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# THE

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**A Journal of Education.**

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# THE GREAT TEXT-BOOKS OF THE MIDDLE AGES.

BY B. A. HINSDALE.

No equal number of pages in Mr. Bass Mullinger's valuable work, "The Schools of Charles the Great," throw more light on the educational condition of Western Europe when Alcuin, in 782, left his beloved York behind him, crossed the Channel, and took charge of the school founded in the palace of Charlemagne than those in which he describes the text-books then in current use. We propose to sketch these books, drawing upon Mullinger and other writers for our material.

Boethius, the author of the "Consolations of Philosophy," the Neo-Platonist, the Catholic saint, the martyr to the fears and cruelties of Theoderic the Goth, sometimes styled the last Ancient and the last Senator, called by Gibbon "the last of the Romans whom Cato or Tully could have acknowledged for their countryman," was a voluminous writer, and the author of the best and most widely used of these books. The Senator wrote on the profoundest theological and philosophical themes; but for the benefit of his Latin readers, "his genius," says Gibbon, "submitted to teach the first elements of the arts and sciences of Greece." "In his pages," says Mullinger, "are preserved that slight modicum of school learning which found its way into the education of the time. His adoption of the arithmetic of Nicomachus;

his treatise on Music; his translation, with some trifling addition, of the first four books of Euclid; and his version of portions of Aristotle's *Organon*, must be looked upon as forming the basis of the highest education then known. Much the most important part of his partial translation of the *Organon*, however, soon disappeared, and was not recovered for four centuries, so that *De Interpretatione* accordingly alone remained, and this, together with the translation of the *Isagoge* of Porphyry by Boethius, and some of Boethius's own logical treatises, must be considered to have made up the sum of the Aristotelian logic known to the age of Alcuin." Of Aristotle's ethical, metaphysical, and scientific treatises that age was wholly ignorant.

Boethius's Arithmetic was but an adaptation of that of Nicomachus, of Gerasa, in Arabia, the Neo-Pythagorean. According to Uberweg, this philosopher had views as to the powers of numbers similar to those entertained by his great master. Numbers existed before the foundation of the world in the mind of the Creator, and constituted an archetype in conformity with which he ordained things. The mystical meaning of one, for example, was God, reason, the principle of form and goodness; and of two, the principle of inequality and change, of matter and evil. Naturally the Arithmetic of Nicomachus, as it left the hands of its illustrious editor, was something very different from the practical business instrument and disciplinary science that passes among ourselves under the same name.

A smattering of arithmetical mysticism and a treatise on music that was probably as little practical, a trifle of Aristotle and Porphyry, with some independent logical treatises, was the total of Boethius's contribution to educational literature; and yet Uberweg tells us that he became the most influential medium for the transmission of Greek philosophy to the Occident during the first centuries of the middle ages.

In these works Boethius appears in no sense as an original writer. His purpose, says the author just quoted, was purely didactic, his plan being simply to hand down in a form as readily intelligible as possible the investigations of earlier philosophers. And yet, Mr. Hallam says, the downfall of learning and eloquence after the death of Boethius in 524 was inconceivably rapid.

Cassiodorus was a contemporary of Boethius, and like him a minister of Theodoric the Goth. His contribution to educational literature is the *De Artibus et desciplinis liberabilium litterarum.* The accounts given of this treatise by different authorities do not agree in all particulars, but they fully justify Mullinger's characterization: "a singularly meager production." Hallam says the arithmetic is but two folio pages and consists of definitions, mingled with the mystical powers of numbers, but not one of the common rules; the geometry is also compressed into two pages—some definitions and axioms, but nothing further; the logic, more in quantity—16 folio pages—and better in quality; but both the Grammar and Rhetoric are very short and trifling. Not a spark of originality relieves this small and barren treatise.

Isidore of Seville, a Spanish bishop of the next century, was reputed the most learned man of his time. He stood high among the Church doctors, and so competent an authority as Alcuin calls him the eye of Spain (*Lumen Hispaniæ*). According to Mullinger, his *Originum Seu Etymologiarum Libri* was "perhaps the most popular of all compendiums of school knowledge at this time"; "but we can have no more convincing proof of the darkness that reigned in the kingdom of the Visigoths, notwithstanding the immunity that Spain enjoyed from political commotion, than the fact that the *Origines* of Isidorus represents its maximum of light. The work is a kind of encyclopedia, in 20 books, of such information as still survived in connection with every subject, whether literature, science, or religion. In astronomy his attainments enabled him to state that the sun was bigger than either the moon or the earth; but he appears to have known but little more, and the illustration may serve to show the extreme vagueness of his scientific knowledge. In logic he would seem to have derived his information almost entirely from Cassiodorous, much as Cassiodorous had derived his from Boethius." Prof. Laurie supposes that the 20 books were the first cyclopedia, and adds, "the first book treats of the seven liberal arts; the second is devoted to rhetoric and the third to arithmetic. The remaining books take a wide and encyclopaedic range, and embrace medicine, geography, Biblical criticism, church history, laws, language, and a Latin lexicon, a treatise on man, on natural phenomena, agriculture, mineralogy, etc. They constitute a valuable record of the state of knowledge at the beginning of the Seventh Century." This is Mr. Hallam's characterization: "Boethius's contemporary Cassiodorus, Isidore of Seville, and Martianus Capella the earliest, but the worst of the three, by very indifferent compilations, and that encyclopaedic method which Heeren observes to be a usual concomitant of declaiming literature, superseded the use of the great ancient writers, with whom, indeed, in the opinion of Meiners, they were themselves acquainted only through similar productions of the fourth and fifth centuries. Isidore speaks of the rhetorical works of Cicero and Quintilian as too diffuse to be used. The authorities upon which they founded their scanty course of grammar, logic, and rhetoric were chiefly obscure writers, no longer extant. But themselves became the oracles of the succeeding period, wherein the *trivium* and *quadrivium*, a course of seven sciences introduced in the sixth century, were taught from these jejune treatises."

Probably Capella was "the worst of the three," but in some respects he is the most interesting; the most amusing, certainly. While the others are as tedious as they are meagre, not relieving their pages by a single spark of originality or touch of imagination, he does give us something original and interesting, even if fanciful, absurd, and worthless. His *Satiricon*, commonly called *Nuptiae* from the name of the first two books, consists of eight books and fills 312 12-mo pages. We quote one of Mr. Mullinger's longer paragraphs:

"There was yet another text-book which, notwithstanding the completeness of the library at York, does not occur in Alcuin's enumeration; nor can we regard the omission as accidental, for the book was one which there is good reason for supposing he would never have placed in the hands of his pupils. Among the most popular writers of the fifth century, was Martianus Capella, a native of Carthage, and a teacher of rhetoric in the schools of that city at a time when their reputation was at its highest. Martianus was fully acquainted with the Christian tenets, but, unlike his fellow professors, Arnobius and Orosius, he appears to have inclined to an eclecticism borrowed from the yet more famous schools of Alexandria, of that kind with which the the names of Philo Judaeus, Clemens, and Origen are associated—the Platonic philosophy in attempted harmony with Christian doctrine. It was not to his philosophic teaching, however, that Martianus, was indebted for his wide-spread and enduring popularity. His lively African fancy had suggested to him the idea of embodying the course of the *trivium* and *quadrivium* in an allegorical dress; he is, in fact, a rival claimant with Augustine for the honor of having first invented that time-honored division of the sciences. The first two books of Martianus are, accordingly, entirely occupied with a fantastic story of the marriage of Mercury and Philologia, or, in more modern phrase, of science and eloquence. Jupiter, warned by the oracles, convenes a meeting of the gods, and demands the right of naturalization for one hitherto but a mortal virgin. Mercury then assigns to his bride seven virgins as her attendants, each of whom is in turn introduced at the marriage banquet, and descants on that particular branch of knowledge denoted by her name. The humor with which the allegory is relieved is broad, and occasionally coarse; but it hit the fancy of the age. In fact, although we may question the right of Martianus to be regarded as the inventor of the *trivium* and *quadrivium*, there is every probability that it was mainly owing to his fanciful conception that they were so faithfully preserved in the traditions of mediaeval education, while the idea is supposed to have suggested the allegory contained in a far better known treatise, the *De Consolatione* of Boethius. Wherever pious scruples did not prevent, the work became the favorite text-book of the schools; Gregory of Tours frankly admits, that whatever of the arts or sciences was to be known in his day was to be found in Martianus Capella; it was translated into German so early as the eleventh century; it is often cited by even so late and discerning a writer as John of Salisbury."

In strictly orthodox circles Capella was tabooed. This was not due to his extravagance of invention or turgid style, which rather recommended his book to his contemporaries and successors, but to his speculative teachings and tendency. He followed the cosmological speculations of Plato's "Timaeus," so irreconcilable with Moses, so closely as to awaken the fears of Alcuin and the other defenders of the orthodox faith; and the book is not found in the libraries of some of the foremost monasteries of the time. Afterwards it became a classic.

One of Capella's speculations is of peculiar interest. He states tha Mercury and Venus revolve around the sun, and not around the earth; and this hint is supposed to have ripened, in the mind of Copernicus, into the heliocentric astronomy.

Capella is an interesting character for another reason. He disputes with St. Augustine the claim to having invented the division of the sciences in the *trivium*—grammar, logic, and rhetoric, and the *quadrivium*—music, arithmetic, geometry, and astronomy; the division celebrated in the mnemonic lines:

GRAM. loquitur; DIA. vera docet; RHET. verba calorat;
MUS. canit; AR. numerat; GEO. ponderat; AST. colet astra.

The causes of the invention of this division and of its universal acceptance; the highflown eulogies that it received; and the character and extent of its influence upon the history of education, are to the philosopher and the historian of human thought interesting and important topics. These studies are the seven liberal arts; and we have a further test of the mental status of Cassiodorous in his calling them "the seven pillars of wisdom, and the seven steps by which one may arise to perfect science."

There are still other facts that lend interest to the name of Capella. He was the first of the text-book writers, and his allegorical model was borrowed by Boethius in the "Consolations of Philosophy."

These books were not used so much as text-books in schools as authorities or cyclopaedias. They have for educators and scholars of our time far more than an antiquarian interest. They tell us what kind of tools middle age students were compelled to use; they are excellent examples of the way in which the writers of that time, as Whately puts it, went on threshing over and over the same old straw; they illustrate the intellectual poverty of the middle ages, and yet their influence was projected far forward into times blessed with much more abundant stores of knowledge. In Mr. Mullinger's words: "As text-books of instruction, it is true, Martianus, Boethius, Cassiodorus, and Isodorus have, for the last six centuries, been altogether discarded, but their influence has lasted to the present day, and the critic and historian who should affect to consider the theories shadowed forth in these writers, and the speculative or conservative tendencies respectively discernible, as unworthy of serious discussion, would scarcely be wiser than the naturalist who should think it trivial to regard the scarcely perceptible differences that sometimes distinguish the seed of a poisonous or useless plant from that of one eminently serviceable to man."

Perhaps it is superflous to add that all the evidence in our possession bearing on the subject confirms the conclusion as to education in the Middle Ages drawn from the great text-books. Alcuin was one of the foremost scholars, and perhaps the foremost teacher of his time; but the accounts of his work that have come down to us show that he was wholly destitute of originality, and that his instruction was meagre and barren, and often puerile besides. Mullinger says his treatment of the subjects of the *quadrivium* was a mere echo of the encyclopaedias, with a larger infusion of superstitious mysticism. In Arithmetic, he attributed mysterious powers to the numbers 3 and 6, holding that they contained the "keys of nature." "In Astronomy, fancy or arbitrary hypothesis supplied the place of observation; while the ray of light that flashed from the page of Capella upon the dark system of Ptolemy appears never even to have arrested his attention. In the month of July, 797, the planet Mars disappeared from the heavens, and was not again visible until the following July. Charles, whose interest in astronomical questions was singularly active, enquired of Alcuin the cause of this particular phenomenon, and was met by the facetious reply that the sun had detained the planet in its course, but had at last again released it through fear of the Nimean lion."

The planet had reappeared in the constellation Leo!

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Without civic and political education the sovereign people is a child playing with fire at the risk every moment of burning down the house.—*Pestalozzi.*

# BOOKS ON GEOGRAPHY.

## FOR WORKING LIBRARIES.

BY F. TREUDLEY.

While not attempting anything complete, as a volume would be required to indicate, by title merely, available material, I may say that valuable lists may be found in Prof. Alexander Frye's the *Child and Nature*, and in a recent book prepared by Charles C. King, of Boston, Mass.,—both being teachers who have made in their books and personal efforts valuable contributions toward effective teaching in this line.

Among the books I would recommend as desirable are several series of Geographical Readers published or imported by the Boston School Supply Co., 15 Bromfield St. Among these are Phillip's, Baker's, Blackwood's, Chamber's Glimpses of the Globe, Longman's, Royal, "World at Home," etc. Of these I can bear special testimony to Phillip's, and Prof. Sawin, in his excellent list of books previously mentioned, characterizes the "World at Home" series as being delightful. These books are graded as ordinary readers, and are highly illustrated. Their cost ranges from 25 cents to 75 cents apiece. I think very highly of Miss Hall's "Our World," also of Scribner's Geographical Reader, also of Johonnot's Geographical Reader. For such libraries I favor placing elementary books of other series, as Barnes', Harpers', Eclectic, etc. Messrs. Longman, Green & Co. announce the publication of a two-book series upon this subject, designed to reflect the latest and most advanced features of teaching in this direction, in England, and on the continent. If, as it is said, teaching in this department has been greatly advanced in recent years, these books may present valuable suggestions.

For the teacher's own desk, there are many very valuable aids. Especially does he want works on physical geography. The books of Ritter have vastly augmented the effective teaching of geography. Whatever opens the eye of the teacher to the fact that geography is a science rather than an aggregation of particulars, puts him on the right track.

In connection with such geographies as Montieth's, Maury's, Guyot's, Appleton's, etc., and the very recent but most excellent book published by Van Antwerp, Bragg & Co., a teacher will do extremely well to read Shaler's First Book in Geology. So close is the connection between cause and effect, and so much more interesting does the study and teaching of geography become by the endeavor to find in the local community the essential conditions of the world's life, that it seems as though it were impossible to lay too much stress upon lines of study leading in this direction. If each community or county could have a text-book properly constructed upon its own local physical peculiarities, indicating its conditions of drainage, soil, underlying formations, adaptations, growth, etc., and this were effectively taught, the substance of geographical conditions would be permanently at command.

Working libraries should embrace books of method as well as text-books, etc. A book prepared by the late Miss Lucretia Crocker, one of the supervisors of the Boston Schools, is an excellent little manual, while from the suggestive mind of Colonel Parker a helpful aid may be expected in his How to Study Geography. As a book for reference Fisher's Essentials of Geography is invaluable. Aside from these books the most effective help in geographical teaching must come from books of travel. We want to gain real insight into conditions of things. This is well illustrated in the following extract from a letter of Thomas Arnold to a pupil of his in Van Diemen's land: "Every tree, plant, stone, and living thing is strange to us in Europe, and capable of affording us an interest. Will you describe the general aspect of the country around Hobart's Town? To this day I could never meet with a description of the common face of the country about New York or Boston, or Philadelphia, and therefore I have no distinct ideas about it. Is your country plain or undulating, your valleys deep or shallow, curving or with steep sides and flat bottoms?

"Are your fields large or small, parted by hedges or stone walls, with single trees about them, or patches of wood here and there? Are there many scattered houses, and what are they built of,—brick, wood or stone? And what are the hills and streams like,—ridges or with waving summits,—with plain sides, or indented with combes; full of springs or dry; and what is their geology? I can better fancy the actors when I have got a lively notion of the scene on which they are acting."

The solid purposes of Geography are more completely met, however, by a thorough reading of such books as reflect the keen eye of a trained observer, than by any other way. The trouble is that all travelers are not capable both of seeing and telling. In connection with travel, we want the personality of the writer made manifest. When keen insight and sensibility to everything, however slight, is combined with a brilliant literary style, we have such a masterpiece as *Eothen*, by Kinglake. But books like Eothen are of rare appearance in the world of travel, nor very often do we find such books as Howell's Venetian Life.

These books, however, are too difficult for pupils in the grammar grades. But we have multitudes of others adapted to our work, and capable of yielding great profit. Aside from books of travel, reference may be made to a class of books of less value because not being the record of personal experience, yet valuable by reason of the fact that they are written by persons in full sympathy with childhood. I mention two books by Jane Andrews, of blessed memory—The Seven Little Sisters, and its continuation, The Seven Little Sisters Prove their Sisterhood. I mention, also, such books as Our World by the Fireside, a book of perennial interest for children; Little Lucy's Wonderful Globe, by that great writer for children, Miss Yonge; and Aunt Martha's Corner Cupboard. Cassell publishes two very interesting sets of books entitled World in Pictures and Wonderland Library. These two sets, numbering some ten volumes, cover very much of the old world scenery and people, and are very handsomely illustrated.

Books of real travel, as was remarked, and which are of most value, are not, I think, as a rule, so written that children can thoroughly appreciate them. The more valuable, the narrower the range of sale. But to supply this deficiency, such men as Knox, Butterworth, Scudder, Abbot and Hale have arisen to perform a real and lasting service. The original Rollo books, together with various continuations under the same general title, are recognized as always in order. Knox's Boy Travelers are remarkable for the interest they impart to the countries through which their heroes travel. Essentially of the same character are Butterworth's Zig Zag Journeys, Scudder's The Bodley Books and The Three Vassar Girls Abroad. The only objection that I know of which may be urged against them is that the beauty of illustration and highly interesting way in which they are written tend to make less interesting, perhaps, works of greater worth and of real power, the personal record of real travelers. Still this is not, probably, a weighty objection as regards these. It is essential, however, that proper regard be paid to this point. Jules Verne and Oliver Optic, as well as Mayne Reid, are interesting writers for children. The trouble is they are too interesting. They are not healthful writers.

