishment of the first school of the kind, there were in the State of Massachusetts five Normal Institutions, containing each from sixty to a hundred pupils and upwards. Four of these institutions are under the superintendence of the state, and the pupils receive free tuition, but pay their own board. The demand for these pupils as teachers is said to exceed the supply.

In 1844, the Legislature of New York established a Normal School at Albany, as an experiment for

five years; but in 1848, having seen something of its value, passed an act for the permanent establishment, and in that and the next year appropriated \$25,000 for the erection of a suitable building.— During the fourth session the number of pupils was 200, and is since increased to about an average of 250. In 1848, a Normal School was established in Philadelphia, and in the second year following, the total number of pupils in it and the Model School connected with it, was upwards of 500. The Legislature of Pennsylvania had not, at the date of our latest information, actually established any Normal institution, but has divided the State into twelve districts with the view of uniting with individual or county enterprise in establishing a Normal School in each.

In Connecticut, a state Normal School was established in the year 1849, and the number of pupils during the first term was 67.

The Legislature of Michigan passed an act in 1849, for the establishment of one at Ypsilanti, and the school was in the following year put into operation.

In the British Provinces a Normal school is in operation at Toronto, started in 1846, at an expense of \$60,000: one was established at St. Johns, New Brunswick, in 1848; one in 1856, at Charlottetown, Prince Edward Island: and one in Nova Scotia: and the cause of Normal instruction in British North America is said to be making rapid progress.

The legislature of New Jersey passed an act Feb. 9th 1855, for the establishment of a State Normal School at Trenton. The school went into operation in October of the same year. The number of pupils during the first term was 44,

and in last Feb., there were 118. A large Model School is also connected with it, which had, at the latest account upwards of 300 pupils. The Normal school proper has at least nine teachers, and the Model School about the same number. About 175 of the pupils have already been employed as teachers in the schools and academies of the State; and, although they have had the benefit of only one year's instruction in the Normal School, they are said to have remarkable success as teachers; many instances could be given in which the accumulated prejudice and opposition of years have been swept away by the judicious and successful efforts of these trained teachers. The Legislature at first limited the support of the School to a period of five years; but has since, by a unanimous vote, rendered it permanent.

The Institution is, in short, remarkably popular, and seems to be rapidly producing an entire revolution in New Jersey in regard to schools. One important fact contributing to the success of this School is, the fact that a Preparatory School has, through the munificent liberality of a citizen, been established at Beverly, twenty miles distant from Trenton, in which the pupils, by an admirable course of study and discipline, are prepared to be candidates for admission into the Normal School. This Preparatory School was established by Paul Farnum, Esq., has now seven teachers, and is exerting a marked influence upon the educational movement of the State. It may be added, that a very interesting experiment was made in the School at Trenton in gymnastic exercises, under the conduct of an accomplished and ex-

perienced gymnast, on the Swedish plan; it was continued three months by private subscription and resulted in a very manifest improvement both of the health and intellectual vigor of the pupils. It is there considered very desirable to have such exercises continued as a part of the regular employment of the pupils.

Much more might be said, did our limits permit, going to show that the experiment of a special or Normal training for teachers in New Jersey is remarkably successful and gratifying to its friends, and also in each of the other states that have, been mentioned.

The Legislature of Rhode Island endowed a State Normal Institution in 1854, which is said to be in an exceedingly prosperous condition; the number of pupils is nearly a hundred, and they manifest much zeal and desire for improvement.

In Maine, New Hampshire, and Vermont, vigorous and persistent efforts are in progress, for the establishment of Seminaries for the training of teachers. It is considered a certainty, that these indispensable auxiliaries to the great scheme of Public Education will soon be yielding their proper and gratifying results to the people of those States. The Legislature of Kentucky, passed an act March, 10th, 1856, to reorganize Transylvania University, and establish a School for Teachers. There were by the latest account about eighty-five pupils in the School, having the great part of their expenses, borne by the State, required to study at least two years, and then teach at least as many years in the Schools of the State, as they enjoy the benefits of the School.

In Ohio, two Normal Schools have been established through the

efforts of the State Teachers' Association; one at Hopedale, styled the McNeely Normal School, and the other at Lebanon, called the South Western. The first commenced operations in 1855, with about 70 pupils, male and female, and about 90 in the Model School. The latter, one year and six months from its commencement, had 130 pupils of both sexes; and a large proportion of the pupils in both these schools, were persons who had been teachers.

In Illinois, a State Normal University has been established at Bloomington. At Shebogan, Wisconsin, the Normal method of training teachers has been introduced; in Iowa and Mississippi, a beginning has been made, and probably in Indiana.

Thus it appears that, from the beginning in Massachusetts 20 years ago, Normal Schools have spread into 17 or more of the United States; that whenever they have been tried for a sufficient time to exhibit their proper results, they have risen rapidly in public estimation; that their progress of late has been at a highly increased rate; and that they are proving themselves to the satisfaction of the public mind, that they are a great improvement in the means and methods of advancing the important cause of education.

It is proper to state on this subject, that some States, for instance, New York and Rhode Island, tried to prepare teachers, on what they thought would be a more economical plan, viz: by connecting a teacher's department with a number of the academies of the State. The State of New York appropriated to each one of these academies, \$400.00 annually, for the space of fifteen years or upwards, and then a

bandoned the plan as useless. After their discouraging experience, it was with caution they undertook to establish the Normal method. But their doubts have been fast dispelled; besides their flourishing State Institution at Albany, they have very successful city Normal schools, in the cities of New York and Brooklyn.

The plan of providing teachers for common schools by a course of Normal training, is the result of long experience; to bring it to its present state of improvement, has required the attention and labor of many of the best minds of Europe, as well as of a number in America. It offers itself now to us in its high state of improvement; without the expense, and toil, and discouragement, necessarily experienced in its inception and completion; we may now avail ourselves of its vast advantages; we think the people of North Carolina could not now take a wiser step than immediately to resolve that the plan should be grafted on their State educational system.

The number of a proper age to be in our Common Schools is to the number in our Colleges and Female Seminaries, as 50 to 1. The Common Schools ought therefore to be considered of proportional importance. The interests of these schools ought to be the great subject of our attentions, as a body of educators.

Our state school system presents a case of remarkable deficiency. We have the money, for the support of schools; we have the state districted; we have the houses; we have the examining committees, the county school committees, and the state Superintendent; but, by what means are we expecting teachers to be provided, to be pre-

pared for their proper work? Our University and Colleges are doing a noble work, are educating perhaps a thousand young men, and graduating two hundred annually, and our Female Seminaries perhaps educating as many. But these young men are preparing, not to be teachers in the common schools; they are preparing for, and will generally go into, the other professions. The Academies through the state are starting a considerable number in a course of education, but these are generally to go into the colleges. Where then are our *teachers* to be provided? They, the teachers, have a task on their hands, the proper performance of which involves at least as much difficulty as any of the other professions, and is as important. The other professions have institutions and means provided for imparting the special instruction and training which the candidates need; where is the provision for that special training and instruction needed to fit the teachers for the proper discharge of their important duties? The consequences of this defect are a wretched deficiency in the education of the masses of our population and an endangering of those civil and religious privileges by which our nation is so highly distinguished.

