

books or memoranda, was required to rise and develop it in his own language, and in proper consecutive order, with constant and copious blackboard illustrations. Thus the topic assigned to a pupil might be "The Andes." He was required to sketch upon the board a complete map of that system of mountains, with all their important ramifications—the valleys, plateaux, and lakes they enclose, and the rivers flowing from them; to describe the height of all the different chains and principal peaks; to give the local names, latitude and longitude, altitude, climate and special characteristics of all the different points of the map. When all this has been done, the topography of the region in question is fixed in bold and indelible relief upon the mind of the pupil. In like manner the pupils in Physical Geography were required to illustrate and describe the ocean currents, the winds, volcanic and tidal action. Those in history, to draw maps of important historic regions and battle-fields. Those in Geology, to draw sections of strata and sketches of fossils. In Grammar, Crosby's novel method of written analysis was used. Witnessing one recitation in arithmetic would certainly excite in the most inveterate old fogey a supreme disgust at the aimless and worthless "ciphering" of our District Schools. In reading, the difference was, if possible, still more striking. In the elementary class the phonetic analysis of sounds was taught, accompanied by remarkably neat and tasteful phonetic printing of entire lessons upon the board. The result of this is, that normal graduates will understand the pronunciation of English words! The utmost deliberation, distinctness and volume of utterance was demanded. In the more advanced class the *graces* of elocution were taught, with a somewhat extended study of distinguished authors. In vocal music, all the pupils were required to thoroughly master the rules of musical notation by a drill as rigid as any other study, and the class singing was strong, harmonious, and spirited. A noteworthy feature was found in the general teaching exercises. Under Prof. Kellogg's direction the entire school performed astonishingly with rapid combinations of numbers; and Prof. Norton discussed and elucidated the important political and scientific news of the day."

A new, handsome, and commodious edifice has just been erected for this school, and a boarding-house of stone, large enough to accommodate fifty boarders.

KANSAS STATE AGRICULTURAL COLLEGE.

This is the only institution of learning I visited while in the State. As before stated, it is near Manhattan, and from its windows, and more especially from its lofty cupola, the view all around for miles is exceedingly beautiful and varied. The institution is in a flourishing condition. I witnessed the recitation of several classes; and if there were fewer novelties in the mode than are described above, the instruction was none the less thorough. I was both surprised and pleased at the readiness with which the students appeared to grasp the subject-matter of the lessons in hand.