What Mr. Darwin Saw, Mrs. Brassey's In the Trades Tropics and Roaring Forties, Around the World in the Yacht Sunbeam, Sunshine and Storm in the East, any of Charles Dudley Warner's books of travel, Kennan's Tent Life in Siberia, Hornaday's Two Years in the Jungle, Tyndal's Hours of Exercise in the Alps, any of Prime's interesting volumes, Henry M. Field's books of travel, Dana's Two Years Before the Mast,. Bayard Taylor's Views Afoot, Du Chaillu's books, Agassiz's A Journey in Brazil, Baker's Albert Nyanza, and Stanley's Through the Dark Continent, may be regarded as valuable beyond all question. Miss Isabella Bird's Life in the Rocky Mountains and Unbeaten Paths in Japan, Humboldt's Travels in Equatorial Regions of America, Irving's The Alhambra, Hayes' Polar World and Schwatka's record of polar exploration, are of the same character. Mr. Sawin speaks very highly of De Amices's Holland, Morocco, Spain and Constantinople. Anything that A. J. C. Hare writes, whether on Rome, Paris, London, or Russia, may be safely purchased, though not for children.

For young people under 18, Mr. Sawin suggests Moulton's Random Rambles, Patch's Sunny Spain, Drake's Nooks and Corners of the New England Coast, Coffin's Our New Way Round the Globe, Ingersoll's Knocking Around the Rockies, Travels of Marco Polo.

Perhaps as much has now been said as is worth while, by way of enumeration of good books of travel and suggestions concerning the same. I am now reading Snider's Walks in Hellas. I mention the fact to say that no one can rise from the perusal of such a book without (1) gaining a far clearer and keener insight into Greek life, whether of to-day or yesterday, than in any other possible way; and (2), and what is of most importance, the light thrown upon Greek history by this vivid conception of the topography of Greece, enables one to understand somewhat how it was possible, in the isolated valleys of Greece, for the spirit of a real freedom to manifest itself, maintain itself, and give to the world its brightest fruits. How to invest geography with a sense of reality—how to put value into it by thoroughly connecting it with the life of man, is a great question, but one solved thoroughly, only by a true oversight and direction of youthful minds as respects reading in the direction named.

The recent advances in geography teaching have connected themselves almost wholly with the relationship existing (1) between geological forces and the formation of land, and (2) between land and water forms, with climate, etc., and the growth of civilization. The geography of the United States is of interest, but that interest is vastly quickened when we come to study the formation of valleys and coast plains, and mountain chains, the action of tides and ocean currents, of rivers and rains, of the decomposition of rocks and formation of soils, and the deposit of precious ores. The history of this country is vastly simplified by tracing carefully the relationship between the geographical forms and the efforts of man.

Geike, in his admirable books upon the Jews and in his life of Christ, does not fail to point out, as an essential element to that understanding, the peculiarities of Palestinian topography. John Fiske, in his brilliant papers upon the development of political ideas in England and their spread over the new world, does not fail to show how much the British Channel had to do with it, and the fact that the harbors of the New World and the gateways to her Great Valley were upon the eastern side. No writer on our Civil War fails to point out the fact that the pathways of battle were arranged by Providence in the construction of the physical framework of this country. Since Ritter pointed out the close relationship existing between the nations of Europe, their mutual action and reaction, the development afforded by these sharp conflicts perpetually recurring, and again by their mutually acquired advantages, occasioned as these are by that peculiar configuration of land which gives all parts access to the sea, access to each other, and yet contrives to maintain the independence of each, the historian scarcely attempts to write without giving these conditions full credit for the part they play. Prof. Huxley, in his Physiography, has done much to point out how land forms come into shape and the way of developing their teaching. But it is through books of travel carefully read, with the physical conditions of life carefully noted, that we shall arrive at a knowledge of geography that is truly real and refreshing, and at conceptions of history that do not need constant shifting and re-adjustment in order to get the truth.

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## MANUAL TRAINING IN THE PUBLIC SCHOOLS.

Report of a committee appointed by the North Eastern Ohio Teachers' Association, consisting of Superintendents H. M. Parker of Elyria, L.W. Day, of Cleveland, and E. A. Jones, of Massillon. The report was received by the Association and ordered to be printed in the MONTHLY.

This committee was appointed "to investigate and report concerning the desirability and feasibility of making Manual Training a part of the Public School Course of instruction and training."

Your Committee understand that the phrase "Manual Training" implies "training of the hand in the fundamental operations underlying all handicrafts." The objects are, primarily, educational. This training, however, has practical relations, as all ordinary intellectual training has.

Your committee report in favor of making "Manual Training" a part of the course of instruction in our *high schools*, and would assign the following reasons therefor :

(1). The mind gets its best insight into truth by means of a practical knowledge of *things*. The most successful business and professional men are those who have had most training in practical work, even though such training be not systematic.

(2). It stimulates the mind to greater activity, and thus aids in a more thorough intellectual development.

(3). It calls for comparison and the exercise of judgment, and stimulates the reasoning faculty.

(4). Its influence is beneficial upon the academic work in the high school.

(5). It tends to arouse the boys usually considered dull and to encourage them to greater effort. Also, this class of boys is kept longer in school.

(6). After such a course of training, boys can more wisely make choice of a calling and thus save time to themselves and to the world.

(7). It dignifies labor. The boy who engages in manual labor till he is weary, day after day, is apt to look upon the laborers in a different light from one who has never done such work.

(8). The School is to prepare boys and girls for intelligent citizenship by sending them out well and harmoniously trained for the active duties of life. Manual training, which is in reality mental training, tends to this end. The boy who has passed through a course of study of which manual training is a part makes not only a better draughtsman and artisan, but is more successful in any of the learned professions, or in any business calling, because he is a more thoroughly educated man than the one whose education did not include such training. Hence manual training comes within the scope of education, and should become a part of the course of study in our high schools.

### FEASIBILITY OR PRACTICABILITY.

The feasibility of making manual training a part of the course of study in our high schools depends upon the amount of money required for the first investment, and the annual amount required for instruction and for incidentals.

It is thought that the following estimate is not far from the truth:

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|---|---|
| A lot upon which to build.................................. | ——— |
| Building two stories high, large enough to accommodate 60 boys in the 1st year work, 40 in the 2nd year work, and 20 in 3rd year work, together with the cost of tools, benches, etc., for first year............. | $4,500. |

| | |
|---|---|
| Teacher in wood work | $ 800. |
| Teacher in drawing, (part time) | 500. |
| Incidentals | $100 to $200. |

| | |
|---|---|
| Investment for 2nd year at forge work | $ 250. |
| Instruction | 800. |
| Drawing | 200. |
| Investment the 3rd year for lathes and tools for machine shop work | 1,200. |
| Instruction, according to circumstances:— | |
| Whole time | $ 800. |
| Part time, if employed elsewhere | 400. |

RECAPITULATION.

| | |
|---|---|
| Building | $2,500. |
| Equipment for 1st year | 2,000. |
| " " " 2nd " | 250. |
| " " " 3rd " | 1,200. |
| | $5,950. |

Add to this the cost of lot.

| | |
|---|---|
| Instruction and drawing 1st year | $1,300. |
| " " " " 2nd " | 1,000. |
| " " " " 3rd " | $500 to $900, |

according to whether a teacher is employed for the whole or a part of the time.

After the school has been established long enough so that there are three classes, the annual expenditure would be from $2,800 to $3,500.

If boys are to have manual training, your Committee think that girls should be taught both sewing and cooking.

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## CORPORAL PUNISHMENT.

[From a circular prepared by SUPT. H. N. MERTZ, Steubenville, Ohio, for the teachers under his supervision.]

While I believe that generally a minimum of corporal punishment implies a maximum of efficiency on the part of a teacher—that the most inefficient teacher is the one most likely to resort to the rod,—that a sort of inverse ratio exists between good order and corporal punishment; yet the teacher needs that reserve power implied in the right to resort to corporal punishment when *all other resources fail.* But first be sure that your other resources have all failed to work the desired reform. Do not use the rod because it is the quickest or easiest way to "settle" with a refractory pupil, nor because you are stronger than the child, and the issue is not doubtful. When about to punish a child, stop long enough to ask yourself whether if the child were as strong as you, you could not devise some other and better way of correcting him. Do you ever ask, "Why do I punish a child, anyhow? Is it because he has provoked me to anger? Do I do it as a matter of revenge? or through indignation? or do I do it solely through a feeling of interest in his welfare, or the welfare of the school, and because it is the best possible thing to do?" Analyze your motives carefully and honestly. If you whip to reform, why should you not wait a few hours, to allow all personal feeling to subside? Then you may be able to act wholly in the interest of the child and the school. This you cannot do while angry. While thus waiting to "cool off," consider whether you cannot hit upon something better adapted for his reformation than a whipping. Let me suggest some rules for your guidance in this matter.

1. Never punish a child till at least three hours after he has committed the offence.

2. Never strike a child over the head with anything.

3. Never shake a child, *never*, NEVER, NEVER.

4. Never pinch a child, pull his ears, hair, or the like.

5. Never punish in the presence of the school, but always have the principal or some other teacher present. You may need his or her testimony in court or elsewhere.

6. Never use a heavy ruler or other instrument that could possibly do a permanent injury to the body of the child. A slender rod or a strap is the best instrument.

7. The whipping should be on the legs or body, or on the *palms* of the hands, if a strap is used, perhaps.

8. Before whipping a child convince him that he has done wrong and deserves to be whipped.

9. Never threaten that if any one does thus and thus you will whip him. Never threaten at all.

10. Before every case, read Horace Mann's chapter on "School Punishments," in Vol. I of his works, to be found in the School Library. Read it anyhow.

11. Fill out one of the corporal punishment blanks—to be had of your principal—as soon as possible after every case, and return it to the superintendent.

12. Make a private memorandum in your journal, of how despicable you feel after having whipped a child. If you don't feel worse than the child that has been whipped,—you are an exception; that's all.

I make one other suggestion, viz.; always see the parents before whipping a child, and get their consent. If they will not grant such consent, but prefer to have the child suspended, or will agree to punish at home if the offence is reported to them, why, refer the case to them. Thus you may save yourself much trouble, without detriment to your school.

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## NEVADA LETTER.

STATE UNIVERSITY, RENO, NEVADA,
NOVEMBER 21, 1888.

DEAR MONTHLY:—I believe you have no correspondent in Nevada, and I therefore write to inform you regarding school matters in this part of the Great Basin.

In the first place, it is noteworthy that the agricultural population of Nevada is steadily increasing. This insures settled life and permanent homes for our people. Nevada's soil is very rich, and her only lack now—an abundance of water—is being met by more skillful irrigation and by the successful storage in the rainy season of the needed fluid. Many people here say they prefer to irrigate their lands rather than take the risks of drouths, that sometimes come even in the east. With a permanent population assured, Nevada's future will be certainly prosperous; and after 15 months residence in Reno, I am prepared to state that in my judgment this is one of the best places to live that may be found anywhere.

Western people take great interest in education. Every community with a half dozen children is entitled to a public school in Nevada; and wages seldom fall below 60 dollars per month in this State. I now have on my table two applications for teachers, to be selected from students in the University. One board offers $75.00, the other $100.00, per month. If you know some first-class, wide-awake, and successful young men who hold Ohio State Certificates, send them hither and I'll do what I can to get them good schools. But no man who does not take educational journals and who is not an active member of teachers' associations is needed in Nevada. Only the best teachers can succeed among a people who are such rustlers as Nevadans.

Reno, Carson, Gold Hill, Virginia and some other cities and villages sustain good high schools in which the usual high school branches are taught.

All the schools of the State contribute to the support of the University, which is the only institution in Nevada devoted to higher instruction. Five schools have been organized and are in progress in the University, viz.: Business, Normal, Agriculture, Mines, and Liberal Arts. In one year, our enrollment has increased from thirty to more than one hundred. Last year we received $15,000 dollars from the United States, and $30,000 from the State. From this you will see that the University is on a secure financial foundation. Our Faculty consists of seven instructors, the last to take his place being 1st Lieutenant Arthur C. Ducat, of the 24th U. S. Infantry, detailed as our professor of military tactics. Besides myself, there is another Ohio man here, Prof. Walter Mc N. Miller, an alumnus of the Ohio State University. He is our professor of Natural Science, and is making a fine record on this coast.

The superintendent of schools for this (Washoe) county is the Rev. Wm. Lucas, formerly of Monroeville, Ohio. His successor will be David Allen, who hails from Lebanon, Warren Co. Mr. C. H. Groves, County Superintendent for Humboldt county, is a graduate of the Zanesville High School. Mr. Stephen S. Lingo is a Belmont county boy who has charge of the schools at Hawthorne, the county seat of Esmeralda County. You will see from the foregoing that Ohio is numerously represented in the school work of my adopted State. We have a State Board of Education and a State Superintendent of Public Instruction, indeed, all the machinery and officers necessary to the successful administration of a first-class school system. The present advanced condition of Nevada's schools is due largely to the effort and industry of the Hon. Charles S. Young, late State Superintendent of Public Instruction. He also comes from Ohio, and is an alumnus of her Wesleyan University.

Time is up, and I must give my *adios* to all Ohio friends who read the MONTHLY, my favorite educational magazine.

LEROY D. BROWN.

Happy the teachers who have to do with intelligences naturally curious! But especially happy are those who know how to excite curiosity and to keep it active. For this purpose we most skilfully appeal to the tastes of the child and favor them, yet without overtaxing them. Eagerness to utilize a taste may kill it.—*Compayre.*

# PRIMARY DEPARTMENT.

SPECIAL CONTRIBUTORS.

**Mrs. Carrie Newhall Lathrop,** Principal Cincinnati Normal School.

**Miss Ellen G. Reveley,** Principal Cleveland Normal School.

**Miss Marie Jacque,** Institute Instructor and Principal Dayton Ward School.

**Miss E. E. Taylor,** Institute Instructor and Supervisor of Primary Instruction Bellaire, Ohio.

**Miss Mary Sinclair,** Institute Instructor and Primary Teacher, Leetonia, Ohio.

**Mrs. Sarah C. Lake,** Principal Bowen School, Akron, Ohio.

**Miss Nellie Moore,** Institute Instructor and Principal Model Department, Defiance College, Defiance, Ohio.

## GENERAL EXERCISES FOR LITTLE PEOPLE.

This field is so broad and rich that every wide-awake teacher (and it is the duty of every teacher to be wide-awake) can easily find some new plan or device for every day. One thing leads to another—so much so that tact is required to keep to the starting point. Some things that have brought success in my personal experience, will, I think, bear repeating.

In the first place, a good beginning is necessary to a good day. In order to make a good beginning, every scholar is needed in his place, so that the school will not be disturbed, after the duties of the day are commenced, by one or more pupils coming in late. But how are we to secure this? There are always some laggards in the district, whose evil habit is more easily made than broken. One of the first objects of these general exercises is to secure punctuality; and if this were the only benefit derived from them we would be well paid. But this is not the only good, as we shall try to show farther on.

Make your morning exercises so interesting, that the child who is absent will feel that he has indeed missed something. Do not make the religious part of your exercises so dry that all will wish they were over; but read or have the children recite such portions of the Scriptures as they can understand, and do not sing dirges.

After the morning devotions, take say ten minutes for an object lesson; either some question you have asked the children to look up, or have some little surprise ready. It takes so little to please and arouse an interest, if you but know how to handle your subject. Don't force any one to take part, it makes the thing irksome; but let those who will, take the lead, while you guide their thoughts, keeping them from false impressions and from flitting about from one subject to another. At first, you may find but one or two willing to say any thing, but in a few days nearly all will be eager to tell what they know.

For the past week we have each morning taken two trees to find out whatever we could concerning them; and many facts worth knowing have been brought to our notice. Often a subject will come up during the day. For instance, our attention is called to a very pretty piece of ribbon a little girl has on. We all know it is silk. I say, "Shall I tell you what I know about the way silk is made, or would you rather find out for yourselves?" The answer invariably is, "Oh, let *us* find out!" And it does one good to see the eyes sparkle, the next morning, as they greet me with "I have something to tell."

This exercise sends me quite frequently to the encyclopedia, for I do not try to make the children think I know all these things as a matter of course. And here comes in the second good, to the teacher at least, if not to the pupils,—*more general knowledge.* And I might go farther and say that this influence does not stop with the school-room. A little circumstance which occurred last winter is an illustration of this.

In our Second Reader (Appleton's) is a lesson on "Food." The last verse reads "Salt, which is put into most of our food, is got from mines, or from salt-water wells." Naturally the question came up, "Are there any salt-mines in Ohio?" Next morning, several were ready with an answer. On the following Monday evening, among the questions in the question box of the Township Teachers' Reading Circle, was the question, "Are there any salt-mines in Ohio?" Knowing who had placed the question in the box, I inquired what caused him to put in that question, and was informed that the seven-year old of the family had asked the question, and to arouse an interest on the subject, he thought it worth bringing to the notice of the members of the circle.

The picture of a pair of scissors on the chart gave us steel for a ten-minute exercise. Many of the children had made lists of articles which they found out were made from steel, and surprised us by the number.

Another exercise that affords us much pleasure, besides causing a great amount of observation, was first begun by each child in the room choosing some trade or profession—one a tinner, another a carpenter, a dressmaker, a teacher, etc. One little boy chose the trade of a "church-member." I think I hear some-one say, "What child's play!" Maybe it is, but it secures interest and trains in observation, which we are taught by our pyschology is so necessary in education.

One evening, I said, "To-morrow morning we wish to know every workman that will help us to build a frame house." The next morning our workmen were all on hand. At such a time, the teacher's skill to control her pupils is tested, as all want to talk at once. Every thing should be done decently and in order.

"Ready." A little boy rises, "I am a carpenter; I will build your house."

Another, "Yes, but I am a stone mason, and you need a foundation."

Sure enough, don't begin your work without a foundation, and a good one at that. We found we needed woodmen, teamsters, lumbermen, plasterers, tinners, etc., to aid in our work. This house furnished us work for several days. Every day something new was found to be needed. At last, our house we thought quite complete,—the panels in the doors, the paper on the walls,—when a little boy, who was too timid to speak out before the others, came to me at recess, and informed me that we had no door-knobs nor hinges.

*Clifton, O.* ANNA M. TORRENCE.

## FIRST DAY IN SCHOOL.

The child of six years enters school with some knowledge gained at home, in the conversations at mother's knee, around the family table, with playmates, and from the building blocks and picture books which are so abundant in the nursery of to-day. All these are helps in the foundation upon which must be built the twelve years of public school work.

However careful and painstaking this home training has been, the primary teacher has a work to do, second to no other. Therefore, in this brief article and others that may follow, what may seem to those not engaged in this foundation work trifling details, will, by the primary teacher, be appreciated as all-important.

The first day at school is to the little six-year-old a revelation of a new world, hence the necessity that all preparations for the beginning of this new work shall be looked after minutely by the teacher.