It may be regarded as a hopeless attempt to raise the character of the education of a country without first raising the character and position of the schoolmaster. The necessity therefore of institutions for this purpose is manifest. As are the teachers, so will be the schools, and if we would improve the one, let us elevate the other. In the words nearly of Mr. Bryce of Ireland, we would remark on

this part of subject, that it is commonly supposed a man who understands a subject must, be qualified to teach it, and that the only essential attribute of an instructor is to be himself a good scholar.

Even those who are aware that there often exists a difference between two teachers as to their power of communicating, conceive this difference to be of much less importance than it really is; and, if ever they take the trouble to think of its cause, they ascribe it to some mechanical *knack*, or some instinctive predisposition.

On the contrary, we maintain, that when a man has acquired the fullest and most profound knowledge of a subject, he is not yet half qualified to teach it. He has to learn to communicate his knowledge, and how to train the young mind to think for itself.— And as it usually happens that children are placed under the inspection of instructors, who become in a great measure responsible for their morals, every teacher ought also to know how to govern his pupils, and how to form virtuous habits in their minds. And this skill in communicating knowledge, and in managing the mind, is by far the most important qualification of a teacher.

Every teacher before entering on the duties of his profession, ought therefore to make himself acquainted with the *Art of Education*; that is with a system of rules for communicating ideas, and forming habits; and ought to obtain such a knowledge of the philosophy of mind as shall enable him to understand the reason of those rules, and to apply them with judgment and discretion to the great diversity of dispositions

with which he will meet in the course of his professional labors.

No man is qualified for the delicate and difficult work of managing the youthful mind, unless his own mental faculties have been sharpened and invigorated by the exercise afforded to them in the course of a good general education.

Therefore, a community or state can never succeed in establishing a good system of general education, without making some provision for insuring a supply of teachers possessed of the qualifications just specified; in order to which, it is indispensably necessary, that Professorships of the Art of Teaching be instituted, and that students, placing themselves under the care of such professors, be required to have previously attained a good general education, and in particular, a competent knowledge of the philosophy of the human mind.

The business of teaching certainly deserves to be raised to the rank of a regular profession: its duties are none the less important than those of the other professions, the proper performance of those duties, none the less difficult: they require none the less of preparatory study, and their discharge should entitle the teacher to an equal rank in society.

We are as a people, guilty of a grievous injustice and ruinous impolicy in denying to the sisterhood of professions, this which should be considered one of the most honorable.

Necessity of preparatory study for the business of Teaching. If we wish a watch repaired, we require the experience of an apprenticeship in the silver smith, if we wish a house built, we require the like experience in the carpenter; nay more, if we would have a coat

made, or a hat, a plough, or a shoe made, or even a horse-shoe *put on*, we require the guaranty of a preparatory apprenticeship before we employ a man to do either job.—How is it then that we are content to entrust the forming and polishing of *our most precious jewels*, the minds of our youth, of the future citizens and rulers of the state and of the church, to the rude hands of persons having had no preparatory apprenticeship to the business! We think therefore that it is the imperative duty of this Association, to use its influence to provide that special training for teachers which is so urgently required to fit them for their important duties.

Respectfully Submitted.

M. D. JOHNSTON.

For the Committee.

CULTIVATION OF THE TASTE.

In the extent of the means of education possessed by our people there is little more to be asked, at least in those states where a free school system exists. The duty of government to educate the masses as a means of self-preservation, is now acknowledged and acted upon so generously that our public schools often are superior to our private, and the children of the wealthiest from choice share in the instruction provided for the necessities of the poor. Resulting from this free school system are many other aids also to general intelligence. Our largest libraries are open to the humblest; high dignitaries and the hard-handed mechanic sit side by side in the lecture room, and address public meetings on common topics; and the same newspaper is read by the occupant of the most

richly furnished parlor and the lowly cottage of the day laborer. Our people of all classes are more intelligent, more correct in the use of their vernacular tongue, and more cultivated in their manners, probably, than any other in the world.

Yet there is a defect in our education to which attention cannot be too strongly turned. With all its superiority, the American character is wanting in æsthetical culture—in that love of nature and of the beautiful which God planted in us and designed we should exercise. We are very prosaic, very matter-of-fact and practical in our thoughts, feelings, and actions. Foreigners note this as one of their first impressions of us, and its correctness must be admitted. We are early trained to *calculate*, early imbued with the prudent money-getting sayings of "Poor Richard," early taught to ask in regard to everything, *cui bono*.

How indifferent are our people generally to the sensation fitly awakened by nature's manifestations seen on every side, and to the lessons they were intended to inculcate! They watch the sky with no emotion stirred by its ever-changing aspect, but simply to see if the weather will be fair or foul on the morrow. The splendor of a beautiful aurora only tells them it is time to get up and go to work; and the gorgeous hues of the most glorious sunset, so suggestive of pure and holy thoughts, and of "that better land" of which this is so faint an image, and of that Being who never ceases to be good, only remind them they must cease from labor and prepare to go to bed. The beauty of a flower may plead for admiration—they tread upon it as a useless weed. A tree grows

before their dwelling, raises its graceful form to heaven, and would delight the eye and afford a grateful shade by its foliage—yet it is cut down because the mould gathers under its branches, and the shingles rot. The swelling buds of spring simply tell them they must throw off their flannel; and the golden tints of the autumnal leaves, too rich for the art of the painter, excite no feeling but that wood must be hosed for the approaching winter. They gaze on the earth, and think only of corn and potatoes; on the illimitable forest, and estimate its cords of wood; on the mountain towering in grandeur to heaven, and sigh over a waste that the plow can never penetrate; on the ocean in its dark and awful heavings, and think of cargoes of cotton and grain endangered and insurance to be paid; on Niagara, and the factories it could be made to carry, if they would pay dividends. This is no exaggerated picture of the great body of our people, high and low, ignorant and educated. Those who from position and superior means of culture might be supposed to possess minds open to beauty wherever seen, often seem most destitute of any such power. The minister in his walks hears not the sermon God preaches to him so effectively, and that he might preach to his congregation; the lawyer think of his suits—the physician of his drugs—the schoolmaster of his bad boys.

In many countries of Europe, far below us in general intelligence and mental culture, there is a much purer and better developed rational taste. In England, of the same stock, a love of flowers is universal. The poorest man will have, if he has room for nothing more, a honeysuckle to clamber over his

door and gladden his heart by its fragrance and beauty. A glance at the cottages and grounds awakens a different sensation in the mind of the traveller as he sees the taste and care manifested to make them attractive, from the nakedness and deformity meeting him in all their hideousness in his ride through New England towns.