Slates of uniform size are very desirable. Eight by twelve inches is a convenient size and all should be covered. A long pencil, sponge and slate-rag are indispensable. With these the child is equipped for his first work. Before allowing any work to be placed upon the slate it should be ruled lengthwise, spaces one-fourth of an inch wide. Amid the many duties of the first morning and perhaps the first day, the teacher will find it impossible to rule the forty or more slates. Better results will be obtained, and bad habits upon the part of pupils will be avoided if no slate lesson is given until all the slates are properly prepared. It is very easy for a child to form slovenly habits of work, hence the need of great care in starting. The first lesson with the slates cannot be much more than the teaching of how to take them out of the desks—requiring the entire class to do this together, placing the pencil on the desk, cleaning slates, position of pupils, holding of pencil properly, and the making of not more than one or two straight lines, using great care that each pupil place the pencil *on*, not above, the head line, and draw down *to*, not below, the base line. The teacher should give to this first work special supervision of the slate of each pupil, erasing and requiring repeated attempts when the work is not correctly and neatly done. To secure from every pupil his best efforts should be the constant aim.

Much depends upon the seating and arranging of the pupils, and in this we advise, as a general rule, the placing of the taller ones in the rear of the room, grading down according to size, towards the teacher's desk.

The work as outlined above, together with some general exercises, will well fill the hours of the first day. We shall be ready, on the coming morning, after a review of this day's lesson, to enter more fully into the work. SARAH C. LAKE.

## HOW WE TEACH READING.

### I.

Reading is the most important thing taught a child, as it is the key which unlocks the great storehouses of all knowledge. It is safe to say that if it is not taught properly in the beginning it never will be well learned. Is it then not worth all the thought and care we may expend on it to be able to use the very best means of teaching this most important subject to our little people? We should neglect no opportunity to obtain all the hints and suggestions possible from school journals, educational books, and conversation with teachers of larger experience and success than ourselves.

But there is nothing to be compared to the benefit derived from visiting schools. To see just how a teacher manages her class, and what means are used to gain and retain the interest of her little folks, is of much more practical value than many articles, however good. There are inspiration and enthusiasm to be gained in this way which it is impossible to transfer to the printed page. Young teachers, especially, may be greatly benefitted by visiting the best schools and observing narrowly that in which they feel themselves weakest.

That reading may be well taught, each first year school should be supplied with at least two sets of good charts and several sets of first readers, or primers, and boxes containing letters and words in print and script. Little children should see the words in different forms and in many sentences to become thoroughly familiar with them. We use Appleton's and Monroe's charts, McGuffey's Primer and Appleton's First Reader. We have twenty-five boxes, each of which contains at least five sets of the alphabet, and another box containing all the words already learned *written* on small pieces of card-board, new words being added as they are learned. The words *printed* on small pieces of card-board could be used to very good advantage, and we hope to have them soon. These letters and words furnish part of the children's busy work. Sometimes they build words with the letters and form sentences with the words. The sentences are sometimes written on the board to be copied; oftener each child composes its own. Suggestions are frequently made to use a certain word, perhaps the last one learned, or all learned in one day. One day one child selects all the "hats," another all the "hens," another all the words which contain h, etc. The children enjoy this very much and the words are more surely fixed in their minds.

When the little people are first introduced into the mysteries and fascinations of this wonderful art of reading, they begin with *words*. Our reason for this is truly Pestalozzian; it is the natural way—the word as a whole before analyzing it into its letters and sounds. When teaching words we do not confine ourselves strictly either to script or print; sometimes we use the printed form, at others script. It depends on the class and circumstances. After a few lessons the new word is always given first in script, but frequently the printed form too is learned in the same recitation. The use of script when first presenting a word has this advantage: we can present the word in a greater number of sentences on the board, as most of our charts and first readers do not have enough sentences containing the new word, and we can use as many on the board as may be necessary to make the children thoroughly familiar with the word. The new words of the last lesson are woven into the present one, and words which are particularly difficult are used more frequently. The new words are often written with colored crayon or underscored with some bright color. Care must be exercised in the use of colored crayon or our boards will present an over-gaudy appearance.

When a number of words have been taught, the sounds and names of the letters are gradually introduced, both being taught at the same time—and the children seem to have no more difficulty in learning both at once than either alone. They have the advantage of knowing the word before the letter and sounds are spoken of. We proceed slowly at first, making sure that each child is able to spell and analyze by sound each word before another is given.

This work at first is done in concert, thus encouraging and helping the timid ones and giving each an opportunity to try without any one noticing his mistake, should he make one. Much good may be done by concert recitation, but we must not carry it too far. We are never sure a child knows a lesson till we have heard it recite alone. While teaching the sounds we continue to teach some new words by sight; this seems to be necessary to keep up the interest. The children soon grow weary and inattentive if only the lessons which have been learned, and which they are sure they can read, are dwelt upon that they may spell and sound the words. We cannot now teach as many new words in a day, but enough are learned to keep up the interest. Quite frequently the first part of the recitation is spent in reading and the last part in spelling or phonetic drill. We begin with the words on Appleton's chart, though we do not confine ourselves strictly to them, nor teach them in the order in which they are there given. We can arrange a greater number of sentences by occasionally using a word not found on the chart, but which is as easily learned.

MARY SINCLAIR.

## PRIMARY ARITHMETIC FOR COUNTRY SCHOOLS.

### I.

We will commence with a class which has never learned to count.

Summon the little ones around your desk, you being equipped with marbles, pebbles, crab-apples or something equally familiar to the children.

Place an article—we'll say an apple, upon the desk, saying, "*One* apple," and requiring the class to repeat your words. Then place another beside it, saying, "One apple and one apple make *two* apples." Class repeat. Then add a third, etc., until you have reached ten. As you teach the *counting*, teach also to *read* and *make* the figures representing the numbers of which they are talking.

Teach all the combinations which make ten, and call the attention of the pupils to the fact that 9 and 1 are 10, and that 1 and 9 are also 10; and that if either of the two numbers be removed the other one remains.

You must spend much time upon the first ten numbers, if you wish to succeed well with the following ones.

Teach subtraction objectively, and require your pupils to prove their answers. Explain the signs +, — and =.

Give blackboard lessons like the following, so as to be sure that your pupils understand their work:

a. Seven and three are how many?
b. 2+6=?
c. Two plus six equals how many?
d. How many are two and six?
e. 6+2—4=?.
f. Seven minus 3, plus four=?
g. 8—6+2=?
h. 10=? Ans., 10 =9+1, 8+2, etc.

Teach counting, reading of numbers, addition, subtraction, and making of numbers as far as 100. Explain carrying by taking such numbers as 15 and 16, and say, "5 units+6 units make a ten and leave one unit to write in units column; and as 'birds of a feather flock together,' the ten must be placed with the other tens, thus making 3 tens to write in ten's column."

As a lesson is learned, require the pupils to compose lessons similar to those they have had. Ask each pupil to compose two or three examples or questions, and give them to you. Then write these questions on the board for the lesson. Probably each teacher would think of something new to add to these lessons to make a variety, which is just what gives "spice" to school work.

Do not allow your class to have arithmetics until they have made considerable progress in reasoning; it renders your pupils dependent if they flounder through long problems for the "answer" at the end.

Require the pupils to reproduce each new idea. What a pupil thoroughly understands he can himself do, and the best of all discipline for a pupil is teaching what has been taught him.

*Aurora, O.* ELEANOR PLUM.

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## NUMBER LESSON.

Report of a lesson given in Col. Parker's Summer School, by Miss Belle Thomas.

*Teacher*—Eighteen buds on my twig. How many pairs? What must I know, Ernest, before I can answer this question?

*Ernest*—How many twos in eighteen.

*Teacher*—Who will tell me that on the board?

*Pupil*—Do you mean in words?

*Teacher*—No; in figures and signs.

*Pupil*—I think I can.

*Teacher*—Come and try, then.

The pupil wrote $18 \div 2 = 9$, but the teacher wanted an expression that could be read, "Eighteen, divided by two, equals nine twos," so the little girl amplified her sentence thus: $18 \div 2 = 9$ 2's.

*Teacher*—I have 16 one-inch sticks. Tell me of some figure that you could make with them.

*Pupil*—I could make a square, four inches on each side.

*Teacher*—Let me see. That would take how many fours? (reflectively.)

*Pupil*—It would take four fours and that would be the whole 16.

*Teacher*—So it would. Well, something else.

*Pupil*—I could make an oblong eight inches long.

*Teacher*—How wide?

*Pupil*—Two inches wide.

*Teacher*—That would take how many sticks for the long sides?

*Pupil*—Two eights—sixteen.

*Teacher*—And how many for the short sides?

*Pupil*—Oh, I forgot them!

*Another Pupil*—I could make an oblong.

*Teacher*—How large?

*Pupil*—Six inches long by two wide.

*Teacher*—That would take for the long sides two sixes, twelve, and for the short sides two twos, four—yes, so you could.

Miss Thomas continued this exercise, allotting twelve imaginary sticks, from which the pupils constructed three imaginary one-inch squares, four imaginary triangles, one three-inch square, and two oblongs, all the while herself exercising the highest gift of a teacher, namely, to get down to the stature of the child, think his thought, and feel his feeling. She was one of the children as eager to be "sure to be right" as they, and arriving at their results by their methods.

The question, "How many triangles can I make with 15 sticks?" ended the lesson, which the thoughtful reader will appreciate as at least three in one. It was a lesson in number, one in form, and a strong one in the cultivation of that wonderful and all-important faculty whose neglect most distinguishes a drill school from a development school—the PICTURE-POWER.—*Institute.*

# NOTES AND QUERIES.

### CERTIFICATES WITHOUT EXAMINATION.

What are the provisions of the statute concerning the certificating of teachers without examination? The editor is requested to answer.

*

The only provision touching the matter, of which we have any knowledge, is that contained in Section 4073 as amended April 16, 1888, which authorizes the renewal, on certain specified conditions, of five-year certificates without examination. From this express provision for the renewal of this class of certificates and the absence of any provision for the renewal of others, it is a fair inference that the renewal without examination of any and all other certificates is unwarranted. This view was held and expressed by the late Commissioner, Dr. Tappan. The law, however, does not define the limits or prescribe the method of *examinations*. When candidates for certificates present themselves, who are well known to the examiners and who have passed satisfactory examinations on former occasions, we see nothing in law, equity, or common sense to prevent the examiners from limiting the *examination* mainly to inquiries calculated to satisfy themselves concerning the continued industry, zeal and success of the applicants, ignoring or passing lightly over matters about which they are already fully satisfied, even though all the prescribed conditions for holding a five-year certificate should not be present.—ED.

### IS TEACHING A PROFESSION?

DEAR MONTHLY:—Your remarks last month upon my answer to Query 3, on page 633, concerning institute instructors and teachers making direct application for employment, have set me thinking. I don't know that my thoughts are worthy of attention, but I send them, crude as they are.

The boot-black might claim his calling to be a profession, and aside from the greater pride he would take in his work, what would his claim avail, if the public failed to recognize it? So it seems to me there are two factors in the profession (?) of teaching, the teacher and the public. Can teaching be considered a profession if the public fail to recognize it as such? We all believe that it ought to be a profession. The physician treats bodily ills; the pastor cares for the souls of men; but the teacher's work embraces body, mind and soul,—so that if any vocation is worthy to be called a profession, it is surely that of the teacher. But do our claims make it so? Does even the justice of our claim make it a profession in fact?

I fully understand that if *we* sincerely believe in teaching as a profession, even if the public do not, it cannot fail to be of benefit to us as teachers. It raises our work above the bread-and-butter plane, and we are inspired to do better things.

If teaching is a profession, there is certainly "no more propriety" in a teacher applying for a school "than in a physician making direct application for a patient."

If we may judge of this question by the acts of both teachers and the public, we must answer the question at the head of this article in the negative. I would like to believe the affirmative, but, like doubting Thomas, I want tangible evidence.

As soon as there is a desirable position vacant, there is a rush of applicants; and the outcome is not always according to the theory of "the survival of the fittest." School officials, too, expect this. I heard not long ago a member of a board of education say that he would like to have retained Miss Y—— in their schools. She had served the public acceptably for several years, and had done faithful earnest work. The only reason she was not re-elected was that she didn't send in her application. This rush for position is humiliating to the true teacher.

Whatever we may *believe*, under present conditions we are compelled to *act* as though teaching were not a profession. I would like to see an article in the MONTHLY from some able writer on the question, How can the public be brought to recognize teaching as a profession—not believe it as a theory merely, but recognize and act upon it as a fact? What can we as teachers do to bring about such a result? W. D. DRAKE.

*Eagle Grove, Iowa.*

### THE TEACHER AS A CITIZEN.

I would like to see in the MONTHLY a discussion of the following subject: The teacher and his relations to politics. How is the teacher to carry himself when his board of education is continually changing politically? J. S. T.

Let him do his work as a teacher faithfully, discharge all his duties as a citizen, and learn to keep his mouth shut when there is no need for his speaking.—ED,

### TOWNSHIP ORGANIZATION AND SUPERVISION.

*Editor Monthly*:—Will you please to inform me by what course of procedure, if by any, the sub-districts in a township can be done away with and a board of education chosen which shall have entire control of the schools of the township?

Also, please to tell me by what right a township board hires a township superintendent. Very truly yours,

*Hiram, Ohio.* GEO. A. RAGAN.

Sections 3894-6 of the statute prescribe definitely the way of abolishing subdistricts in any township. The township board may, and on petition of one-third of the electors of the township must, submit the question at a regular township election. If a majority of the votes cast are in favor of the change, it becomes the duty of the board to select, by vote or lot, six persons to serve as a township board of education; and such board shall thereafter be governed by the provisions of the statute relating to village districts.

Section 4017 of the statute authorizes the board of education of *each district* to appoint a superintendent, teachers, janitors, etc. A township board of education has the same authority to appoint a superintendent that a city board has, and the same authority to appoint a superintendent that any board has to appoint a teacher.

### ATTORNEY GENERAL'S OPINION.

ATTORNEY GENERAL'S OFFICE,
Columbus, O. Dec. 8, 1888.

SAMUEL FINDLEY, ESQ.,
*Clerk City Board of Examiners,*
Akron, Ohio.

MY DEAR SIR :—Yours of the 4th inst. duly received, in which you submit the following question to me and ask my opinion thereon: "Does the concluding clause 'provided that after January 1, 1889, no person shall be employed .......who has not obtained........a certificate that he is qualified to teach physiology and hygiene,' apply to teachers of special branches, such as music, drawing, etc.?" Sec. 4074, Rev. Stat. as amended April 5, 1882, was repealed and the act of March 21, 1888, Ohio Laws, Vol. 85, p. 93, took its place (This is evidently the act to which you refer). Subsequently and at the same session of the General Assembly, to-wit, April 16, 1888, sec. 4074 was again amended. See Ohio Laws, Vol. 85, pp. 330, 333. But the language in both sections amending the original section 4074 is substantially the same, and makes "a certificate that a person is qualified to teach physiology and hygiene" a pre-requisite for teaching a *common school only*. A person therefore who teaches special branches or studies, such as French, music, drawing, painting, penmanship, German or gymnastics, is *not* required to have a certificate to teach physiology or hygiene. Very respectfully yours,

DAVID K. WATSON.
Attorney General.

We said in our last issue that the language of the statute seems to imply that special teachers must hold certificates of qualification to teach physiology and hygiene. Since that time we have asked and obtained the opinion of the Attorney General, as above. The conclusion reached may be correct, but we are unable to understand the ground upon which it is based. The language of the statute is, "no person shall be employed as a teacher in any common school," etc. The special teachers in question are employed in common schools and in no other.—ED.

### IS LIKE A PREPOSITION?

In the article last month, "Is 'like' a preposition?" this sentence is found: "We doubt if this decision is acceptable." Should not the word "that" be used instead of "if?" The quotation from the Bible to illustrate a use of "like" is not well taken. Instead of "Satan goeth about *like* a roaring lion," &c., the Scripture record reads "The devil *as* a roaring lion, walketh about," etc.

After all, is not "like" often used incorrectly for *as*. For example, "He did his work *like* he was directed." "As" certainly has the preference in this and similar cases.

*South Salem, O.* W. W. FINDLEY.

### KIND WORDS FROM IOWA.

Although not having a personal acquaintance with Hon. Eli Tappan, I was much pained to learn of his death. There are many of you in my old State whose names are an inspiration to those of us who are but novices yet in the teachers' profession. I take the liberty to say that you have been "building stronger than you knew." I trust those who are left may have long years of usefulness yet and a joyful entrance into the rest of the hereafter.

*Grand Junction, Iowa.* WILBUR H. BENDER.

### DISCOVERY OF FLORIDA, ETC.

I cannot accept the date given by your correspondent, in answer to my query, for the discovery of Florida. It is surprising that four others should all agree in giving a wrong answer, for wrong it certainly is. Juan Ponce de Leon started from Porto Rico in 1512, and discovered Florida on Easter Sunday, the 27th of March. But the year formerly began on the 25th of March (Lady-day). So he discovered Florida on the third day of the year 1513. Those who answered the query may profitably look the matter up.

Referring to the Olympic games again, I do not think it is correct to say that they occurred every fifth year. We might as well say that leap year comes every fifth year. A. B. CARMAN.

*Dillie's Bottom, Ohio.*

### ALGEBRA DEFINED.

Should some author be in need of a comprehensive definition of Algebra, send him this, which is taken from a recent examination paper:

"Algebra is a book of *Mathametics* of which in stead of figers letters are expressed."

Strangely, the author of this is good in algebra.

*West Richfield, O.* CHAS. M. KNIGHT.

### QUERIES ANSWERED.

Q. 1, p. 634. The jurisdiction of Ohio extends to the West Virginia shore and that of West Virginia to the Ohio shore.

*Salem Academy, Ohio.* W. W. FINDLEY.

According to a decision of the Supreme Court of Ohio, no laws, enacted by the Ohio Legislature, can be enforced beyond the *low water* mark on the Ohio side of the Ohio river. See O. Ag. Report for 1877, 2d Series, p. 19 of Appendix. U. G. GORDON.

*Barry, Ohio.*

As the Ohio River is free water, the entire river, as far as it extends between the two states, is the exact boundary. Thus, if a criminal were escaping from Ohio into West Virginia by crossing the river, and if an Ohio officer were to overtake him on the river within a step of the West Virginia shore, he could arrest the escaping criminal on an Ohio warrant. Likewise officers armed with West Virginia warrants could make arrests on the river near the Ohio shore.

*Carey, Ohio.* RICHARD F. BEAUSAY.

The exact boundary between Ohio and West Virginia is generally understood to be low water mark on the north or west bank of the river. In certain cases, however, the two states have concurrent criminal jurisdiction over the whole surface of the river. See the Constitution of Ohio as given in the "Ohio Statistics" for 1884.

A. B. CARMAN.

Q. 2, p. 634.—A good time piece is made to keep *uniform* and *mean* time; it must, in consequence of the varying velocities of the earth in its revolution, be, at times, *behind* the sun ["sun fast"] and at times ahead of the sun ["sun slow."] L. R. K.

*Macedonia, O.*

There are two causes which unite to produce irregularity in the apparent motion and position of the sun. The first, the eccentricity of the earth's orbit, second, the obliquity of the ecliptic. (See Maglott's Manual). By these conditions, sun time is caused, at certain periods of the year, to be in advance of clock time; at others, it is behind clock time. When sun time is in advance of clock time we speak of it as being "sun fast," when the reverse, "sun slow." Mean and apparent (sun) time coincide only four times in a year, April 15, June 15, Sept. 1, and Dec. 24. E. K. A.

To the same effect R. A. LEISY, T. E. QUAIL, A. W. BREYLEY and JENNIE C. BOWER.

Q. 3, p. 634.—All grammarians agree that when reference is made to one of a number of persons of both sexes the pronoun of the masculine gender should be used. I see no good reason for departing from this rule when speaking of teachers. A. H. M.

Ordinarily, to speak of a teacher, if *his* sex is unknown, as "she," "her," etc., is considered ungrammatical, but "Circumstances alter cases." Were the customs and usages of writers uniform and immutable, it might be consummate good judgment "to rise and protest" against any such "flagrant misuse." But that the English language, and the manner of writing and speaking it, are constantly changing, should be remembered. And, though our grammarians use such expressions as "Usage has sanctioned it," "It is customary," "It is commonly so represented," "Is generally used," in regard to the use of the masculine form in such cases; yet, when a writer of well-known ability sees fit to lay aside the would-be absolute rule while writing something of special importance to those of *her* sex to whose hearts *she* appeals most directly—and powerfully, is it meet for anybody to "rise and protest" against *her* using "her" instead of "his"—against *her* addressing those whom *she* has so gracefully selected for her audience?

*Macedonia, O.* L. R. K.

Q. 6, p. 634.—The most stable form of government in the world at the present time is a constitutional republic founded by the descendants of Germanic nations. Example: The Constitutional Republic of the United States of America. Of course, there are some republics founded by descendants of Romanic nations in Mexico and South America, but they are very shabby affairs. If the Eagle were to drown in the Pacific Ocean, the Lion, the Bear, the Lily and their neighbors would soon devour the Latin American Republics.

RICHARD F. BEAUSAY.

The United States. That we possess the most stable form of government has been abundantly demonstrated by history. A. H. M.

There can be no abstract theory of government applicable to all men or nations. The republican form of government is unquestionably the most stable for our own nation while it would be out of the question in Russia where conditions demand single autocratic power. Self government is doubtless the ideal toward which all progressive peoples tend. But to take the different forms of government as they exist they cannot be compared in the abstract.

*South Salem, Ohio.* W. W. FINDLEY.

Q. 7, p. 634.—They are not "possessive pronouns,"—only old possessive-case forms of the personal pronouns. L. R. K.

With this agree J. R. JAMISON and J. N. O.

Q. 8, p. 634.—$116°25'+157°52'=274°18'$. $360°-274°18'=85°$-$42'$, difference of longitude. This is equivalent to 5h. 42m. 48sec. of time. As Honolulu is east of Pekin, the time is 5h. 42m. 48 sec. later in the day at Honolulu than at Pekin. But as Honolulu is east of the international date line and Pekin is west of it, it is one day earlier in the week at Honolulu than at Pekin. Hence, when it is noon Monday at Pekin, it is 42 min. 48 sec. past 5 Sunday afternoon at Honolulu. C. R. B.

The difference of longitude between Pekin and Honolulu (one being east and the other west of the prime meridian) is 274° 18'. This divided by 15 will give the difference of time, which is 18 hrs., 17 min. 12 sec. Since Honolulu is considered as being west of Pekin, it will have earlier time. Counting back from Monday noon, we will have 5 hr. 42m. 48 sec. Sunday afternoon.

Or, taking the shorter distance between these cities, we may say that the difference of longitude is 85°42', which will give 5hr. 42m. 48sec. as the difference of time. Since Honolulu is (on this supposition) east of Pekin, it will have later time. It will be 42 min. 48 sec. past 5 o'clock p. m. If it were not for the International Date Line, the day would be Monday; but, since in crossing that line from west to east a day must be dropped, it follows that the day at Honolulu will be Sunday. So this result agrees with the one above.

*Dillie's Bottom, O.* A. B. CARMAN.

Same result by L. R. K., J. N. O., E. K. A., RICHARD F. BEAUSAY, R. A. LEISY, C. S. BUCHANAN, H. A. JONES, ARA RADCLIFFE, Ostrander pupil, J. R. JAMISON, T. E. QUAIL, and A. W. BREYLEY. Besides these, several incorrect answers were received.

Q. 9, p. 634.—13 in. in 12 min. would be 65 in. in 60 min. 65 in. is the circumference of a circle whose radius is required. $65 \div 3.1415926 = 20.68+$, diameter of the circle, one-half of which is the required length of the minute hand, viz.; 10.34 in.

*Barry, O.* U. G. GORDON.

Similar solutions and same answer by H. A. JONES, J. MYERS, C. S. BUCHANAN, R. A. LEISY, ARA RADCLIFFE, A. G. BEEKMAN, RICHARD F. BEAUSAY, A. W. BREYLEY, JENNIE C. BOWER, J. R. JAMISON, H. V. CAYLOR, A. B. CARMAN, L. R. K., E. K. A., E. S., A. H. M., J. N. O. and Ostrander pupil.

Q. 10, p. 634.—The two vertices which are in the sides of the square divide each of these sides into two parts. Represent the shorter part by $x$, then will $20-x$ represent the other part. Each of these segments is a side of a right triangle having the required line for the hypotenuse. Then $\sqrt{(20)^2+x^2}$=side of the equilateral triangle; also, $\sqrt{(20-x)^2+(20-x)^2}$=side of the equilateral triangle. Placing these two expressions in the form of an equation and solving, we find the value of $x$. This known, we have two sides of a right triangle to find the hypotenuse, which is the required side of the equilateral triangle. This we find to be 20.7+ft. The same result may be reached by trigonometry, using one of the small triangles. Any student can readily draw the necessary figure.

*South Salem, O.* W. W. FINDLEY.

Same result, with some variations in method of solution, by A. M. BOWER, R. A. LEISY, JOHN N. OVERHOLTZ, H. A. JONES, A. B. CARMAN, E. K. A. and LAFE JONES.

## QUERIES.

1. Do trees in our zone grow in winter? E. P.

2. How many miles of navigable water-course in the Mississippi River system? E. K. A.

3. Has Rhode Island two capitals? If not, when was the change made? H. V. B.

4. Which is the correct expression—an oatfield or an oatsfield? Why? E. P.

5. What led to the selection of May 30th for Decoration Day? A. B. C.

6. Liberty was theirs as men. Parse "men."

*Danville, Va.* C. S. WHEATLEY.

7. "All the girls were in tears and white muslins, except a select two or three, who *were being honored* with a private view of the bride and bridesmaids, upstairs." Parse the words in italics. E. S. NORTON.

8. I was not aware of his being my *enemy*. Is the steak worth *cooking rare?* Parse the words in italics. J. J. W.

9. Three ships, A, B and C, set sail together around an island 30 miles in circumference; A sailing at the rate of 3 miles an hour, B at the rate of 11 miles, and C at the rate of 23 miles; when and where will they first come together again? and when will they first all meet at the place of starting? J. R. J.

10. A note bearing 10 percent interest, dated March 1, 1888, due in 3 months, brought $1,226.53 when discounted May 10, 1888, at 6 per cent. Find the face of the note. Ans. $1,200.

This problem and answer appeared in the September number of the MONTHLY, among the questions used by the State Board of Examiners. How is the answer obtained? Several arithmeticians have tried it, and all fail to get the answer given. F. P. G.

*Plainville, O.*

# EDITORIAL DEPARTMENT.

*The* MONTHLY *is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

This number is a little later than usual because of the editor's attendance on some of the holiday meetings at Columbus. We left the Executive Committee of the State Association, about midnight of Dec. 28th, wrestling with the program for next summer's meeting.

*The Chillicothe Leader* is supposed to speak with authority when it says that Commissioner Hancock will devote the best energies of his administration to the advancement and betterment of the country schools, and goes on to speak of him as the Moses who is commissioned to lead these schools out of the wilderness in which they have been wandering these many years. When he meets the educational Amalekites, as he surely will, may all the teachers of the State be so many Aarons and Hurs [hers] to stay up his hands.

## HIGH SCHOOLS AND COLLEGES.

The old question of adjustment between high school and college courses of study in Ohio is just now receiving a pretty vigorous turning over. The Oberlin people have taken up the problem in a way that seems to promise good results. Prof. King, of the Oberlin faculty, spent a number of weeks last summer in visiting high schools, making observations and inquiries concerning their courses of study, plan of work, methods of teaching, etc., etc. About forty leading high schools of Ohio were thus visited. In an excellent paper read before the North-Eastern Ohio Teachers' Association in October, Prof. King gave some of the results of these observations and inquiries. We hope to lay this paper before the readers of the MONTHLY at an early day.

Early in December, a committee of the Oberlin faculty issued an address to high school teachers, submitting a plan of adjustment believed to be based upon recognized principles and the double experience of high schools and colleges. The plan consists of a course of study for preparatory and high schools, covering four years and equally suited for those who take it all and those who can take only a part. The first two years would prepare for the Literary Course in Oberlin college; the first three years for the Philosophical Course; and the full course for the Classical Course. The third and fourth years contain Greek, with three or more alternative studies which the colleges would be expected to accept as an equivalent for Greek, admitting students to the full classical course.

This plan of adjustment was presented by Prof. King in a paper read before the Association of Ohio Colleges at the recent session in Columbus. An afternoon was spent in the reading and discussion of the paper, a number of public school men present by invitation taking part in the discussion. The plan met with very general approval, and there seems no good reason why it should not prove the solution of this hoary problem.

Want of space prevents our giving the proposed course of study in this connection, but we hope to give it to our readers in full next month.

## STATE EXAMINATION.

39 men and 15 women appeared before the State Board at its recent meeting at Columbus. 24 men and 3 women received certificates, as follows:

### HIGH SCHOOL LIFE CERTIFICATES.

Miss Eulalie Artois, Cincinnati; F. J. Beck, Napoleon; T. L. Feeney, Cheviot; J. W. Jones, Manchester; R. H. Morison, Carey; J. J. Osborn, New Carlisle; F. M. Plank, Wadsworth; J. A. Scarritt, Orange, Cal.; Chas. A. Kizer, Enon.

### COMMON SCHOOL LIFE CERTIFICATES.

Chas. E. Arbuckle, Summerfield; E. H. Colvin, Versailles; S. S. Gabriel, Osborne; E. E. Helman, Canton; John W. Jones, S. Bloomfield; I. M. Jordan, Williamsburg; Chas. F. Koehler, Wooster; B. R. McClelland, New Castle; W. D. Pepple, North Lewisburg; L. W. Sheppard, Mt. Sterling; R. B. Smith, Xenia; Will H. Stahl, Winfield; Wilber S. Strickland, Bethel; Cyrus M. Thompson, Monroe; J. M. Williams, Mt. Sterling; Sardine P. Humphrey, Middleport; Mrs. J. A. Hunter, Bradford; Miss Melva Latham, Madison.

Some changes have taken place in the Board. Dr. R. W. Stevenson, of Columbus, was appointed by Dr. Tappan to succeed C. C. Davidson whose term expired in August last, and W. J. White, of Dayton, has just been appointed to fill the vacancy occasioned by the appointment of Dr. Hancock to the office of Commissioner. Mr. Manly, though temporarily absent from the State, still holds his place on the Board.

The new Board organized by the election of Dr. Stevenson as president, Dr. Ellis as clerk, and E. A. Jones as treasurer.

## MEETING OF SCHOOL EXAMINERS.

The meeting of examiners at Columbus holiday week was not largely attended. Not more than twenty of the eighty-eight counties were represented.

The Association convened in the library of the Columbus High School at 2 o'clock P. M., Wednesday, with the officers elected last year in charge, viz.: J. A. Shawan, of Mt. Vernon, President, and E. P. West, of New Vienna, Secretary.

President Shawan, in his opening address, presented the following topics for consideration:

1. Uniformity in the examinations throughout the State secured by means of questions prepared by the State Board under the direction of the Commissioner of Common Schools.

2. Certificates to inexperienced applicants limited to one year.
3. Branches in which an applicant has shown himself proficient ignored or passed over lightly in subsequent examinations, the applicant being required to add a new branch each time he applies for a new certificate.
4. Inter-county certificates.
5. Inter-state certificates.
6. One examiner in each county to devote his entire time, virtually becoming a school inspector.
7. Relation of examiners to the county institute.

Commissioner Hancock addressed the association at some length, saying among other things that the examiners are the most influential power in the State. They determine who shall teach, and the teachers make the schools.

The foregoing and other topics were freely discussed during the afternoon and the following forenoon. The most profitable discussion was that which took place Thursday morning on the question, What constitutes a proper test of a teacher's qualifications?

Several topics discussed were laid on the table without action. The results of the meeting may be stated as follows:

The Commissioner of Common Schools was requested to send, as often as practicable, to each county and local board of examiners a complete set of questions, which the several boards may use in their examinations or as suggestive helps in the preparation of questions, at their discretion.

It was unanimously recommended that certificates to inexperienced applicants be limited to one year.

Legislation providing for the recognition in Ohio of life certificates from other States was unanimously recommended.

An increase of the salary of the Commissioner of Common Schools from $2,000 to $5,000, was unanimously recommended.

An increase of the compensation of County Examiners from $2.00 per day to $5.00 per day, was unanimously recommended.

The Legislature was asked to repeal that provision of the law which forbids any two persons connected with the same school from serving on the same board of examiners.

It was resolved as the sense of the Association that the interests of the schools and the well-being of the teaching profession require the appointment, as far as practicable, of professional teachers as members of examining boards.

The following officers were elected for the ensuing year:

*President*, Samuel Findley, of Summit County.

*Secretary and Treasurer*, C. C. Miller, of Ottawa County.

*Executive Committee*, A. B. Johnson, of Hamilton Co., C. D. Hubbell, of Cuyahoga Co., J. A. Shawan, of Knox Co.

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## "TO BLESS MANKIND."

It is impossible for a thoughtful person not to be touched with the great questions of the age in which he lives; and teachers in the public schools, whether willingly or unwillingly, whether wisely or blunderingly, must influence the solution of the social problems of the day. The air we breathe is full of vivifying thoughts which take one out of self. There is a phrase which has been abused so that men cavil at it; but it is full of poetry and philosophy; and if it is not religion, the religion that is destitute of it is form without reality,—"Enthusiasm for humanity." If it is not art, art of a very high form has glowed with it until it warmed all that came within the circle of its influence. Although "Beauty is its own excuse for being," and we know the restfulness of the quiet beauty that comes from some poems, and can but yield to the charm of that fiction which throws the spell of fancy around us, yet the depths of the heart are reached more surely by the

> "Then let us pray that come it may,
>   As come it will for a' that;
> That sense and worth, o'er a' the earth,
>   May bear the gree, and a' that;
> For a' that, and a' that,
>   It's coming yet, for a' that;
> That man to man, the world o'er,
>   Shall brothers be for a' that"

of Robert Burns; or when Victor Hugo with "Les Miserables" makes us stop and listen to the heart throbs of humanity, everything that does not have to do with bettering the condition of our brothers, not merely in the eternity which they will not live in yet, but in the present which they cannot escape, seems to us almost trivial. The nobility of the life which lends itself to the bettering of the race, not the abstract, far-off race, not in the approved general way which costs self little, but in the giving of the best of mind and soul to those with whom we come in daily contact, to those of every class and condition, is inspiring. We *must* yield to its spell. If "Robert Elsmere" is a dangerous book, its danger will not lie in the discussion of theological questions in an unorthodox manner, but in the fact that having cast aside the creed that the Christian believes the inspiration of a holy life, he leads one of touching unselfishness. That fascinating story "Yone Santo, A Child of Japan," which came out in the "Atlantic Monthly," if it exaggerates the disagreeable traits of women who go abroad as missionaries, is cruelly unjust in placing their lack of all that is best in the word charity in juxtaposition with the virtue in much of its genuineness in the "Doctor" rather indifferent to religion, and in its surpassing loveliness in the young Japanese girl.

Much sinfulness in the world comes from ignorance. People hurt each other because they do not understand each other. "A little thing may harm a wounded man." Well-meaning persons sometimes offend by patronizing when they do not sufficiently appreciate the mental or moral advancement of one in a position which they have been taught to regard as socially inferior to their own. Teachers in the public schools must meet those of every condition of life. They cannot keep their eyes open (either physical or mental) without discovering that neither talent nor character is confined to any one class. By example as well as precept, they must inculcate the principle that the only aristocracy is the aristocracy of intellect and character,—character always has as one of its fruits good manners. Pupils must be led to see the best points of others. We do not mean by making a direct object lesson of any pupil but in an indirect method. This appreciation of the best points of those whom we meet is the "open sesame" that gives us entrance into any heart, and yet some go blundering all their lives without learning its magic power. Little children are too apt to judge by externals. It is almost as amusing when they are little as it is pitiful when they are older to see how much weight is allowed, by some, to fine clothes in estimating acquaintances. In the high school, it is exceedingly gratifying to see how fair in the main are pupils' estimates of each other. But as many pupils never reach the high school, this valuable lesson cannot be taught at too early a period in the child's life, in that shape in which he is capable of understanding it. The public schools teach another very valuable lesson of political science. While the best teacher does all in his power to answer to the individual need, yet all arrangements are made to do the highest good to the greatest number. No one is to get his desires at the expense of the rights of many others. One of the daily lessons of any well-regulated school-room, taught by every arrangement of the room, by every requirement bearing on school discipline, by every well conducted recitation, is that every pupil has rights which all the others are bound to respect. Can any one say that the recognition of this in the world at large has a slight influence in making good citizens?