Of course while all these remarks are made generally, it must be admitted there are bright exceptions, yet they are only exceptions. We have beautiful gardens, too often laid out by foreign gardeners; fine painters, with few buyers for their works; sculptors, educated abroad, and if appreciated at home simply from the echo of trans-Atlantic praise. As a nation, it must be granted æsthetical culture has been regarded, whatever may be said of individuals.

Why is it? Without doubt, scenery has not a little to do with this, and Longfellow says, the Alps more than half educate the Swiss. Yet surely we are richly favored in scenic attractions and grand exhibitions of nature. There is but one Niagara and Trenton Falls; the Highlands of the Hudson, our lakes, rivers, cascades, and many picturesque views attract the admiration of all strangers, and have been pronounced even superior to the most celebrated objects of European scenery.

Are we naturally deficient? It cannot be so. Our children possess a love of beauty, and often can be heard pearls, thoughts full of poetry, dropped from the lips of those who in after years become as prosaic as a book of chronicles, as matter-of-fact as the veriest Yankee. Said a little girl to her mother, not long since, "I have been good to-day, mamma—is not your

heart full of violets? Do not the violets blossom in your heart today, mamma?" And again, sitting down by her mother, and pressing her little head close to her, she said, "Mamma, I am the happiest little girl in N——. My happiness is like a wreath of beautiful roses all around my heart, with two words written in it, *from God.*" What could be more exquisite than such poetry gushing from the overflowing imagery of a little child?—and in what contrast to what that same little girl in after years might become under the training to which most of our young are subjected!

The fault is not in our scenery, in that God has placed us in the choicest of lands; nor is it want of natural gifts, in these, of whatever kind, no people were ever more highly endowed; the fault is in our *education*. The education of our young is of the best kind *as far as it goes*, but many faculties, avenues to the most exquisite pleasure and the highest refinement, are disregarded, or deadened by the influences to which they are exposed. Children are thoroughly drilled in arithmetic, grammar, geography, and everything where fact and reason are matters of inquiry, but there the instruction ends. Dryness and practicality pervade our school-rooms and crush out whatever is not in harmony with them. Their influence react on the teacher; and the ease with which the schoolmaster or school-mistress can be identified, after a few years, by the precision of every movement and sentence, and a peculiar air, has become proverbial. At home the influence is of the same kind; all must be practical, common sense; parents train their children as they were trained.

If the child utters a poetic thought, or gives vent to an exclamation called forth by an exhibition of beauty, to which his little heart responds as God designed it should when he created a harmony between the earth and its occupants, it is not understood. Wise ones say, the child is "too bright to live long," and regard such expressions as a "doleful sound from the tomb," or tell the little ones to be more sensible; that poetry and flowers never make persons rich nor help them to get along in the world. Thus the child lives, but its sense of beauty dies.

If the defect is in our education, the remedy must be there also. Parents who direct the earliest impressions of their children should never let an object of beauty pass unnoticed. The writer knows mothers who day by day take their children into the fields, gather flowers, point out their delicate tints and the grace and exquisite formation of the petals, teach them about the trees, talk of the sky above and the little dew-drop at their feet, and it soon becomes to them not a cold, unfeeling remark, but a living, pervading reality, that "there is beauty everywhere."

But the remark will be made, and it is too true, few mothers are fitted for this. *Teachers*, then, must do all they can to cultivate the taste of their pupils. They can do much, very much, towards this in the school-room and out of it, in many ways. Again comes the remark, and it is too true, our *teachers* are not fitted for it; many of the highest reputation are coarse in language and manner, heedless in their persons, unrefined in thought, able to teach the regular text-books, and nothing more.

Still the evil exists, and it should

be remedied in the way all evils are remedied. Attention should be directed to it, and all who have an influence should strive to remove it. Let teachers be trained who can better develop the taste of the young, and when these pupils become parents they will train more wisely their children. Let more effort be made throughout the community to awaken a national taste. Let our large cities have such parks and gardens, full of the choicest flowers, where all can walk,

as are found in the great cities of Europe. Let a greater love for ornamental trees be encouraged; let them be planted by the side of our streets and around our dwellings. They cost only a little labor in the outset, heaven then takes care of them, and it would be difficult to estimate their refining influence. If paintings and other works of art, too, could be accessible to the masses, as is the case in Europe, it would do much to the same end.—*Mass. Teacher.*

RANDOM THOUGHTS.

Wherever combined movements are made and given results are to be produced, there must be harmony in the operations; and wherever there is concerted action among men, with a view to the attainment of a common object, there must be both a distinct understanding of what is to be done and a hearty cooperation, or a sad failure, if not utter ruin, will be the consequence. If every planet in the solar system did not keep in its place and do its part, we should soon have "the wreck of matter and the crush of worlds." If a team of horses are not all true and able and willing, each one to bring up his part of the load, there will be a "stand still," or something worse; and so it is in a family, a church, a nation, or any other community.

In our common school system, the legislature, the executive, the general superintendent, and most of the committees, we believe, now work harmoniously and are desirous of carrying forward the great work of elementary education with

vigor and in the most successful manner; but if the parents and the teachers are not faithful to their trust and not competent to the discharge of their duties, little or nothing will be done. The burden now rests mainly on them and there must be, not only a determination on the part of both to do their duty, but a distinct understanding in regard to the branches to be taught and the discipline to be maintained. At the present day when the barbarous custom of "barring out the master" and the rudeness of manners connected with it have ceased, we hope the number is not large, but still there are, in many places, *some* parents who are so ignorant or so unprincipled as to think that if their children can elude the vigilance of the teacher, practice an imposition upon him, or treat his authority with contempt, it is an indication of smartness, and who will chuckle over it as deserving of commendation.—Such parents should receive an indignant rebuke from all well-wishers to the cause of education, and

they certainly need to be better instructed in regard to their duties and their obligations.

There are some teachers, as there are some men in every department of life, who have such a tact for controlling the minds of others that they will maintain their authority anywhere or under any circumstances, and will make their pupils love, as well as fear them; but the number of such disciplinarians is very small. Ordinarily, the teacher must have the countenance and cooperation of the parents, and, to gain this should be his first object. For this purpose, he should visit them, make himself familiar and try to gain their confidence. Some of us recollect the time when—in the backwoods region where we were born and taught the rudiments of English,—the teacher boarded among the employers, going from house to house in rotation, as he generally chose to do, and, exerting, at least, a conciliatory influence wherever he went, uniformly his visits were received with a welcome, and it gave him an opportunity of becoming acquainted with both parents and children. Kind feelings were fostered on both sides; and, while he often assisted the children in getting their tasks, especially in Arithmetic, or such things as they could not manage very readily without some help, and aided the old man in casting up his accounts or reckoning his interest, a mutual attachment grew up which was alike pleasant and profitable. Every evening, as soon as school was dismissed, a number of the scholars, perhaps half of the school, would come up, in quite a glee, and ask him to go with them that evening; but the boy, who had played truant or been disorderly in school, dreaded a visit

from the teacher, and it would frequently be days before he could approach him again with confidence. Times have changed, and teachers now prefer boarding at the same place; but it would be well, if, at the commencement of the school, they would spend a night with every one of the employers, or with every family in the district. I speak of male teachers principally; for until within a few years, female teachers were unknown, except in the town or in higher schools, but even they may do much, perhaps more than the others, by a free and familiar intercourse with the parents and families of the district.