But beyond this mere giving to another his rights is the cultivation of unselfishness. This the teacher has a right to inculcate by example and precept. How incomparably happier the world would be if it ruled in the home and in society. Selfishness in some form lies at the root of every one of the evils that cause suffering humanity to cry out in agony. The teachers who give their talents, their time, and their hearts to their school-work are doing a work so great that it has no right to be compared unfavorably with the work of any of the movements called the world's great reforms, and having decided conscientiously what they can do and do well, they ought to keep happily on at their own work and cheerfully shut their ears to the criticisms of those who understand little of the magnitude of their work or the richness of its reward. There is such an exquisite pleasure in being unselfish for young people, such a heart-warming and heart-strengthening in the genuineness of their regard, such a solemnity in helping them toward the right, that we feel that, although we shall never belong to the "immortal dead," we shall be of the number

"who live again
In minds made better by their presence; live
In pulses stirred to generosity,
In deeds of daring rectitude, in scorn
For miserable aims that end with self."

MARGARET W. SUTHERLAND.

## READING CIRCLE STUDIES.

### COMPAYRE'S LECTURES.

### CHAPTER VII.—CULTURE OF THE IMAGINATION.

135. Define Imagination. Is it an essential, or an accessory faculty? Illustrate and expand this thought.

136. Value of this faculty in many directions. Describe a character without imagination.

137. What besides stimulation and development does the imagination need? Whence arise the delicacy and danger in the exercise of the imagination?

138. Vividness of childish imagination. Rousseau's view.

139. Two forms of imagination. Distinguish clearly and illustrate.

140. Value of representative imagination to pupils in their school work.

141. Means of cultivating representative imagination. Value of intuitional teaching. Note particularly the author's use of the word intuition—the mind's power of getting immediate knowledge through the outer and inner senses. Intuitional instruction is nearly synonymous with object-teaching in its broad sense.

Relation of imagination to language culture. Notice the expression, "algebra of thought." Vivid imagination a hindrance to abstract thinking. Importance of purity of imagination.

142. The value of pictures. Skill in drawing a powerful aid in teaching. The *Orbis Pictus* of Comenius a picture book for the instruction of young children.

143. Creative imagination not an appropriate term; constructive imagination more fitting. Why?

144. Period of development of constructive imagination. Effect of reading, travelling and observing.

145. The mythological tendency of children. Use and abuse of fairy tales, fables, and fictitious literature in general. Rousseau's extreme view.

146. Difference between mythology and poetry. The drama as an educator.

147. The value of stories in education. A power for good or evil, according to their character.

148. History and biography as food for the imagination—the best after all—healthful and invigorating.

149 Plea for poetry in common school education. A natural demand of the soul which must be met.

150. Children's reading of romances to be carefully guarded.

151. Childish imagination an active faculty. A mania for constructing or destroying.

152. Exercise of the constructive imagination in play.

153. Benefits of imagination in literary composition—invention and imagery.

154. The imagination in relation to drawing, music, and the arts in general.

155. Is the imagination susceptible of scholastic training? How disciplined and controlled? Not directly repressed, but counterbalanced by greater activity of other faculties.

156. Special dangers to be avoided. The imaginary and the real must not be confounded. An over-vivid childish imagination is in danger of confounding truth and falsehood.

157. Listless, profitless revery,—a very pernicious habit. How overcome?

158. Importance of imagination. Does the author attach too much importance to it? What higher, more spiritual power of the soul, enabling it to behold the invisible!

### CHAPTER VIII.—JUDGMENT, ABSTRACTION, REASONING.

159. Three essential elements of thought. How related to one another?

160. Define judgment. The mental act by which one thing is affirmed of

another.—***Hamilton.*** The mental operation in which a particular relation is affirmed to exist between conceptions.—***Mahan.*** A combination of two concepts.—***Mansel.*** An exercise of comparison, and also the decision reached.—*Calderwood*. A judgment expressed in words is called a proposition. Distinguish primitive judgments and reflective judgments.

161. The term used in a variety of senses. Its common use and its scientific use.

162. Port-Royal estimate of the importance of judgment. (Port Royal, a school of theology and philosophy near Paris, which flourished in the 17th century).

163. Modern tendency as to the culture of the judgment. See editorial in December number of the ***Monthly***, on "Memorizing and Understanding."

164. Early development of the judgment. Very general tendency of little children to omit the copula—how explained?

165. Pre-requisites of reflective judgment. Beginnings. (Emile is Rousseau's ideally educated boy).

166. Rosseau's let alone theory in early education applied to the judgment. The instructor's chief concern.

167. Relative influence of home and school in the matter.

168. German judgment classes. German judgment, as exhibited at Sedan, probably distasteful to a Frenchman. "Let trot" the young spirit.

169 and 170. Some precautions necessary. Danger of forming the habit of accepting second-hand whatever is taught. A nice point to cultivate independence of judgment without self-will.

171. Danger of rashness in judgment. Best qualities liable to degenerate into gravest faults. What wisdom, what skill are needed in the training of a child to keep the proper balance!

172. Accuracy. Judge only when we see clearly.

173. Two classes of ideas constituting the materials out of which judgments are constructed.

174. Abstraction and generalization not synonymous, yet closely related. Define each.

175 and 176. The relation of language to generalization. Does generalization precede language?

177. Fanciful generalizations of children.

178 and 179. Explanation of children's repugnance for abstraction. Rule to be observed in teaching.

180. Two extremes in teaching—dealing too much with sense knowledge on the one hand, and too much with abstractions on the other.

181. Need of gradual progression. Difficulty of dealing with general ideas which can be communicated only by means of words.

A vast amount of stupidity in pupils results from want of knowledge and skill on the part of teachers, at this point

182. Abstraction always preceded by intuitional or object teaching. Graduated generalization. Care in the use of words and in the definition of terms.

183. Reasoning—in what consist? Give an example. Two forms. Give an example of each.

184. Limitations of our knowledge without reasoning. Evil of too much logic.

185. The beginnings of reasoning. Sense in which a little child reasons.

186. What of direct efforts to train pupils in reasoning? What studies are best adapted to the education of the reason?

187. Which form of reasoning is soonest developed? Why?

188. Contrast the views of Rousseau and Locke in regard to the early development of reasoning faculties.

189. Special instruction in regard to the syllogism. Use of this and the time for it.

190, 191 and 192. Examples for illustration and practice in completing the syllogism.

193. Inductive reasoning. Examples for illustration and practice.

## O. T. R. C.

Editor Monthly:—Please to announce the receipt of the following sums for membership fees since my report of Nov. 19th:

| | |
|---|---|
| Nov. 23—Alice E. Searle, Columbus, Franklin Co | $3.43 |
| " 23—Anna Karger, " " " | 2.25 |
| Dec. 3—Katharine McConnell, " " " | 3.75 |
| " 4—Mattie Simonton, " " " | 2.00 |
| " 10—Emma Henderson, Rural Dale, Muskingum Co | .25 |
| " 11—C. L. Hertzog, Somerville, Butler Co | .25 |
| " 12—S. E. Pearson, Piqua, Miami Co | .25 |
| " 14—E. D. Osborne, Spring Valley, Greene Co | .25 |
| " 16—Josie F. Tippett, Columbus, Franklin Co | 2 00 |
| " 20—Chas. H. Peters, St. Pauls, Pickaway Co | .75 |
| Total | $15.18 |

Respectfully submitted,

E. A. Jones, Treasurer.

*Massillon, O., Dec.* 21, 1888.

## EDUCATIONAL INTELLIGENCE.

—Mt. Vernon had a school enrollment of 1087 in November, 121 in the high school department.

—The Chagrin Falls High School observed Nov. 28th as "Ohio Day." F. P. Shumaker is superintendent and Effie M. Leet is principal.

—The Logan County teachers' association held the regular bi-monthly meeting at Zanesfield, Dec. 8. A good program was carried out.

—The twentieth annual session of the North Western Ohio Teachers' Association was held at Findlay, Ohio, Dec. 26 and 27, 1888. The program indicates a profitable meeting.

—The annual session of the Monroe County institute was held at Woodsfield, Christmas week, with Supt. Fred. Schnee, of Cuyahoga Falls, and Miss Nellie Moore, of Defiance, as instructors.

—An adjourned session of the Noble County teachers' institute was appointed to be held at Caldwell, Dec. 28 and 29, the work to be done by "home talent" and without compensation.

—The regular bi-monthly meeting of the Summit County teachers' association was held at Akron, Dec. 8. The attendance was unusually large and the exercises and discussions were full of interest.

—The teachers' association of Findlay, Ohio, at a recent meeting, passed resolutions expressing appreciation of the personal worth and eminent services of the late Dr. Tappan and sorrow for the loss occasioned by his death.

—The schools of Kent, Ohio, made an exhibit at the Columbus Centennial Exposition and received an award of a silver medal. It is evident that Superintendent Stutzman is disposed to keep his schools in the front rank. This is not the first honor of the kind they have won.

—By agreement between the Newark City Board of Education and the Newark Township Board, the Newark High school has become also the township high school. This is a move in the right direction. We hope many other towns and townships will go and do likewise.

—The W.C.T.U. in many places have followed the example of the Akron ladies in providing an entertainment for the city Board of Education, city school examiners, and entire corps of teachers, with a speech-making appendix, in view of the introduction of temperance instruction in all the schools.

(Woman's Christian Temperance Union)

—A meeting of the Cuyahoga County Teacher's Reading Circle was held in Cleveland, December 15, with this program: Culture, by Supt. W. S. Hayden, Collamer; The History of Pedagogy in the Nineteenth Century, by Supt. H. M. Parker, Elyria; Literature by Supt. F. P. Shumaker, Chagrin Falls; Recitation, by Miss Josephine Cavanah, Cleveland.

—A joint meeting of the teachers of Clark and Greene Counties was held at Antioch College, Yellow Springs, Dec. 8th. W. H. McFarland, of Springfield, read a paper on the International Date Line. The discussion was continued by Prof. Tufts and others. The Cultured Teacher was W. W. Donham's theme, followed by Prest. Long and others. An illustrated lecture on Physiology, by Prof. Duncan, was very much enjoyed.

—Familiar lectures by resident lawyers, physicians, and ministers on topics related to subjects taught in the school, are a feature of the Caldwell High School work. "How business is done in the Ohio General Assembly," by a member of the legislature; "Commercial paper," by a lawyer; "Digestion and Nutrition," by a physician; "The Nebular Hypothesis;" "The origin of Coal," and "Respiration" are topics that will afford some idea of the nature of the work.

—The Schools of Columbus, Ohio, have had but five superintendents in forty-two years. Beginning with 1847, Dr. Asa D. Lord served eight years, D. P. Mayhew one year, E. D. Kingsley nine years, William Mitchell six years, and Dr. R. W. Stevenson, the present incumbent, eighteen years including the present year. This is a tenure of office not to be seriously complained of. *The State Journal* devotes nearly six columns to a very flattering exhibit of the progress of the schools in this time and their present very flourishing condition.

—The Eastern Ohio and Western Pennsylvania Superintendents' and Principals' Round Table convened at Youngstown Friday evening, Dec. 7, and continued through Saturday. The program contained the following topics: Special Features in our Schools worth Mention; Spelling—How Best Taught, Time Devoted to it, and Underlying Principles; English Literature in the High School; The Common School Curriculum—What should be Eliminated and what added? and Extent to which Elementary Science can be Taught in Common Schools.

—An excellent plan for the encouragement and direction of pupils in general reading is in operation at Poughkeepsie, N. Y., having been adopted by the board of education. The City librarian (Mr. John C. Sickley) prepares each year a classified list of twenty-five to fifty books for each grade, beginning with the fourth year. Each list is printed on a neat foliole of stiff paper and supplied through the teachers to the pupils for whom it is meant. Superintendents and teachers interested in the reading of their pupils might take a hint from this.

—The following resolution was adopted by the Secondary Department of the National Educational Association, at San Francisco, last Summer:

> *Resolved,* That any and all persons engaged in the work of Secondary Education be publicly invited to prepare a paper on some important subject connected with High School Instruction, for this section, at the next session of the Association; that these papers be examined by the Executive Committee of this department, *and that one or more of them be placed upon the program,* if found to be of sufficient merit. Such papers are to be sent to the President of the Secondary Department on or before March 1, 1889.

The officers of this department invite contributions in accordance with this resolution, papers not to exceed three thousand words. Each writer will sign a fictitious name to his paper, enclosing at the same time his real name together with the fictitious in a sealed envelope to accompany the manuscript. Papers are to be sent to A. F. Nightingale, Lake View, Chicago, Ill.

—The annual meeting of the South Eastern Ohio Teachers' Association was held at Gallipolis, Friday and Saturday following Thanksgiving. The address of welcome by Capt. J. C Hutsinpiller, President of the Gallipolis Board of Education, the response by Prof. J. W. Jones, of Rio Grande, and the inaugural address of Dr. J. M. Davis, of Rio Grande College, occupied the afternoon of Friday. The annual address, by Dr. Hancock, on Friday evening, is spoken of as a rare treat. On Saturday the following papers were presented, and discussed by the Association:

Civics in the Public Schools, by Supt. R. E. Rayman, Logan, O. Scott and the Influence of his Writings, by Supt. Joseph Rea, McArthur, O. The Teacher's Inheritance, by Salina P. Pearce, Principal of High School, Marietta, Ohio. Literature in the Public Schools, by Supt. J. M. Lee, Huntington, West Virginia. Elementary Mathematical Teaching, by Dr. Wm. Hoover, Ohio University, Athens, O.

The question of disbanding the Association and uniting with other neighboring Associations was discussed, and referred to a committee to report at the next annual meeting.

The following officers were elected for next year: *President,* Supt. J J.

Allison, Gallipolis; *Sec.* and *Treas.*, Miss Kate Boyd, of Athens; *Ex. Com.*, Dr. Wm. Hoover, Athens; Supt. Joseph Rea, McArthur, and Prin. H. A. Brandyberry, of Gallipolis.

—The fall meeting of the South-Western Ohio Teachers' Association was held in the High School building, Hamilton, Saturday, November 24. The retiring president, W. P. Cope called the meeting to order and introduced his successor, Supt. J. P. Sharkey, of Eaton. The subject of Mr. Sharkey's address was, "A Common School Education." The address was a most excellent one, and called especial attention to the following points; the multitude of teachers who do not read, the value of good-books in supplementing school-book knowledge, the mistake of substituting manual for mental training, and that the primal duty of the public school is the teaching of the history of our institutions and the inculcation of patriotism.

Prof. W. A. Clark, of Lebanon, was the next on the program, and gave a highly instructive address on the subject, "An Educational Creed." The chief points brought out were, that the child's mind needs no compulsion from without, that the end of education is the perfection of the individual, and that public school instruction should be limited to the development of the individual and not extended to the teaching of trades. The address was followed by an instrumental duet by the Misses Tillie and Lottie French, of Hamilton.

Mr. E. H. Prichard, principal of the Third Intermediate School, Cincinnati, followed with a paper, "Some Facts and Observations in the School-room." Mr. Prichard brought forth from his long experience many valuable hints and suggestions on the management and discipline of schools. He called especial attention to the importance of good penmanship, and spoke of the great improvement of the Cincinnati schools in this branch.

The afternoon session was opened by an instrumental solo by Miss Genevieve Smith, of Hamilton.

Supt. R. W. Mitchell, of Alpha, followed with a paper on "Township Supervision." Mr. Mitchell is superintendent of the schools of one of the townships of Greene County, and his address showed that the practical workings of the system are highly gratifying. In one township in which it is in operation the increase in enrollment the first year was equivalent to four schools, or one-third of the entire township. As a result of supervision the teachers become better acquainted, the pupils are more studious, work of a better character is done, greater uniformity is attained, better buildings and appliances are secured, and higher wages are paid to the teachers.

An animated discussion followed, in which Supts. T. A. Pollok, of Miamisburg, C. S. Fay, of Wyoming, Prof. W. A. Clark, of Lebanon, Principals W. P. Cope, David Pierce, and Mr. L A. Miller, of Hamilton, and Pres. Warfield, of Oxford, participated. It was the decision of the Association with but one dissenting voice that the Legislature ought to take steps towards securing township supervision of country schools.

Ethelbert D. Warfield, the recently elected president of Miami University, made the last address of the day. The leading thoughts of the address were the revolt against the classics, the growth of scientific and industrial training, and the great demand that young men be trained for active business careers. The advantages of the latter course were pointed out, but especial attention was called to the great value of the classics as a means of culture, and the teachers were urged not to discourage the study of Latin and Greek by those who have an aptitude for these branches and a desire for genuine culture.

President Warfield made a very favorable impression on his audience, and the association congratulates itself that so able a man has been added to the educational forces of South-Western Ohio. The Association took on a new lease of life last year and is now one of the most active and vigorous educational bodies in the State. W. P. C.

—The 18th annual session of the Eastern Ohio Teachers' Association was held at Newcomerstown, Friday and Saturday, Nov. 30 and Dec. 1. The following program was carried out:

Address of Welcome, by Rev. F. A. Brown. Inaugural Address, by Supt. B. T. Jones, Bellaire. What should be done with our over-crowded courses of study? by Supt. J. M. Yarnell, Coshocton. Discussion opened by Supt. W. H. Ray, New Philadelphia. Weak points in our graded system, by Prof. Jno. McBurney, Cambridge. Discussion opened by Supt. H. L. Peck, Caldwell. The Ten Best Professional Books for Teachers, Supt. H. N. Mertz, Steubenville. Discussion opened by Prof. M. R. Andrews, Marietta.

Evening Lecture.—Industrial Problem in Education, by Supt. H. W. Compton, Toledo.

Who is the successful teacher? by Supt. H. V. Merrick, Cadiz. Discussion opened by C. L. Pollock, Newcomerstown. How can we best conform to the laws of the State in teaching Temperance? by Supt. Arthur Powell, Barnesville. Discussion opened by Miss Ada V. Johnson, Coshocton. What shall the teacher do with the industrious, faithful boy who cannot learn? by Supt. C. F. Palmer, Dresden. Discussion opened by Supt. O. T. Corson, Cambridge. How can our schools best train for citizenship? by Supt. S. K. Mardis, Gnadenhutten.

Supt. Jones's Inaugural was a departure from the style of paper usual on such occasions and offered some severe criticisms on Ohio Schools, Superintendents, Institutes and Associations. It goes without saying that some of his statements were not relished, but his paper will evoke some discussion, some thought and some self-examination. The program, like the majority of the teachers who partook of the elegant lunch set out by the Newcomerstown teachers, Friday evening, after Supt. Compton's address, was too full for comfort and the most effective service; but the papers and discussions were in the main exceptionally good, albeit some were too long for the time, their theme, and the patience of the three hundred listening teachers. While all were not convinced, Supt. Compton's address was well received, and his pleasing manner on the platform made the teachers of East Ohio his friends.

In a large measure, to the efforts of Supt. Bagnall, of Newcomerstown, was due the fact that this was perhaps the largest and liveliest meeting in the history of the Association.

Supt. Seese, of Hudson, and Pres. C. W. Super, of Athens, were among the visitors, as were a large number of citizens of the town.

The committe on resolutions made a ringing report, too long to print. After complimenting and thanking everybody, the resolutions go on to endorse the Ohio Teachers' Reading Circle, Manual Training, THE OHIO EDUCATIONAL MONTHLY, *Ohio Teacher* and *Journal of Pedagogy*, and to deplore the hesitancy of Ohio law makers to make needed modifications in the school laws. The following are given entire:

*Resolved*, That we have reason for rejoicing in the progress of the public schools of the country. That we endorse the introduction of "Temperance Teaching" into the schools for the reclamation of the race from the direst of evils—intemperance in the use of intoxicants and narcotics, and that we hold all teachers as violaters of the law and corrupters of the morals of youth, who use the text-book on Physiology in school and practice the use of the quid and the cigarette on the street, and thus debauch the public sentiment by their inconsistent teaching.

*Resolved*, That the use of tobacco as well as beer by an applicant for a county certificate is sufficient ground for his rejection.

*Resolved*, That as we mark the vacant place upon the original program we are deeply sensible of the loss which this Association and the educational interests of Ohio have sustained in the seeming untimely removal by death of Dr. Eli T. Tappan, late honorable Commissioner of Public Schools of Ohio.

*Resolved*, That we heartily endorse the action of Gov. Foraker in the appointment of Prof. John Hancock, of Chillicothe, to the position of Commissioner of Common schools.

The officers chosen for the ensuing year are *Pres.*, H. L. Peck, Caldwell; *Vice Presidents*, M. R. Andrews, Marietta, E. E. Smock, Frazeysburg, Nettie Eaton, Barnesville; *Sec'y*. Anna B. Johnson, Cambridge; *Treas.*, J. E. McKean, Navarre; *Ex. Com*, O. T. Corson, Cambridge, S. K. Mardis, Gnadenhutten, Miss Leslie, Steubenville. Next meeting will be held at Cambridge. L. H.

## PERSONAL.

—J. E. Ockerman is serving his fifth year as superintendent of schools at Frankfort, O.

—A. C. Burrell, of the Canal Dover High School, has just taken charge of the schools at Carson City, Mich.

—J. W. Pfeiffer is very highly complimented by the local press for his first term's work as superintendent of schools at Canal Dover.

—Miss E. E. Taylor, of Bellaire, will give instruction in primary methods in the next Tuscarawas county institute, second week in August.

—Dr. Alston Ellis, Supt. J. C. Hartzler, and Prof. E. T. Nelson were the instructors in the Franklin County institute, held at Columbus, Christmas week.

—Jonas Cook, of Harper, Kan., was recently elected president of the Southwestern Kansas teachers' association. Nothing surprising about that; he is from Ohio.

—M. A. Yarnell, superintendent of schools at Sidney, Ohio, was married, Dec. 26, to Miss Mattie O. Shankland, of Barnesville. Congratulations. It is not good for a school-master to be alone.

—The marriage of Miss Clara Henkle, only child of the late Dr. W. D. Henkle, to J. Lester Waller, took place at Stromsburg, Nebraska, November 28th, 1888. Mr. and Mrs. Waller will reside at Stromsburg.

—F. M. Plank, the new superintendent at Wadsworth, has made a good beginning. The month of November showed an enrollment of 450 pupils, with *two* cases of tardiness and no truancy. Mr. Plank is gratified and encouraged by the hearty support of the people.

—E. S. Cox, of Belpre, late superintendent at Portsmouth, Ohio, has been unanimously chosen to succeed Dr. Hancock in the superintendency of the Chillicothe schools. Dr. Hancock has the satisfaction of knowing that he leaves his work at Chillicothe in experienced hands.

—Supt. M. A. Yarnell has made a good start at Sidney. His report for the third month shows a decided gain over that of the first month. A novel item in his monthly reports shows the number of visits *to* parents (23 for third month) as well as the number of visits *from* parents (68 in same time).

—Supt. H. L. Peck was remembered by the Caldwell Schools, Christmas, in a manner that shows the high esteem in which he is held by both teachers and scholars. The teachers of the school presented him with a neatly engraved gold-headed ebony cane, and the scholars of the high school with a fine walnut revolving office chair.

—W. H. C. Newington, a quondam Ohio Teacher, is now teaching at Buffalo, Wyoming. He writes that his county (Johnson) contains 5000 square miles, has about eight teachers, five of whom are subscribers to the MONTHLY, and a county school superintendent. The last county institute had an attendance ranging from three to twelve.

—Dr. Burns seems already to have everything running smoothly and prosperously at Canton. A private letter recently received has this postscript: "Our reading circle numbers about forty, and our 'physiology' circle nearly one hundred. The latter meets every Tuesday afternoon at 4½ o'clock." We learn from other sources that things are going well at Canton.

—Mrs. Asa D. Lord writes from Oberlin, renewing her subscription to the MONTHLY. She is still in active service, being assistant principal of the ladies department of Oberlin College. Her husband, deceased several years ago, was superintendent of the Columbus Schools in 1847 and several years following, afterwards superintendent of the asylum for the blind at Columbus, and later of a similar institution at Batavia, N. Y. He was also one of the earlier editors of this magazine. A few of the older present readers of the MONTHLY will remember Dr. Lord and his efficient services in behalf of free schools in Ohio.

—*The Chillicothe Leader* speaks feelingly and in terms of high compliment of Dr. Hancock's resignation of the superintendency of the Chillicothe schools to accept the office of State Commissioner of Common Schools, and quotes approvingly these words of "one in a position to know":

"Dr. Hancock was the best friend the teachers of the public schools ever had; he was the best friend the scholars of the public schools ever had; he was the best friend the Board of Education ever had. He did his duty toward the Board, the scholars and the teachers with splendid impartiality. I never knew a man more just, more conscientious, or a firmer or a kinder man. He was true to every interest of the schools, and in his justice the teachers had implicit confidence. I do not believe that in the whole history of the schools of Chillicothe, there has been an administration comparable, in all respects with the Hancock administration."

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## BOOKS.

*Ohio: First Fruits of the Ordinance of* 1787. By Rufus King. Published by Houghton, Mifflin & Co., Boston and New York. $1.25.

This long-promised volume of the American Commonwealth series has reached the editor's table. It is a book that Buckeyes will prize. Beginning about the middle of the last century with Ohio as a wilderness, it gives readable sketches of early explorations and settlements, conflicts with the Indians, rival claims to the territory and their adjustment, the adoption of the Ordinance of 1787 and its influence in shaping the institutions of the State, organization as a State, common school system, part in the war for the Union, etc., etc. No library in Ohio, public or private, should be without it.

*Patriotic Reader*; or Human Liberty Developed in Verse and Prose, from Various Ages, Lands and Races, with Historical Notes. By Henry B. Carrington, U. S. A., LL. D., Author of "Battles of the American Revolution," etc., etc. In Sixteen Parts. Philadelphia: J. B. Lippincott Company. $1.20.

Perhaps nothing is better calculated to inspire patriotism and good citizenship than the patriotic words of the grand men of all the ages, and we have them in this book. It is a fine large octavo volume, good white paper, large clear type, substantial cloth binding. We find nothing included which we would have omitted, but a few things are omitted which we would have included—notably Lincoln's speech at Gettysburg. As a school reader and a study in literature for higher grades it is admirable; and the young people in search of declamations of the higher order will find it an almost inexhaustible treasury.

*Town and Country School Buildings.* A Collection of Plans and Designs for Schools of Various Sizes, Graded and Ungraded, with Descriptions of Construction and Sanitary Arrangements, Light, Heat and Ventilation. By E. C. Gardner, architect, author of "The House that Jill Built," "Homes and How to Make Them," "Common Sense in Church Building," etc. New York and Chicago: E. L. Kellogg & Co. 4to. Cloth, 141 pages, $2.50.

There is probably no better index of the intelligence and refinement of the people in any community than the school-houses in which they educate their children. A well-situated, well-planned, well-built, well-furnished, and beautiful public school house, in town or country, betokens an intelligent, moral and refined community. Teachers should be well versed in school-house plans and furnishing. Besides a large number of designs, the elegant book before us gives suggestions as to ventilation, heating, lighting, grounds, fences, outhouses, details of construction, materials, doors, windows, porches, belfries, etc., etc. We unhesitatingly commend it, as well for its beauty as its utility. It cannot fail to give a great impetus to the erection of more commodious, more healthful and more beautiful school-houses.

*A Brief History of Greek Philosophy.* By B. C. Burt, M. A. Boston: Ginn & Company. 1889.

The author's undertaking is to bring within the reach of average intelligence some of the best portions of the intellectual riches of Greece. The various schools of Greek thought are taken up in historical order and their categories elucidated, presenting rather more, perhaps, than a birds-eye view of Greek speculation from beginning to end. The author's style is terse, yet lucid, and the book gives evidence of extensive reading and much original study.

*A First Book in German*, Containing the Accidence and Syntax of the Author's German Grammar, New Indices, and Lodeman's Exercises. By H. C. G. Brandt, Hamilton College. Boston: Allyn and Bacon. Introduction Price, $1.00.

*Fifth Natural History Reader*, By Rev. J. G. Woods, M. A. With Numerous Illustrations. Boston School Supply Co.

The lessons treat of birds, reptiles and fishes, following the same general plan as the other numbers of the series. The series may be used either as regular readers or for supplementary reading.

*Botany for Academies and Colleges*; Consisting of Plant Development and Structure, from Seaweed to Clematis, with 250 Illustrations; and a Manual of Plants, Including all the Known Orders with their Representative Genera. By Annie Chambers-Ketchum, A. M., Member of the New York Academy of Sciences. Philadelphia: J. B. Lippincott Company, 1889. Price, $1.00.

*German Novelettes*, for School and Home, Selected from the best Modern Writers, and with Etymological, Grammatical and Explanatory Notes. By Dr. Wilhelm Bernhardt. Vol. II. Boston: D. C. Heath & Co.

*First Lessons in English.* By Alfred H. Welsh, M. A., Ohio State University. Chicago: John C. Buckbee & Company.

This with the author's Lessons in English Grammar constitutes a two-book series,—an excellent series. The "First Lessons" is an admirable book for beginners. It is sufficiently elementary, and yet free from the silly trash found in many first books.

*Easy Words for Little Learners* and How to Use Them. By William J. Shoup, Principal of the 4th Ward School, Dubuque. Published by D. D. Merrill, St. Paul.

This book seems to be designed to accompany First and Second Readers as an aid in reading, spelling, writing, and language practice. The plan is novel and we believe excellent. Primary teachers should see it. The publisher will mail it for twelve cents.

### JANUARY MAGAZINES.

*North American Review.* 30 Lafayette Place, New York.

*Popular Science Monthly.* D. Appleton & Co., New York.

*Atlantic Monthly.* Houghton, Mifflin & Co., Boston.

*Scribner's Magazine.* Charles Scribner's Sons, New York.

*The Century Illustrated Monthly Magazine.* The Century Company Union Square, New York.

*Education.* Eastern Educational Bureau, Boston.

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# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, . . . . . . . . . . . . . . . . . Editor.

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## THE PROMOTION OF PUPILS.

[From the Forth-coming Report of Dr. E. E. White, Superintendent of the Cincinnati Schools.]

For reasons fully stated in our last report, the pupils in the Cincinnati Schools are now promoted, not on the results of stated examinations, but on their fidelity and success in school work as estimated and recorded by their teachers at the close of each school month. These estimates are based primarily on the fidelity and success of pupils in their daily work, as remembered by their teachers, but their success in meeting the various oral and written tests which may have been used in the month *for teaching purposes*, are also considered. The rules require these monthly estimates to be made *without the daily marking of pupils and without the use of monthly or other stated examinations for this purpose.* They are simply the judgments of teachers based on their knowledge of the work of pupils during the month.

These monthly estimates are made on the scale of 1 to 10, the number 4 and below denoting very poor work, 5 poor, 6 tolerable, 7 good, 8 very good, 9 excellent, and 10 perfect. In reporting estimates the initial letters are used—*Pr.* denoting perfect work (little used), *E* excellent, *G̲* very good, *G* good, *T* tolerable, *P* poor, *P̲* very poor, *F* failure. The standing of pupils is first estimated by teachers as *excellent*, or *good*, or *poor*, and these three estimates are sufficient for all practical purposes. The higher and lower estimates (as $\underline{G}$ and $T$) are used when greater accuracy is desired.

The monthly estimates of teachers are recorded in a record book conveniently arranged for the purpose, and they are averaged twice a year—in February and in June; and, when thus averaged, they are approved by the Principal, who makes himself familiar with the progress and proficiency of the pupils under his immediate supervision. To this end, he subjects the pupils in the several grades, as they advance in the course, to such oral and written tests as will indicate their proficiency and be suggestive and otherwise helpful to teachers. Once a month, or once in two months, as may be preferred, these recorded estimates are reported to parents for their information. No estimates are recorded in first-year and second-year grades, and no formal reports of the pupils' standing in these grades are made to parents.

At the close of the year, the pupils are promoted on these recorded estimates, a standing of *good or higher* in each branch entitling a pupil to promotion. In case a pupil stands below good (or 7) in one to three branches he may be promoted, provided that these lower estimates are not all in the daily and more essential branches, and provided further that the pupil's habitual diligence in study and good conduct, considered in connection with other circumstances, give satisfactory evidence that, if promoted, he will be able to do successfully the work in the next higher grade. The "other circumstances" considered include the age and health of the pupil, length of time in grade, prior school advantages, future opportunities, etc.,—in a word, *the pupil's true interests*. The record books used for the recording of estimates are so arranged that a pupil's standing for each month, for each half-year, and for the year, can be seen at a glance, and the pupil's fitness for promotion, as shown by the teachers estimates, be quickly determined. It does not require the making of a general average for all the branches, and no such general average is used in promoting pupils.

In case a parent or guardian is dissatisfied with a pupil's non-promotion, such pupil's proficiency is, on the application of the parent or guardian, determined by a written examination, the results of the same being considered as additional evidence of the pupil's fitness for promotion.

I have thus stated, as concisely and clearly as possible, the plan of promoting pupils which has been substituted for the examination system, so long used in this city. The new plan was adopted by the

Board of Education in March 1887, and two annual promotions have been made under it.

*What is the result?*

The results of the promotions made in June, 1887, were fully stated in the report for that year. A comparison of the teachers' estimates the last half of the year with the results of the two written examinations in the first half showed that the estimates more fairly represented the proficiency of pupils than the examination results, and the results of the written examinations, taken by non-promoted pupils at the close of the year, strikingly confirmed the reliability of the teachers' estimates.

The promotions in June last bear similar testimony. In a single week, twenty-two thousand pupils, including those in the H and G grades, were quietly promoted. There was no examination worry or excitement, and no over-taxing of nervous energy in cramming to make up for lack of application or loss of time, or to satisfy the anxiety of parent or pupil. These were obvious results.

Fewer non-promoted pupils applied for examination than in the previous year, and these, with few exceptions, failed to reach the required standing, thus confirming the accuracy of the teachers' estimates. In the A and D grades, whose pupils are promoted directly by the Superintendent, 106 non-promoted pupils, (96 in D grade and 10 in A grade) were examined, and of these only five (4 in D grade and 1 in the A) reached a standing of *G* or 7, and these had a fair estimate standing. All the results known warrant the belief, expressed last year, that the pupils in the schools have never been better classified than they are the present year.

In support of this belief we submit the following comparisons:

1. Of the pupils remaining in the three Intermediate grades (A, B and C) in June, 1886, over 87 percent were promoted on examination, and of those remaining in June, 1888, only 86 percent were promoted on the monthly estimates.

2. Of the pupils remaining in the three upper District grades (D, E, and F) in June, 1886, over 91 percent were promoted on examination, and of those remaining in June, 1888, only 85 percent were promoted on the monthly estimates.

3. Of the pupils remaining in the A grade (8th year) in June, 1886, 81 percent were promoted on examination, and of those remaining in June, 1888, 85 percent were promoted on the monthly estimates.

4. Of the pupils remaining in the D grade (5th year) in June, 1886, 93½ percent were promoted on examination, and of those

remaining in June, 1888, only 86½ percent were promoted on the monthly estimates.

It is thus seen that with one exception (the A grade) a lower percent of the pupils have been promoted under the new plan than were promoted under the examination system, and the reasonable presumption is that fewer unqualified pupils have been promoted; and this is sustained by the subsequent progress of the pupils. The percent of A-grade pupils promoted this year is a little greater than in 1887 on the estimate plan, as well as in 1886 on examination. This result is due in part, at least, to the fact that fewer weak pupils were in the A grade last year, the classification being better.

It is believed that in a well-graded system of schools from 80 to 90 percent of the pupils remaining at the close of each year should be prepared for promotion, and the higher the grade the greater should be the percent of pupils promoted. It is certainly a mistake to hold any teacher responsible for the promotion of all the pupils who remain in school during the year. There must be from year to year a separation of the weakest pupils from those who are able to advance more rapidly. It is only by such re-classifications that the interests of all the pupils can be best subserved. It is a great wrong to strong children to chain them to weak ones, and oblige them to keep step together through a series of years. It is also wrong to the weak who need to advance less rapidly and to have more help by the way. There is at best a considerable sacrifice of talent and opportunity in a graded school system, and great pains should be taken to make this as small as possible. The mind of moderate power should not be sacrificed by requiring it to reach unattainable results.

But the chief reason for the change in the plan of promoting pupils was to free the instruction of the schools from the narrowing and grooving influence of the examination system, and secure needed improvement in methods of teaching, and in the course of study. In these important directions the change has been attended with most gratifying results.

It has not only secured more attention to those studies and exercises which were neglected under the examination system, the results not being easily measured by written tests, but it has permitted and encouraged wider and more rational teaching. These desirable changes have been specially noticeable in moral training, reading, language, and geography, and in all branches there has been an increasing use of methods that look to right training rather than to the preparation of pupils to meet mechanical and memoriter tests. If there be any teachers in the schools, who are not teaching better, the fact must be due either to lack of interest in improved methods or inability to use them, and there may be a few teachers in this condition.