The spirit of educational improvement has increased five or ten-fold within as many years, and North Carolina has now the best regulated and the best conducted system of common schools in the South; and the progress already made is full of promise for the future; but we have only made a beginning. Although a commendable interest on the subject has been already waked up among the masses, it needs to be increased and directed, which can be done by diffusing information in every practicable way and by pressing the importance of the cause upon their attention. From all the observations we have made, we regard it as indispensable to success that parents generally should be brought to take an intelligent and abiding interest in their common schools; for, until this is the case, the right kind of committee men will not be appointed, and then the right kind of teachers will not be employed. In many districts, the school committees are appointed without any sort of regard to their information or their integrity, and they employ

a teacher from a principle of favoritism, or because he will, in some way or other, promote their interest, while another of superior qualifications is rejected. In most of the districts, there are always some men who are too lazy to work, or who need some forty or fifty dollars and think they can get it sooner in this way than any other. If the committee are ignorant or selfish, such a one is employed and imposed on the people without any regard to his literary or moral qualifications. The public money is expended, perhaps we might say *wasted*, and little or no improvement is made. This is a radical evil, and to its removal the enlightened and active friends of education should direct their strongest efforts. If there was not a lamentable ignorance or lack of interest on the part of the community at large, your valuable Journal, for which I am now writing, would not be suffered to languish for the want of patronage, nor would four out of five, if not nine out of ten, of the four, or five or six thousand teachers in the State, be contented to enter upon their difficult and responsible duties without the aid which it affords; but this is not all. Not only should the best qualified and most faithful teacher be, in every case, employed, even if it require double the salary to secure his services; but the school should be furnished with all the books and apparatus, comforts and conveniences requisite to success. Solomon never uttered a wiser saying than that there are those "that withhold more than is meet, and it tendeth to poverty;" for, everywhere and in every thing, a *judicious expenditure of money is the best economy*. A man is often so stingy or close-fisted, that he

"cheats himself;" but this is commonly owing to a want of discernment or a lack of information; yet that does not avert the evil, nor render efforts for its removal unnecessary or unavailing; and, as we are now dealing with facts and suggesting remedies, we hold forth the deficiencies and remissness of parents generally, as a mighty incubus on the work of educational progress. A beginning has been made and improvement is manifest, but only enough to warrant and encourage more vigorous efforts.

Wherever and in whatever advancement is to be made, two things, in addition to natural capacity, are necessary, viz, facilities and stimulus; and, if either be wanting, the progress will be slow or defective. If a judicious man employs another to build his house, or cut his harvest or do any other work, he furnishes him with the best implements he can, stays with him or visits him frequently and talks kindly to him, supplies him with all needful refreshment and every thing that can act as a stimulus; but in the education of his children, where both teacher and scholars need all the appliances and all the encouragement that can be given them, books and apparatus, and comfortable seats, convenient arrangements in the school room and many kind looks and words, instead of acting on the principles of common sense, he employs the man who will work cheapest, and furnishes any sort of books, and as few of them as possible, then never visits the scene of labor, but leaves them all, teacher and children, to take care of themselves and do the best or the worst they can. C.

Entertain no thoughts that you would blush at in words.

SOUTH CAROLINA INSTITUTION FOR THE DEAF, THE DUMB, AND
THE BLIND.

BY JOE, THE JERSEY MUTE.

There has been placed in my hands the tenth annual report of the above mentioned institution; which is so extraordinary as to deserve a particular review in the columns of the *Journal*. Before entering upon a criticism of the facts it embodies, I may here state that, exclusively of the principal and assistant, all the teachers in the departments for the deaf and dumb, and the blind, are women; vide the following list of teachers in both departments of the school:

DEPARTMENT FOR THE DEAF AND
DUMB.

MRS. L. C. W. HENDERSON,
MISS M. J. CUNNINGHAM,
MISS S. J. WALKER.

DEPARTMENT FOR THE BLIND.

MISS M. A. WALKER.

This institution is located at Cedar Spring, four miles south of Spartanburg. It was formerly the property of the present principal, but has now become a state institution. Annexed to the report are several specimens of composition furnished by the pupils, which are interesting as showing some of the difficulties deaf mutes encounter in acquiring language.

Mr. Newton Pinckney Walker, the principal, says in his report to the Board of Commissioners, who consist of "his excellency R. F. W. Allston, Governor of South Carolina, and President of the Board of Commissioners," Hon. C. G. Memminger, of Charleston, and Hon. S. McAliley, of Chester;—Mr. Walker, I repeat, says that

"no tear must be shed in a school-room by a pupil, except it be the result of reproof; and then it must result from convictions of the mind, and not from anger." He says further that no pupil is to be removed from his class at any time without his (Mr. W.'s) consent, under forfeiture of position. Loss of position in this case will fill the heart of the delinquent, if he possess quickness of feeling, with gushes of pain; but Mr. Walker here prohibits weeping or crying in the school-room, in so far as it does not proceed from convictions of the mind. The pupils sometimes cry from mortification at the success of their companions in mastering those parts of speech which they themselves do not understand. They also sometimes cry from vexation when lessons assigned them for the evening are not exactly to their taste. I object to seeing a pupil cry; but there never existed a youth of either sex who did not, at one or other time of his or her life, cry. I once taught a fine looking young lady, who cried, I forget how many times a day, because I refused to kiss her as her relatives used to kiss her, previous to her education.

On page 9, I find the following account of the system of instruction pursued in the department of the deaf and dumb:

"Every pupil who is sufficiently advanced is required to write, immediately after public prayers on Monday morning, the Lord's Prayer on his slate or board. This done and examined, he proceeds

rehearsal and execution are carefully examined and corrected. A register is kept, in which the number of the verses so recited, and of the chapters, are placed to the name of each pupil for reference. The exercises of the school begin at 8, A. M. If any time remain after the recitation of Scripture lessons, it is occupied in familiar discourse, chiefly in the written language, sometimes on the fingers, on religious subjects, generally historical, until half past ten. A recess is then given of fifteen minutes, to be occupied in walking and other exercises. After recess, time is given the first class, and all that are sufficiently advanced, for review of a lesson in Natural Philosophy, prepared on Friday night preceding, and then to be recited. The questions are written out, and so varied from the book as to change the form of language, and yet retain all important points of instruction. The skilful teacher, too, will avail himself of every opportunity to add any truths known to him to be more easily associated in the minds of his class at that time. This is the more important, because the school books in use, except those prepared especially for the deaf and dumb, are prepared in reference to the ear, when thought is the leading idea. But in the case of the deaf and dumb language must have its place, as a means of further progressions.—What is true in the manner of recitations in Natural Philosophy, is no exception in any other recitation. In all cases the teacher must hold in remembrance what his class knows, and be ready, at all times, to measure out the unknown in proportion to the capacity of his class. With great care,

he must add or diminish the burden of thought and language as each case may require, so as to preserve healthful operations of the mind. The eye must be kept bright, and when a step on the floor is needed, it must be elastic and cheerful. If there be time still remaining after the recitation of Natural Philosophy, a lecture on principles contained may occupy until one o'clock, when the school is closed. Those not able to study Natural Philosophy may be otherwise effectually employed."

A remarkable school that of Mr. Walker's. And a nursery of piety, too. So far, so good; but without intending any offence to Mr. Walker, I must be allowed to express the opinion that with a little assistance from Mr. Laurent Clerc* of Hartford, Conn., the South Carolina Institution will attain a high reputation among similar institutions on both sides of the Atlantic. The system of the S. C. Institution differs very much from that pursued in our own school.

Further on, Mr. Walker says that the late Dr. Weld, who made a tour in Europe several years ago, with the view of inquiring into the state of schools for the instruction of deaf mutes in that country, called to see a deaf and dumb lawyer in London, who proved eminently qualified for the legal profession which he had adopted. Then follows a long argument in favor of teaching articulation to semi-mutes. In support of his

* Mr. Laurent Clerc is himself a mute, a graduate of the Paris Institution, and after having labored in the cause of deaf-mute education for more than a quarter of a century, at the age of seventy-three years, he now retires upon an annuity of \$700.

position in this matter, he instances a lady of Norfolk, Va., deprived at an early age of speech in whose case "thirty years' labor produced an astonishing effect." The art of speaking is taught to pupils who are deprived of speech but retain the recollection of sounds and in some degree the power of articulation. The editor of the Philadelphia *Public Ledger* has been assured by an aged gentleman of that city, celebrated in former days for his medical skill, that fifty years ago he was present at an exhibition of the pupils of the Deaf and Dumb Institution in London, and witnessed among the exercises, the speaking of a hymn by a deaf mute girl. She uttered the words clearly and distinctly, but in one tone of voice throughout, a defect which was owing to her deafness, which, to use the words of the *Public Ledger*, "prevented her giving the proper cadence and inflections of sounds." Mr. Walker says:—"Where a child has from birth partial hearing, partial speech will follow; and then instructions by articulation may and will be available in degrees according to the peculiar competency of the child and teacher. If the child once heard, and while hearing, learned to talk but subsequently lost hearing, the speech, too, will be lost, in proportion to the age of the child when the hearing was lost. And upon that degree of speech and age depend all efforts to retain what was learned, or to make advances. Generally, if deafness become total before the child is four years old, all that may be hoped for is to retain the use of such words as have been learned by the child."

Mr. Walker knows whereof he

affirms when he says: "We must have the natural excitement of the child or youth's hearty laugh and sportive glee. He must take his adventures on the play-ground, and feel the effects of success. Nature's voice must be heard. If her teachings be heard in youth, health of body and mind will be the reward; otherwise, emaciation of body and imbecility of mind." Parents who keep their deaf and dumb daughters engaged in indoor employments without taking them to various places of public amusement or to different parts of the country, to gaze upon the beauties of nature spread out before them, such parents, I say, are not fit to live in an age of philanthropy and enlarged liberality like the present. Nothing on earth is more disheartening to those who are engaged in the tuition of the deaf and dumb, than the narrowness of the circle of ideas to which many deaf girls have been reduced by their close confinement at home. More than two-thirds of the deaf girls who have finished their education, say that before they went to school, they never saw anything of a steamboat, or a railroad car. It was not until they had seen a steamboat in a river, that they understood the meaning of the word steamboat. Before the sight of the steamboat gave them a clear idea of that word, their teachers had exhausted all the ingenuity in their heads, in their effort to make them understand its meaning. Let us have a law requiring every school in the land to have a large yard for boys and girls to run about and stretch their limbs and expand their lungs.

That Mr. Walker is overcharged with the fire of poetry is evident from the subjoined extracts which I make from his report:

“Cedar Spring, with its appliances in the forms of books, architecture, natural scenery, principles and men, constitutes the museum of the world to its youthful population in incipient scholastic life. May God in mercy preserve the sacred spot, and make it the Jerusalem of the afflicted sons and daughters of the State.

“The boy, destitute of sight or hearing, drawn out by the good old schoolmaster necessity, quickens his pace, and strengthens his nerves to the platform of success. It must not be overlooked that Heaven has decreed,

Advantages out of disadvantages arise,
Deprivations are blessings in disguise.

No being can know the powers of his own mind until circumstances develop them. A full supply of senses, money and friends, has tied down to earth many a noble mind, that would, less blessed, have scaled the battlements to usefulness and glory. Gliding over the well-regulated city, or the spring carriage of abundant supplies from the hand of his Maker, propelled by well restricted circumstances, the more favored youth drops the reins and falls asleep. When he arrives at the door of the world's demands and waitings, his but too feeble form publishes its own defects. How his account stands before his God, who did his talents multiply, must be determined elsewhere.

“To our noble-minded citizens—men and women whose benevolence and philanthropy know no bounds—is our Institution indebted for its existence. In the Legislature, and out of it, by the fireside and in the walk, their voices have been affectionately, officially and effectually heard. When their mortal bodies shall have re-united with dust,

and their pure and holy spirits returned to God, gentle breezes shall wave the boughs of these old oaks, and these majestic walls shall stand as monuments of their beneficence.”

There remained connected with the Institution at the date of the report; 22 boys and 13 girls—21 mutes and 13 blind; total 32. One of the lady teachers in the Mute department, I do not know which, is a deaf mute.

INCONSISTENCIES IN HISTORY.

It is not strange that young pupils should be sometimes stumbled in reading History when they meet with such blunders as the following: viz: in Tytler's History, so well known, vol II, page 382, he says: “Henry VII had given his daughter Margaret in marriage to James V. King of Scotland, who, dying, left no issue that came to maturity, except Mary, afterwards Queen of Scots.” And in the next page speaks of “The Queen regent in the government of Scotland, Mary of Guise.” But according to the former statement, Margaret, the sister of Henry VIII. ought to have been regent. Again in Taylor's Manual of Modern History, page 525, we read, in accordance with the statement of Tytler above, that “Mary Queen of Scots was the *neice* of Henry VIII.” as she would have been if she had been the daughter of his oldest sister Margaret. But on page 520, he calls her father James V, the nephew of Henry VIII. as was the fact.

For as stated in Willson's Outline, page 339. Mary Queen of Scots was the *grand neice* of Henry VIII. and hence when the line of the latter ran out with Elizabeth, she would have been the next heir.