It is true that the success of the new system depends much on the Principals who have the immediate supervision of the work of the teachers. In the study and adoption of improved methods, the Principal of the school must be the leader. If he be not intelligently and heartily enlisted in the reforms instituted, the progress of the teachers under his direction will be unsatisfactory. The continued use of tests that call for old results, will keep most teachers in the ruts, and a Principal may thus perpetuate in his school some of the hindrances of the examination system.

The use of tests that stimulate and encourage progress is one of the most obvious advantages of the present plan. Written tests are now used *for teaching purposes*, and not to afford a standard for the promotion of pupils. This fact makes it possible to use tests that disclose defects in instruction and suggest improvements, without sacrificing the interests of pupils. The use of such tests is always difficult when the promotion of the pupils in a class depends on the results. It certainly is not right to keep pupils in a grade an extra year because the teacher has failed to teach certain facts which the superintendent would like to see taught *in the future*; and yet the use of examination questions touching such facts is a most effective means of securing future attention to them. The attempt to prepare questions that will be suggestive to teachers and pupils and, at the same time, be fair and proper tests of the pupil's fitness for promotion, is always difficult, if not impossible. Promotion questions, as a rule, are narrow and technical, and, as evidence of the actual attainments of pupils, misleading. The fact that they are usually within the *minimum* requirements of the course and are gauged to the attaiments of the weaker pupils, results in the marking of pupils much too high. The pupils in our schools have reached no such standard of attainment as their examinations percentages have indicated. The number of pupils "perfect," or very close to perfection, has been marvellous. The pride of parents and pupils and even of teachers may be flattered by such results, but all have been greatly deceived. One of the most gratifying changes under the estimate plan has been a truer representation of the actual attainments of pupils.

It is doubtless too early to claim for the estimate plan complete success, and it is certainly too early to determine its final influence on school work. The system needs careful and intelligent oversight and direction, and this is true of all school devices—the better the device, the greater intelligence required for its use. A machine can be "run"; a true method must be administered. It is proper to add that the success of the estimate plan in Cincinnati is not conclusive evidence that it will be equally successful elsewhere. The organization and supervision of the Cincinnati schools are well adapted to the administration of the system.

## SOME IMPRESSIONS FROM A VISITATION OF FORTY OHIO HIGH SCHOOLS.

BY PROF. HENRY C. KING, OBERLIN COLLEGE.

[Read before the North-Eastern Ohio Teachers' Association.]

If this paper could convey to you a small part of the benefit that the visitor of these forty Ohio high schools felt that he derived, it would be excuse enough for its presentation here.

To have it one's duty to visit high schools every school day for ten weeks is a privilege granted to few men. He must be a dull man, indeed, to whom should come no quickening suggestion after personal contact with so many teachers seen in the midst of their work.

But you will wish me at the outset frankly to give the reason on the part of the College for this tour. The aim of the College in their visitation was, of course, to turn the attention of high school students and teachers a little more toward college training, to secure a closer co-operation of the schools and the colleges than then existed. To this end, the College desired better to know the teachers, the work, and the problems of the high schools—better to understand the situation; to obtain the general facts as to the relation of high schools to one another and to the colleges; and to test a plan already worked out, for the possible adjustment of the schools and colleges, and then to prepare the way for a better plan of adjustment that might follow, and for a possible more complete agreement among the schools and among the colleges. The College certainly did not aim at an exclusive advantage for itself. It knew well, beforehand, and rejoiced to believe, that any resulting gain to Oberlin, would mean a gain for every other college, and for the education of the State. It believed, moreover, that the colleges had a duty in this matter of their relation to the high schools, that they had but partially recognized and but partially fulfilled. It desired to contribute a little to the solution of the educational problem in Ohio, and wisely to adapt itself to the real needs of the case, for its own sake indeed, but not for itself alone.

I count it a privilege to stand before representatives of so many of the schools visited, and express, as I desire now to do, my appreciation of the courtesies shown, not indeed to me as an individual, but as an indication of the interest felt in the problem which concerns us all.

Forty-two schools in thirty-one different counties were visited. These schools represented both the larger and the smaller cities and towns of the State. For convenience, I shall confine my survey to *forty* schools. The work of thirty-six of these forty schools was personally inspected; the other four were in the midst of written examinations, but teachers were seen, and records of work and other material were obtained.

In thirty of the thirty-six schools personally examined, a practically full day was spent in the school, and in all but one of the remaining six, a full half-day or more. A complete statement of all the work in each study was secured and recorded in a prepared blank form. Record was thus made for each study taught in every school, of the *author* used, the *amount* covered in the text-book, the *time* in recitation hours given to it, any *extra* work done outside of the text-book, and something of *methods* of teaching. These full statements, made by the Superintendent or Principal, of the amount, the aim and the method of the work done by the school, helped me to a truer estimate of the teaching as I afterwards saw it in the classes. The impressions of the visitor, and any additional facts of interest, obtained a place also in the record of work. I do not speak to day, therefore, from general impressions and vague remembrances, but from a body of facts which, thanks to the patience of the teachers interviewed, has already, on more points than one, been of service to the College.

I wish to give you some of the impressions so received, as to these forty Ohio high schools, their material equipment; the regularity of attendance; the proportionate attendance; the bearing of their students; and the methods of teaching in the different departments of work; concluding with some facts of comparison and a few inferences.

I. *Material Equipment.*

Fortunately, the American people believe in housing well the public schools, and few buildings were seen that could not be called good; but in will not seem invidious specially to mention the fine building in which we are met to-day. With its admirable appointments, it may well be doubted whether Ohio can furnish a finer anywhere. *Other* buildings have left pleasant pictures in memory; but I need not stop to speak of them, for the teacher can seldom choose for himself whether he shall have a cheap or a costly building, small or large; but he can choose usually whether that building which he has, shall be well or poorly kept. I learned a new lesson in the possible preservation of public buildings, when I saw the neatness, the absence of all marking and marring, that characterized all the buildings under the care of more than one Superintendent. I learned that this was secured by a weekly inspection, constant supervision, a prompt following up of every offender discovered, and by removing at once all sign of any marks made as soon as found. *The gain in morals is not small.* To compass the results so obtained with those often seen in public buildings, leads one to add to the beatitudes, Blessed is that school-board, who has a Superintendent who looks after the buildings, and blessed is the Superintendent who has a janitor who will dust regularly and thoroughly the teachers' desks and erase the blackboard; and then the janitor will bless in his turn (if he has a chance) the man who invented a *good* blackboard, *good* erasers, hard chalk, and dustless and removable chalk trays; and the scholars in their turn would be glad to bless the board that would furnish them with plenty of blackboard, large compasses for drawing their circles, and rulers that have raised handles, or better, with the invention of one of your own number—wooden arcs provided with a cord that can be chalked and used as a chalk line, producing a straighter and neater line, and that more quickly.

It is a gratifying surprise, to any believer in the public schools, and well wisher for his country, to see how much has been done in many of the schools in *material equipment* aside from buildings.

1. Almost every school has something of a library, and several have 1,500 volumes or more. The standard books of reference, including some cyclopedia, are to be found now in most high schools, and they are not unused. A number of the schools have the current magazines and papers on file, extending not a little the general intelligence of their pupils.

2. Some boards certainly have come to realize that *maps* are a legitimate part of school furnishing, and Yaggy's chart, expensive as it is, is helping many classes to a clearer knowledge of physiology.

3. Of course some schools have yet to make a beginning in Physical, Astronomical and Chemical apparatus, and many who have much apparatus are not yet giving laboratory practice to their students; but a rapid change is going on in this work; and there are *colleges* that might well envy the equipment which some of the schools already have for laboratory work on the part of their scholars. Three of the schools visited have exceptional facilities in one or more of these lines, and one certainly is doing superior work. I believe that a liberal

policy here on the part of the Board pays in the increased prosperity of the school. Here is a single fact, illustrating both a liberal Board and a live Superintendent. In a town, that has a total school enrollment of only 300, the Board has spent, on an average for the last 5 years, $500 a year for general apparatus, charts, reference books; etc. The accompanying facts encourage the liberality. The High School has 16 percent of the total enrollment, against an average of 4 percent through the State; about two-thirds of the class entering the High School graduate; the boys average one half of the whole number in attendance; and one-third of the number graduating; while the High School itself has doubled in 5 years and every student is in the regular Latin course.

II. *Regularity of Attendance.*

Your visitor was surprised to find how much within the control of the teacher the matter of regularity of attendance seemed to be. Results—little less than marvelous—have been attained in some schools, and continued from year to year. One Superintendent reported that in a total enrollment in all the schools of 467, during the entire winter term there had been but ten cases of tardiness (and a failure of a scholar to be in his seat at the ringing of the bell for order constituted tardiness); while at the same time the percentage of attendance was above 95 percent. This Superintendent uses a printed blank, notifying parents of a tardiness, and calling attention to the importance of promptness. The record of another high school —I am afraid to give, as it lies in my mind (I neglected to write it down) for it seems almost too phenomenal. Enough certainly was seen to show that a determined teacher can do much to control the regularity of attendance at school, whatever the community; and I attacked with fresh courage the problem of diminishing absences in my own recitations.

III. *Proportionate Attendance.*

I knew, before undertaking this work, that the report of the State Commissioner showed that 96 percent of the total enrollment of our public schools is below the High School, that less than ½ of the 4 percent in the High School graduate, and less than ⅖ of 1 percent get away to college at all; and that while boys were in the majority below High School, they were in a decided minority in High School. I kept my eyes well open, therefore, to any exceptions to these average facts of a small proportion in High School; a small proportion graduating; a small proportion of boys among graduates; and a very small proportion continuing their education at college. I was anxious to know what the teachers in the work thought were the causes and the cure of these small proportions. The causes of such a wide-spread condition could scarcely be merely local. Various causes were assigned.

(1.) Most often, perhaps, it was urged that the attractions of the business and manufacturing interests of the place or of the immediate vicinity drew away the boys from any extended study. The opportunity to earn a dollar a day was too great a temptation for either the boy or his parents to withstand for the sake of any education beyond the elementary requirements of the grammar school. The Principal in one of our larger cities said that, largely on this account, it was true that, though the school graduated classes of considerable size, only two boys had gone away for a college training in six years. This plea is made in behalf of many of the best High Schools in the State.

(2.) Other teachers add, what perhaps is not wholly different, that the *tone of the community* does not favor any higher education; that there are so few people in the community having themselves anything more than grammar school training, that they feel little necessity of it for their own children or for those of others; or that the *standards in the homes* are so far material, simply those of money, all success in life being reckoned from a money point of view; and this being so manifestly the test in society, that it is well-nigh impossible to awaken in a scholar, so placed, any high intellectual aim. At least one superintendent, in one of the larger towns, feels almost hopeless of any large results, in face of the tremendous material pressure of the community at large on the school work. And a principal in a city of 17,000 inhabitants repeated the complaint with emphasis, and added that he knew of only four college men in the place, besides himself and the superintendent. He added also as another reason for the present condition, that "too often, it was to be feared, the decision of the question whether the pupil shall continue his education beyond the grammar school, was left to the mere whim of the child." And an observant lawyer of the city, quite independently and without question from me, emphatically corroborated the testimony by his statement that not a few boys were daily loafing on the streets, with no regular employment of any kind, having dropped school and going rapidly downward, though there was absolutely nothing to prevent a regular attendance at school.

All these reasons look to that prolific and easy source of so many evils—*public sentiment*—and old as is the difficulty and its cause, we must doubtless agree that here is the root of the matter. It is hard to furnish any other reasonable reason for example, why another city of 15,000 inhabitants, graduating regularly 20 or more, ($\frac{9}{10}$ girls) should send literally almost no students, boys or girls, away to college in a period of some years.

From the college side, I have to add, that the colleges themselves probably have not been careful enough to keep themselves in close and vital contact with the community at large, and quick to make clear even to a materialized people the value of the college training.

Now, what can be done to increase the attendance in the High School, to hold the boys to the end, and to induce many to continue their studies afterward?

(1.) *Manual training* is urged by a number of teachers as one effective answer to this question, though the experiments in this line confesedly have not yet been sufficiently extended to settle the matter. I presume these would also urge the addition of *laboratory and practical* work in the *sciences.* (2.) Others urge, with some earnestness, that the employment of *more men as teachers* in the High Schools would help at least to retain the boys; that the boys are now in danger of feeling in regard to education as many men profess to feel in regard to religion—that it is a matter of concern only to women and children.

(3.) Is it possible also that the public schools would gain by recognizing even more fully the claims of *physical education,* and in providing for the adequate physical training of the child set aside a half unconscious restlessness under school restraint that proves a strong influence leading to a decision against further schooling, as soon as the child is allowed to choose? But, after all, more and more, by repeated conversations and observation, it has been impressed on me, that the solution here, as usually everywhere, is not a mechanical one but a personal one. That the personal factors are the most potent in the case; that the superintendent and principal, who feel strongly the needs, who look at the points we are now considering as one test of the success of their work, who believe thoroughly in the intellectual life as opposed to the material, and therefore believe also in college training, *do* obtain and retain a hold on their girls and their boys that gives them a more than average success in these points. Here is a case in point—a small High School—only ten teachers, including the Superintendent. But the Superintendent's own experience has made him feel so keenly the value of the fullest training possible, that nearly one-half of his graduating classes are boys, retained largely by his personal influence. He believes, too, that teachers often mistake in urging only the more well-to-do boys and girls to a college education. Another school, where the principal shows a large personal interest in the question, has now eight of its graduates in different colleges. Yet another school, graduating last year 15 boys in a class of 36, has this year 8 of the 15 in college, all maintaining a good rank. A High School, in one of the smaller towns, with perhaps more than usually favorable surroundings, has fully 50 percent of its attendance boys, and about ⅓ of its graduates do some further study afterward. A near neighbor of that school has, I think, on some points an even better record.

Personal conviction, personal interest and personal influence consciously and steadily exerted bear fruit *in the end.* (It ought to be said that all the men just mentioned have been some years in their present positions.) Cannot the same influences, that have produced such marked results in securing regularity of attendance, bring similar results here?

Is it improbable, as one further factor, that a *closer relation* and a better acquaintance *between the schools and the colleges* would also do much to help solve all these problems now confronting public educators?

IV. *Bearing of Students.*

What of the *personal bearing* of the pupils?

The use of a little marching music has manifestly helped the gait of many of the boys and girls, who, without it, would find a graceful progress through the aisles a difficult task. A *slouching* gait, at any rate, is so practically ruled out.

And this is no small gain, for the growing boy and girl. Not all would agree as to how far it is desirable to seek military precision, in marching the school out of the building. Doubtless this side of the matter is more valuable for the lower than for the High School. The older pupils naturally seek a little freer scope for individuality. One school is employing regularly a few minutes a day in light calisthenics that can hardly help affecting in a degree an upright *carriage* of the body.

One wavers in his own judgment as to the best rule for scholars in the large school room. Shall there be absolutely no whispering or changing of seats? Your visitor remembers one large school in which, without any apparent effort on the part of the teacher, who remained in his chair, teaching his classes, a fairly phenomenal order was preserved. No audience in church could be more noiseless or self-respectful. Surely, this is perfection! And then he recalls another school, or rather group of schools, in which there was a combination of freedom and order that was well-nigh charming. And this is perfection too! One need not wish to recall a pleasanter picture than the breaking up of this school for its noon hour. The manner, bearing and walk of these young people was almost beyond criticism. No gathering of refined men and women, withdrawing from a thoughtful lecture, could be better behaved. There were no rules, only a quiet supervision, noting everything, but not necessarily speaking of it, with now and then a word in private with a heedless boy, or a giddy girl. I had to think that this principal was more than usually fortunate in his material. Here were pupils who stood up straight to recite, not on one foot or leaning on a desk, not wiggling around, not mumbling their words in the back of the mouth, nor on the other hand gesticulating with the tongue as visibly as if it were another arm—bright and free and quick enough, but having their bodies under control.

At least three schools believe that they are doing their pupils a good service in fitting them for an easy bearing on *public occasions*, by putting the senior class in charge of the regular public rhetorical exercises, and by giving them some special training in speaking.

But I have yet to speak of that which most concerns us all.

(*To be continued.*)

## BOOKS ON HISTORY AND BIOGRAPHY.

FOR WORKING LIBRARIES.

BY F. TREUDLEY, YOUNGSTOWN, O.

Probably the most fascinating books for boys, dealing with our own country, are Coffin's Historical series: Old Times in the Colonies, Story of Liberty, Boys of '76, Building the Nation, etc. They correspond in history to Knox's Boy Travelers in travel, are highly embellished, and the story is well told. Of substantial value are Gilman's Historical Readers, not so expensive but yet well made: Discovery and Exploration of America, Colonization of America, and Making of America. These are published by D. C. Heath & Co., whose list of supplementary reading is very valuable. Besides the books just mentioned, this firm has published Tales of the Pathfinders and Magna Charta stories, also by Gilman, adapted to Grammar Grades, and also four very well written volumes by Joseph Banvard, a little more advanced: Plymouth and the Pilgrims, First Explorers of North America, Pioneers of the New World, and Southern Explorers and Colonizers.

Messrs. Lee and Shepard present a most excellent list of books in this line. Whatever T. W. Higginson writes may be accepted as combining accuracy of statement and beauty of style. His Young

Folks' History of the U. S and American Explorers are worthy of places in every library for young people. Monroe's Story of our Country, Dodge's Stories of American History, The Boston Tea Party and Other Stories, Noble deeds of Our Fathers, The Nation in a Nutshell, are admirably adapted to arouse a taste for history among young readers. And while we are dealing with this list, I may speak of Jane Andrew's Ten Boys, in terms of high approval, and especially of Towle's very interesting biographies of De Gama, Marco Polo, Pizarro, Raleigh, Magellan and Drake. I do not know of any writer for youth, unless Miss Yonge, who has taken up the work of Abbott with greater success than this author. More than that, Lee and Shepard have reduced the price of these books to reasonable limits and have rendered the school interests of the country an inestimable service. Referring to English History in this connection, it is understood by all, I suppose, that for young children Dicken's Child's History of England is unsurpassed. For pupils of the higher grammar grades Towle's England and Ireland are very interesting, for High school pupils I know of nothing better than Guest's Lectures on English History, a book well adapted to minds of this capacity, while Green's Shorter History of England is one of the most remarkable pieces of historical work ever produced.