Common School Department.

HOW TO IMPROVE COMMON SCHOOLS.

In order to make a deep impression on the public mind, in reference to any important matter it must for some time be made prominent to their attention. It seems that we cannot have, at least for the present, Normal Schools established in this state. And if we had them almost immediately, it would be some time before any great results would appear.

But in the mean time we need something in operation to increase the number, and improve the qualifications of teachers. Can we do nothing in this way? There is no doubt that the present able Superintendent is doing a great deal in his office, but if he had some aid now and then perhaps he might do much more.

I am told (for I never saw him, and it was a mere matter of accident that I saw one of his Reports,) that we have a man employed to traverse the State to improve the agriculture, and to bring to light the mineral treasures of the State now hidden beneath the ground, at an expense of about \$5000. per annum.

Now how important soever it may be to do this, it is much more so to develop the mental treasures, now buried in ignorance. How many there are now growing up with no mental training who, if they had an opportunity to show their talents, might shine any where, and adorn society. But just as no man can tell how strong he is till he makes trial of his

strength, so no one can tell what mental talent he has till he has an opportunity to apply himself to study. The best marble does not show its veins and streaks, and variety of colors till it is polished; it is said that the inhabitants of a certain township built their fences of the most beautiful verde antique marble for a century, before they discovered how handsome it would become when polished.—The most beautiful gems do not show what they are in their rough state.

So there are now, and there will be in the next generation, many engaged in the most common employments, and living in the roughest manner, both mentally and physically, who with a little opportunity to learn, and some access to books, might have made the greatest men in the country. Occasionally we hear of some of this class, who had spent the early part of life in laying brick; on the shoemaker's bench, or the tailor's board, by a fortunate concurrence of circumstances, led to cultivate their minds, though late in life. They have caught a spark from some other mind that has kindled an irrepressible desire to know, and this desire would not rest till it was satisfied.

What then do we propose, do you ask? We reply by stating what is done in some of the other states. Thus we find the following law in one state; "it is made the duty of the superintendent of common

schools, to hold at one convenient place in each county of the state in the months of September, October or November annually, schools or conventions of teachers, for the purpose of instructing in the best modes of governing and teaching our common schools, and to employ one suitable person to assist him at each of said schools; and the person or persons by him employed in assisting at said schools shall be allowed not exceeding three dollars per day for the time occupied in travelling to and from and attending said schools or conventions."

The report informs us that, "at each Institute the evenings were devoted to Lectures and Discussions on topics connected with the improvement of common schools and other means of popular education, intended to interest parents, children, and the community generally as well as the members of the Institute."

"If the teachers who have been connected with the different Institutes, will carry into their schools this winter the same genial spirit which they manifested when together, the same eager desire for knowledge, the same zeal for self-improvement and the elevation of their profession: if they will visit each other's schools, and meet together in society, town, county and state associations; if they will read the best books, and take at least one periodical devoted to education—then will the schools of the State receive an impulse in the right direction of the most powerful character, and the teachers will find their highest earthly reward in the contemplation of the ever extending results of their labors." These are the remarks of the Superintendent at the close

of the year. Then he gives us an account of the proceedings of these conventions, with the exercises: of which we will copy a specimen.

They began with an address by the Superintendent. The next morning "the members of the convention assembled at the court room, for the purpose of discussions and exercises in the best mode of teaching the branches of education usually studied in the common schools."

Then one of the teachers remarked upon some different modes of imparting instruction, calculated to excite the pupil to exercise his own mind—and the importance of classification and regularity in all the duties of the school-room. The subject of arithmetic was then presented, and a variety, of exercises were introduced, intended to test the qualifications of teachers in numeration, and notation. In the afternoon they had an exercise in grammar; the subject was discussed with much zeal by both gentlemen and ladies.—Next the subject of geography was called up and some methods were presented for teaching this subject to even small children, by means of outline maps and the drawing of maps.

The Committee on Resolutions then reported the following.

1. *Resolved*, That no agent or publisher be permitted to bring into the room occupied by the Convention, for purpose of distribution or posting, any book, map, chart or circular.

2. *Resolved*, That it shall be deemed out of order for any speaker to present the merits of any particular book; and that it shall be the duty of all members to call such speaker to order.

Another hour was then occupied on the subject of grammar, with

much animated and instructive discussion.

The next session was spent in exercises in Arithmetic, Grammar, and Orthography, and singing at the close of each exercise.

At a subsequent day, the following resolutions were adopted.

1. *Resolved*, That as irregularity in attendance is one of the greatest difficulties with which the teacher has to contend, it is the duty of all parents, whose children attend school, to see that they are regular in their attendance and punctual to the hour for commencing the exercises of the school.

2. *Resolved*, That it is the duty of teachers to exert their influence for the promotion of common school education, and to exert such influence upon the minds of parents and guardians, as shall induce them to enter with cheerfulness and zeal into the assistance of their teachers, in elevating the character and condition of our schools.

3. *Resolved*, That the operations of the State Normal School, so far as we understand them, have our entire approbation; and we bespeak for that institution, the hearty co-operation of parents, school-committees, and citizens of the state generally; believing as we do, that it will have a tendency to elevate the standard of common schools, and thereby secure to the youth of our land an invaluable blessing—a thorough, practical education.

A good degree of interest was excited by the exercises of the convention, as was evinced by the large and constantly increasing number of spectators, and which, at the last, crowded the court room almost to suffocation.

We are fully convinced, says the Superintendent, that the exercises of the week will make a lasting impression upon the teachers present, and that our common schools will reap a rich reward.

We have thus given only specimens from the report, and in some cases have abbreviated its language; and it seems to us that something of the same kind is exactly what we need in our State

for the improvement of our teachers and schools. They would learn more, by attending one of these institutes, about the best mode of governing and teaching, than they ever knew before; and more than they could learn in a long time by reading in books on the subject.

Mind would sharpen mind; a stimulus would be given; a zeal and an interest would be created; an impulse would be given that would last a long time. Let teachers themselves speak out on this subject; let it be brought up and discussed.

Keep talking about it till something is done. We are persuaded that there is no object now before the public mind upon which funds may be spent more profitably than in this way. DIDASCALOS.

GLOBES APPRECIATED.

It is pleasant to observe that artificial globes begin to be appreciated in this country. Hitherto they have been much neglected, even by those who take a deep interest in education. In Europe the fact has been the reverse, especially on the Continent. There is scarcely a respectable family of literary or scientific taste, in France, Prussia, Bavaria and Saxony, without at least a terrestrial globe, which is considered necessary, in order to read even the daily journals intelligently. In the same countries there is scarcely a school at all without a pair. No sooner has a German or French child learned the definitions in his geography, than his young mind is exercised on the artificial globe, so that the relative distances of places may be indelibly impressed on his memory. In recent years, England has gradually, though too slowly, been

introducing the same plan. Our turn has come at last; and when we begin we do things in earnest. It is quite a favorite habit in the North to sneer at Southerners for their alleged neglect of education; yet there are few unprejudiced persons, who visit the wealthy classes in both sections of the country, who will not admit that, generally speaking, southern gentlemen have much better private libraries than the same class in the North. Dr. Mackey said, in a recent lecture at Edinburgh, that he saw more artificial globes in private residences in the slave States, than among the same number of population in the North, adding that northerners had taken the hint, and were now introducing globes into common schools. This is true, and it is an example worth imitating. The few that were used here in former years, were imported from England or France. Now they are manufactured on an extensive scale at home, by Moore & Nims, of Troy, N. Y., whose Franklin Globes, have elicited the highest praise from our most respectable journals. Their sixteen inch bronze pedestal stand pairs are models in elegance, beauty of finish and accuracy, and have been pronounced by the best judges, as at least equal to any specimens ever imported, either from Paris or London. These give the other small lines of temperature, the deep sea soundings, the new discoveries by Barth, Livingstone and others, in Africa, the recent divisions and boundaries in Central America, Australia and the Arctic Regions. In a word, they are engraved up to the present time. We had intended to give our views, in brief, of the great practical value of some of the various problems in

astronomy, as well as geography, which can be performed with little trouble on the globes, by any person of ordinary intelligence; we will, however, make some future observations on the whole subject, which may not be uninteresting to our readers.—*Richmond Whig*.

The reputation of the Franklin Globes has already outrun the necessity for description. The manufacturers have recently added to their list, a splendid thirty inch Terrestrial Globe, the largest ever made in this country.

The Franklin Globe Manual is designed to facilitate the study of the Globes, and includes a description of the various terrestrial and celestial phenomena, problems on the Globes, elements of astronomy, the planets and laws of planetary motion. We are convinced that the study of geography, with the use of the globe under a judicious teacher, would be greatly simplified, and instead of general notions, the pupil would obtain accurate knowledge.

The illustrative designs in this work are finely conceived and well executed. We beg leave, here, to make a suggestion to teachers and school officers. A pair of ten inch globes will cost \$22. The Terrestrial Globe can be had for \$11. The cost of a common school geography is about \$1. Let twenty-two scholars (or their parents for them) pay \$1 each, and procure a pair of globes, or half a dollar each for the terrestrial, and let the teacher, if not already read up in the uses of the globes, review this manual carefully, and we will venture that three months experience will satisfy the most ineredulous of the value of our suggestion.—*New York Teacher*.

Resident Editor's Department.

STATISTICS.—At the annual meeting of the State Educational Association in 1858, it was determined to appoint several 'standing committees,' and among them one on 'Educational Statistics.' This committee is required to collect and report to the Association all the information that can be obtained, in regard to the number, character and condition of schools of all grades except Common Schools; and to prepare statistics for publication.

This committee made no formal report to the Association, at its last meeting, because the information obtained during the year was not sufficient to furnish even an approximate statement of the educational condition of the State. Much labor was required to obtain full reports from less than one third of the schools known to be in operation, and there are doubtless very many schools in the state entirely unknown to this committee.

The committee now consists of, Rev. Neill McKay, *Summerville*. Rev. C. H. Wiley, *Greensboro*. Thos. Marshall, *Wilson*. Rev. Wm. Gerhard, *Concord*. J. H. Mills, *Oxford*: and to enable these gentlemen to furnish a full report, and thus let us know what progress we have made, we hope all teachers, school officers, and others will send them whatever information they can obtain, in regard to the schools around them.

If the *County Chairmen* will endeavor to make themselves fully acquainted with the condition of all the private schools, Academies &c., in their respective counties, and send separate reports, in regard to them, to the General Superintendent with their regular

annual reports of Common Schools, the object aimed at can easily be attained. Will the chairmen think of this, as the time approaches for making reports?

While statistical reports may be uninteresting to the general reader, yet they are invaluable to him who would make himself acquainted with our actual condition, or the progress we are making, as a State, in education, agriculture, or anything else. And these statistics should be preserved in a form that will be convenient for reference, whenever we wish for information on a particular subject.

It has been proposed to devote a few pages of each number of the Journal to the publication of such statistics as we can obtain; and while we desire especially to present, and keep before our readers, the educational condition of the State, yet we would not exclude from this department any thing that it might be desirable to preserve in such a form.

We mention this subject for the purpose of ascertaining the wishes of the friends of the Journal, so far as they may choose to communicate them; and that all who wish to see such a department introduced may send us whatever statistical information they can secure. We will not begin unless we have some assurance of the co-operation of those to whom we must look for accurate information, on the various subjects to which this department would relate. Shall we attempt it? Would it add to the value and interest of the Journal?

LINCOLN COUNTY.—Since the July No. was issued, the Chairman of Lin-

coln County has ordered 35 copies of the Journal, for the 35 Districts of his County. What County will come next? Call the Boards together and lay the matter before them.

ANSWERS to "Historical Questions," in July No.

St. Augustine is older by 40 years than, any other town in the U. S.

Damascus is the oldest city now in existence.—

For an answer to the *other*, we would respectfully call upon the *author* of the question, or some one else. * * *

QUESTIONS.—A correspondent sends the following Questions, which we intended for the July No. but having our time and attention so much occupied in preparing the minutes of the Association for publication we overlooked them:

Suppose the weight of a bar of silver, in one scale to be 10oz. and in the other scale 12oz., required the true weight of the bar?

A and B are on opposite sides of a circular field 268 paces about; they begin to go round it, both the same way, at the same instant of time; A goes 22 rods in 2 minutes, and B 34 rods in 3 minutes: How many times will they go round the field, before the swifter overtakes the slower?

A and B together can build a boat in 20 days; with the assistance of C they can do it in 12: In what time would C do it by himself?

The friend who sent us the Arithmetical solution of the "Land Question," in June, will please excuse us for its non-appearance. The large numbers are written so closely, in some parts of it, that we cannot hope to have

it correctly printed, unless we could find time to examine carefully and copy the whole of it.

REQUESTS —We call the attention of our readers to the following "requests" which we unintentionally neglected to publish in the last No. of the Journal:

"Will the members of the Educational Association who are teachers send me a list of the text books used by them with a brief statement of their merits, in order that I may obtain, very soon, the information contemplated in the resolution, passed by the late Educational Association? I append the resolution that all may see what is the information desired.

WHEREAS, Much diversity exists in the text books now used in schools of every grade in North-Carolina, both male and female; and whereas, much inconvenience, expense and detriment to the cause of education result from such diversity; and whereas it is very desirable to remedy these evils and to introduce uniformity in the text books in use in all the departments of North-Carolina Schools; therefore,

Resolved. That the President appoint a committee of three, to whom this whole object shall be referred.

It shall be the duty of this committee to correspond with the educators of the State soliciting a frank expression of opinion relative to this subject, to ask from all a list of the text books used in each department of their schools, and a brief statement of the merits they are considered to possess, and further, it shall be their duty to correspond with the educators of other States, and with the great publishing houses of the country, thereby procuring all the necessary details of the school publications tested by the experience of the former, and issued from the presses of the latter; and then after a careful and impartial examination of the force of the views advanced, and of the merits of the several publications submitted to their scrutiny—to report the result of their investigations to the next annual meeting of this Association, recommending such action as shall be best calculated to effect the design contemplated by this resolution."

May I request a like favor of those educators who are not members of the Association?

Will my editorial brethren, favorable to the reform contemplated, or as a matter of courtesy to myself oblige me by giving these "requests" an insertion in their journals? A like favor will be reciprocated at any time. Those who reply at an early date will doubly confer an obligation. Information, from any source, calculated to throw light upon the subject, or lessen the labors of the committee, will be thankfully received. Address me at Beaufort, North Carolina."

S. D. POOL.

Chairman of Committee.

WEBSTER'S DICTIONARY, UNABRIDGED, NEW PICTORIAL EDITION.—Springfield Mass. G. & C. Merriam.

We have just received, from the enterprising Publishers, through W. L. Pomeroy of Raleigh, an elegant copy of this New Edition of WEBSTER. And on comparing it with the edition of 1852, which has been our constant companion, ever since its publication, we notice the following new features:—Pictorial illustrations, Table of Synonyms, Peculiar use of words and terms in The Bible, Pronouncing table of Names of distinguished persons, Latin, French, Italian and Spanish phrases, Mottoes of the various States of the Union, Abbreviations explained, Meanings of many of the scripture proper names, and an Explanation of Arbitrary Signs.

The Pictorial illustrations, about 1500 in number, are intended to aid in understanding the definitions and, so far as many of them are concerned, are very valuable. They relate to Architecture, Natural history in all its branches, Mechanics, Geometry, Implements of War, Coats of Arms, Alphabet for Mutes, Geology, Heraldry, Mythology, Philosophical instruments, Navigation, and various other subjects,

in which terms are used that cannot be fully explained by the use of words alone. These illustrations are well executed, and form an entertaining and instructive part of this invaluable book.

"The Table of Synonyms, By Chauncey A. Goodrich," also constitutes a valuable addition. Those words which are similar in meaning are compared, in groups, and the peculiarities each pointed out, that all confusion may be avoided in their use. The Table contains many hundreds of those words in our language that are of most common occurrence.

But the most important feature of this edition is the Appendix, containing between 9,000 and 10,000 words not found in former editions. That so many words should be found in use, that are not to be met with, even in Webster's Large Dictionary, as we have been using it for years, seems almost incredible, but if we examine this Appendix of 80 pages, with more than 100 words on each page, we see that it is true.

Such being the case, what American scholar can afford to be without this great American book, adding as it does almost 10,000 words to his vocabulary? Former editions contain a "Pronouncing Vocabulary of Modern Geographical Names," which we find in the present to be very much enlarged and improved. Let all teachers of Geography notice this, for we know they are often at a loss to know how to pronounce the geographical names of foreign countries.

The "Pronouncing Vocabulary of Proper Names of Distinguished Individuals of Modern Times" is among the new features, and would be interesting if considered only as a list of individuals who are considered *distinguished*, without regard to the pronunciation of their names. But we con-

sider a *correct* pronouncing vocabulary. of names as a very valuable addition to a Dictionary, since few readers are sufficiently familiar with foreign names to be willing to dispense with such an aid. Without having seen the great rival of Webster, just published, we may safely say that, WEBSTER'S DICTIONARY, PICTORIAL EDITION, UNABRIDGED, is the most complete Dictionary of the English Language that we have ever seen, if it is not the best ever published.

In the completeness of its vocabulary of our language, and in the accuracy and fullness of its definitions, Webster's Dictionary stands pre-eminent; and in orthography it is followed by a majority of American writers, so far as our observation extends.

But whether we may choose to adopt this as the standard, in every thing, or not, yet no student can afford to be without it, whatever other Dictionaries he may have.

The mechanical execution of the present edition is decidedly superior, combining durability, neatness and taste, and showing that the Publishers have spared no labor or expense, in getting it out in a style worthy of the Book, and doing credit to themselves.

CAMPBELL'S AGRICULTURE.—A Manual of Scientific and Practical Agriculture, for the School and the Farm. By J. L. Campbell, A. M., Professor of Physical Science, Washington College, Va. Philadelphia: Lindsay & Blakiston.

We have received, from the author, a copy of the above new work, on an important subject. The field is one that has been entirely too much neglected in our Schools and Colleges, in fact no suitable text-book, on this subject, has hitherto been offered to encourage teachers to introduce the science where they had not the opportunity of teaching it by lectures, without the aid of a book. Besides supplying

this deficiency, this work is intended also for those already engaged in tilling the soil, who may feel that they need to improve in the Science of Agriculture.

The *Southern Planter*, Richmond, Va., says of it: "We can with great confidence recommend it, as eminently worthy of general circulation among farmers, as a concise, accurate and systematic treatise, calculated to impart the most valuable instruction, in respect to the science and practice of Agriculture; and reduced to such a form that it may be applied to the daily business of the farm. It is truly 'A Book for every Farmer and every Farmer's Son.'"

THE POWER OF RELIGION on the Mind, in retirement, affliction, and at the approach of Death; exemplified in the testimonies and experience of persons distinguished by their greatness, learning, or virtue. By Lindley Murray, Author of Eng. Grammar, &c. New York: S. S. & W. Wood.

The above work is published by order of the "Trustees of the residuary estate of Lindley Murray." He left a portion of his estate for benevolent purposes, and directed the distribution of this work as a part of his plans. Many thousands of copies have been distributed and the Trustees of the fund wish to extend its influence by introducing it into schools, to be used as a reading book. And while the estate is not sufficient to enable them to furnish it gratuitously, they offer it at 20 cts. per copy, while such books would ordinarily cost at least 75 cts.

The subject is illustrated by sketches of more than 80 eminent persons, among whom we mention, Job, Solomon, Stephen, Paul, Ignatius, Polycarp, &c. Let teachers, who would like to introduce such a book, send stamps to pay postage, and get a copy from the Publishers for examination.

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Our country is so extensive, and schools are so multiplied, and will be, I trust, more and more, that some medium is almost indispensable for reference and selection and supply, And the purposes of the American School Institute usefully reach the case in all its departments.

Very respectfully and truly yours, THEO. FRELINGHUYSEN.
New Brunswick, May 17, 1859.

Dr. Johnson's Philosophical Charts.

These Charts embrace, besides several original illustrations, all the essential diagrams and drawings contained in the popular and commonly used text-books upon this branch of education; *numbering about three hundred drawings*, illustrating clearly the principles of Natural Philosophy, as generally taught in Schools. They are accompanied by a Key, showing what each illustrates, and giving in brief, the essential explanation.

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