For U. S. History I think it an excellent plan to put into these libraries primary histories of the U. S. published by other firms. Ellis's Primary History of the U. S., published by the Van Antwerp, Bragg & Co., is an excellent little book, well-written and handsomely illustrated. So is the Eclectic History for more advanced pupils.

Barnes's two books are excellent, while Eggleston's, recently published by D. Appleton & Co., has no superior.

There are many other histories, as Quackenbos's, that are very valuable and which are so written as to bring history within the range of young pupils.

Scribner publishes two books by Miss Wright well worthy of attention, Stories of American History and American Progress. They are unusually attractive. Bearing upon this, I may mention Rolfe's Tale's of Chivalry and the Olden Time, and Stories of English History in Prose and Verse, published by Harper's, the beginning of a very interesting series.

Hawthorne's True Stories, published by Houghton, Mifflin & Co., and Scudder's Boston Town, are admirable books.

As to histories of foreign countries, Yonge's England, Germany, France, Greece and Rome are beautifully written and well illustrated.

Putnam's Series, known as the Stories of the Nations, are worthy of purchase, though adapted to high school pupils and older people.

Miss Buckley, the author of The Fairy Land of Science, has written a History of England for Beginners. McMillan publishes this as also, what is said to be an excellent book, French History for English Children by Brooks, and also Beesly's Stories from the History of Rome. To the writer it seems a matter of great profit to interest boys and girls in ancient history and biography; hence Plutarch for Boys and Girls, edited by John White, his Herodotus for Boys and Girls, Alfred Church, Stories of the Old World, Homer, Virgil, the Greek Tragedians, Herodotus, Livy, etc., are excellent.

For later mediaeval history reference may be made to Sidney Lanier's The Boys' Froissart and the Boys' Percy. I wish to call attention to three books published by Ginn & Co.: Franklin's Autobiography, Fiske's edition, if I may so term it, of Irving's Washington, and Moore's beautiful little book, Pilgrims and Puritans. Of the first, I need make no special reference. Of the second, it appears to me that the publishers have performed an invaluable service, for Irving's Washington is a classic and John Fiske combines to a remarkable degree keen historical insight and power to write in a highly interesting way. As for the last mentioned book, I know of nothing more happily done than this grouping of old material so as to give a real, living view of the early settlement of Plymouth and Boston.

Before leaving the department of history, attention may be called to Routledge's series of histories in words of one syllable; whether these are profitable or not is a matter of doubt.

I do not wish to close this brief review without giving a little further attention to biography. As was remarked at the outset, biography presents peculiar advantage to the reader of history, and at the same time it yields great value in the line of inspiration to youth. It was a remark of Abraham Lincoln that most of the historical knowledge he ever acquired was from that invaluable series of Abbot's, which has, perhaps, never been surpassed for purposes of practical utility, although its accuracy in the light of modern research may be questioned. The American Statemen Series is excellent, though for advanced readers. Cassell & Co. publish a very interesting series of books under the title of the World's Workers. I can bear testimony to the exceeding interest and profit of Smile's Life of the Scotch Naturalist. The history of man gives no record of greater devotion than is put down in these interesting pages of the life of Edwards.

Poor Boys who Became Famous, and its counterpart, Poor Girls who Became Famous, by Sarah K. Bolton, are good books. Charlotte

Yonge's Book of Worthies and Golden Deeds are excellent. Brook's Historic Girls and Historic Boys are beautiful books. James Parton has great ability to make interesting the life to which he devotes his powers. Higginson's English Statesmen, French Leaders, and German Political Leaders are good. It is not worth the while, probably, to extend this list. For those who are not posted upon these departments of literature, enough has been said to give adequate assistance. To others no help is needed. We cannot draw this article to a close, however, without remarking, that care must be taken not to make history too simple.

It has been said of Thomas Arnold that his father presented him with Smollett's History of England before he was three years old, as a reward for reciting correctly events, etc., connected with the Kings and Queens of England. It is said, also, that when professor of history at Oxford he quoted from Priestley's General History facts he had mastered before the age of eight. And, furthermore, ere the age of fifteen, he had twice read Gibbon's Rome. Of course, not many are Arnolds. And the writer remembers a remark lodged effectively in his mind years ago by Dr. Hinsdale, then at Hiram, that to read Gibbon's Decline and Fall as it ought to be read implies a liberal education. But the surest way to produce maturity of thought is to feed upon mature ideas. The sooner a child begins the reading of such histories of the United States as Bancroft's, Hildreth's, McMaster's, and such of England as MacCaulay's and Green's, of such as Mabley's concerning the Netherlands, etc., and holds himself to them with unwearied patience, the sooner will he place himself where he can pass sound judgment upon men and books, and work independently.

Dr. Harris has well said, "There is no lesson the student can learn so important to him as this: the most difficult of writings can be mastered by repeated attacks that concentrate the whole attention on a small portion. Let a student read one page of Kant's 'Critique of Pure Reason' when his mind is fresh, concentrating his full attention upon it. His first reading will not suffice to give him much insight. But if he repeats his reading of this one page every week for six months he will discover within himself not only new ideas but new *faculties.*"

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Laughter is a healthy exercise, and wit and humor universal blessings, given us to lighten the burdens of life. He is a wise man who cultivates them "within the limit of becoming mirth."

# LANGUAGE WORK, ITS NATURE AND SCOPE.

BY W. R. COMINGS.

This branch of study, so familiar to the pupils of to-day, but quite undreamed of a generation ago, sprang from the effort to make the study of English grammar practical. Naturally, it still maintains a close alliance with that study, partly because of natural conservatism on the part of teachers, and partly because of the real kinship between the two. But this alliance is much closer than it would be if English grammar were always defined and taught for what it is, and not as the "art of speaking and writing the language correctly."

The writers of language books have been guided in their work by many and various conceits. The prevailing one would seem to be that language lessons must be a sort of modified or simplified technical grammar. This has led to the unprofitable practice of calling for original sentences containing this or that part of speech in some of its modifications. As a test of a pupil's knowledge of the point in hand this may be nearly or quite as good as straight parsing or analysis; but, as a training in original composition, it is far from what is desired.

If the purpose of a study is to *train* pupils, then *language lessons* should guide pupils in their thinking and in the expression of their thoughts. To do this well it is often necessary to furnish them with food for their thoughts. *English grammar* is a training in the classification of the words and phrases in sentences, based upon their interrelations. It also determines what form the inflected words must have in each case. Such work properly arranged is more a science than an art. *Rhetoric* trains pupils to perceive the best arrangement of the words for the purpose of making discourse effective. It cultivates gracefulness and aids in ornamentation. *Logic* teaches how to arrange thoughts so as to be consistent with each other. It is a training in correct reasoning.

Here are four branches of the study or use of language, all related, yet distinct. In their application to school work, language work appears to be the empirical form of all of them. Devoid of science or rules of expression, because it comes before the pupils can formulate rules, or understand rules formulated for them, it gives the necessary elementary practice in thought and expression.

It should be as varied as child life, not restricted to the making of sentences from a jumble of words, or the filling of blanks alone, or the description of pictures, or the writing of letters, or the descripton of birds, or bugs, or plants, or plays—not any one of these; but all, and more. Whatever there is of interest that will stimulate thought and give opportunity for its easy expression is legitimate. Like reading, it can be best taught when given its own appropriate time and place. To make it depend upon arithmetic, geography, or history for its food is to starve it. Only one object of thought can be well kept in the mind at a time. For this reason it should be divorced from English grammar, the two being unlike in nature. Not necessarily completed before grammar is begun, but made a distinct part of school work, and only combined by an occasional illustration or application of rules, just as in the higher grades compositions are distinct from rhetoric and logic.

## A PROTEST.

BY ESTELLE A. SHARP.

At the North-Western Ohio Teachers' Convention, held at Findlay during the holidays, much was heard of the value of the higher education, and many were the injunctions laid upon the teachers to urge the youth under their charge to obtain it. Many of those present had gone a considerable distance to hear something that would inspire them to stronger, nobler work; or to hear the vital educational issues of the hour discussed. Instead, they had this stale, old truism served up in various forms.

The speakers of the convention wasted their time. There is no need to urge the boys and girls to attend the higher institutions of learning. The land is dotted with colleges, filled to overflowing with ambitious youth of both sexes. Other colleges are founding, until there is a plethora of them, and an education is given for less than cost. No need to urge the pupils, when to attend a "Normal" or College is the aim of even the mediocre. Doctors, lawyers, bookkeepers and professional men swarm, until they must, in the struggle for existence, resort to dishonest means. But no matter how hard the struggle; having once attended college, they never labor with the hands again. And this is the subject that, in view of the crisis in the social and economic life of the nation, should have been considered.

The question that confronts teachers to-day is, whether there is not enough—nay, too much of the higher education in the nation for its good. Undoubtedly, a reaction is setting in, and all earnest thinkers are questioning the validity of the theory held during these years of our nation's childhood. In a recent essay, Prof. Mahaffy, the great Dublin authority upon Greek matters, ascribes the deterioration of modern Greece to the universality of education. He says that every smart boy who feels himself a little better than his fellows, makes for the University of Athens, with its free education, and when once a graduate, he cannot bear to return and work in the fields; so that large tracts of land are lying idle.

Now, owing to the large influx of foreigners, our fields are not lying waste; but the rest of the professor's remark is an exact description of affairs in our own country. Nay, it is even worse in the United States, for here even a high school graduate disdains manual labor and becomes a clerk or runner. Labor is despised. In some recent statistics collected by the government, the awful fact is revealed that in the eastern manufactories there are no American laborers. I say an awful fact, for it indicates an impassable gulf between classes and nationalities, an entire surrender of labor to foreigners who, thus thrown together, form a dangerous element in social and economic matters, and beget a false and degraded conception of labor in the minds of American youth. Would I had space to quote the trenchant utterances of some of the manufacturers as to why our American boys do not learn trades. Their fear of losing gentility is chief.

To day, all thoughtful, economic writers agree that the problem of our nation's future rests no longer upon her college-bred men but upon her skilled mechanics. But not one word on this vital issue was heard at Findlay. Why? Do not we teachers keep abreast of the issues of the hour? Or are we afraid to speak, fearing that with trades schools, "Othello's occupation will be gone"? Be that as it may, no word was said in recognition of the nobilty of labor—the successful field work or mechanical labor. Not one word! And yet the pressing duty of us teachers, and one that should be iterated and reiterated at every convention, if we would help to perpetuate our nation, is to ennoble labor,—to preach the dignity of manual work, to encourage our youth to become skilled farmers and artisans, to ridicule the false notions of gentility prevailing, and to teach by precept and example that it is *worth* and not *position* that should be sought.

Gentlemen of the convention, you are wrong! You are a decade behind the times! You must right-about-face! You must let go the musty old fossils of the past and deal with the strong giant of the present.

Teachers, we must not be backward in this matter, else we show ourselves dry-as-dusts, who, not keeping up with the thoughts and needs of the hour, ought to be shelved; or persons who, caring merely for self, keep quiet and occupy themselves with stale issues for ear of encouraging movements by which high schools will lose much of their importance. We must encourage the formation of schools of manual training and of regular trades. Above all, instead of holding up college training as the one good in the world, we must preach the dignity—yes, divinity of labor. We need no longer urge our brightest scholars to go to college. If there is anything special in them, they will go, so great is the impetus in that direction. It is our imperative duty now to set the pendulum swinging in the opposite direction.

*Bellevue, Ohio.*

# PRIMARY DEPARTMENT.

SPECIAL CONTRIBUTORS.

**Mrs. Carrie Newhall Lathrop,** Principal Cincinnati Normal School.

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## FOLLOWING DIRECTIONS.

There is one feature of the primary teacher's work about which I do not remember ever to have seen anything written. That is the necessity of training the child to comprehend and obey quickly the various oral directions given to him. Anyone but a teacher of first year pupils, would be surprised at the slowness with which most children grasp an unfamiliar command, even a very simple one. For instance, a teacher standing before a row of newcomers, the first morning of school, says in the plainest of Anglo Saxon, "All the children in this row may stand." No one moves. All seem to expect that something more will be said on the subject; but as nothing more is said, and the teacher is waiting, two or three rise hesitatingly; and the rest seeing what these have done, follow their example, not because they heard, but because they saw. We teach pupils to do too much by imitation and not enough by directions addressed to the ear alone. If the teacher in this case had thought best to address her command to the eyes, instead of the ears, and had simply raised her hand as she spoke, the children would have been on their feet much sooner. So much of a child's first knowledge is obtained through the eye, that he is slow to perceive with the ear. Nor is this slowness of comprehension confined to little children alone. If you doubt it, ask a friend to hand you the second book on the right hand side of the third shelf in your book-case, and note the time it takes him to get your words well in mind. Unless the members of a geometry class have been trained to follow directions, they will be puzzled by such commands as, "Draw from the ends of the side of a triangle two straight lines to a point within the triangle."

My attention was first called to this branch of a child's education several years ago in visiting a kindergarten. The teacher was directing a dozen little folks in regard to the arrangement of some square tablets. Each first placed one of these so that the front edge touched a horizontal line on the work table. Then they were told to place another tablet with the right angle touching the middle of the front edge of the one first placed; another with the angle touching the middle of the back edge of the same one; then one on the right hand side in the same way, and another on the left. I could not but notice the difference in their ability to grasp the thought from the teacher's words, as she did not show, but simply told them what to do, then waited quietly for them to see for themselves. I was not a primary teacher then, and could hardly refrain, as I sat near the table, from pointing out to one little fellow the place for his tablet, as he seemed especially slow to understand. But his evident satisfaction when he got it right was very pleasant to see, and I was convinced that many children are robbed of much intellectual growth and enjoyment through the ignorance or false kindness of parents and teachers.

There are many little exercises a teacher can use that will quicken the understanding, and help form a habit of ready, cheerful obedience, besides giving a pleasant variety to the school work. Of course, only very simple directions should be given at first, such as: Hold the right hand up. Find your elbows. Look up. Reach out. Take two steps forward. Place your right hand on the front side of your desk,—the front side being the one nearest the pupil. Then when such directions as these are no longer difficult, proceed to more complex ones, as: Find the upper right-hand corner of book, desk, slate or room. Place your right hand on the left shoulder. Find the third word in second line of the reading lesson. Turn to the east and point to the west. Look to the north and walk towards the south, and many more that any teacher will readily think of as soon as she begins to do this kind of work. Take some time when the school seems unusally restless. Let all stand. Tell them you want to see who is the quickest to mind. Then let commands follow as rapidly as possible for a few minutes. Put your hands on your head; on your shoulder; on your toes; and if you have never tried this you will be surprised at the rapidity with which your school will disappear, all except one or two who, instead of going down to find their toes, have brought their feet up to them. If you find that some are inclined to do as they see others do, you can play you have a school of blind children, who must mind as well as those who can see. There will be no harm in having the children sometimes do as they see the teacher or one of their own number do. Only have it understood whether the main thing is to look or listen. Teachers who use splints, one-inch cubes, match sticks, shoe pegs, and paper folding for busy-work, need to spend some time in teaching their pupils a few simple forms to serve as a basis from which to invent other forms, or much of the time spent with this material will be of little real value to the child, as he will only use it in a careless, aimless way. A teacher can easily teach a new form to a whole school if they will follow her directions carefully, when it would be an Herculean task to attempt to show each individually. And right here let me speak of another advantage of thus teaching these forms. It necessitates the use by the teacher, and the consequent learning by the scholars, of such terms as cube, oblong, vertical, horizontal, parallel, perpendicular, and right angle. And the children soon learn to talk as easily and understandingly of trapezoid and cylinder, as of marble and kite.

Drawing lessons furnish another excellent opportunity for more of this same kind of drill, and the teacher can instantly detect by a glance at the slates the least failure on the part of the pupil to follow her directions. A teacher who has never taken lessons in drawing can dictate such simple exercises as the following: Place a dot in the middle of your slate. Make another one inch above this, and another one inch below, also a dot one inch to the left, and another one inch to the right of first. Then these points may be connected with straight lines as teacher sees best to dictate. Or the children may draw different kinds of lines as you name them. When ready for something still more difficult give such directions as: Draw a horizontal line two inches long. Through the middle point of this draw a vertical line three inches long, having one inch of the line above the horizontal. From the top of the vertical line draw two lines, one to the right and one to the left of the horizontal. From the right and left of the horizontal draw lines to the bottom of the vertical line.

And before you are through every boy is anxious to tell you that it is going to be a kite. The children are always interested in these exercises, as their curiosity is excited to know what the figure will be like.

A teacher who never makes any unusual demands of her pupils will not see the need of these exercises. It is possible to conduct a school with so little variety that the necessity of thinking is reduced to a minimum. A new way of asking a question, or of giving an oft-repeated direction will sometimes sadly puzzle these little ones. Many a child can readily tell you how many seven less three are, who could not tell how many three from seven would leave. It will do no harm to set little traps in which to catch the heedless ones. Let the small Yankee who guesses he knows what is wanted, and so goes ahead of the teacher's directions, find himself left behind as the watchful teacher suddenly changes her plan.

Now I am afraid some teacher who reads this will think she has no time for all these things. Such a conclusion would be as unwise as was that of the man who had not time to wait for the cars, so trudged along on foot. One object of these lessons is to make your pupils brighter and quicker and thus save time. Do we not all lose much time repeating our words to children who fail to hear the first time, and in helping individual ones who should learn to attend more closely to the instruction given to the class. Children accustomed thus to follow directions learn to listen attentively, and to think closely, which is an excellent preparation for some of the emergencies of life which require concentration of thought and immediate action.

*Medina, O.* SARAH W. SMITH.

## GAINS AND LOSSES IN PRIMARY TEACHING.

No one that has observed closely manifestation of mind in young children, can doubt the truth of the assertion of Comenius that learning comes to children as flying to birds and as swimming to fish. It is true that children may not desire to learn everything that is presented to their minds, any more than they desire to eat or drink everything that is set before them; nevertheless, since "the mind is nourished as the body is," the young child eagerly desires to know, to satisfy his curiosity. Since sense perception is most active in early life, he readily learns about visible, tangible objects. This activity, the primary teacher uses as a basis for teaching language, reading, number, form, color, and simple forms of plant and animal life. If the teacher superintend rightly the activities of the child-mind, she can lead whithersoever she will among sensuous lessons in first principles, and the youthful mind will eagerly follow.

But another force is ever active in the child,—his likes and dislikes; his sensibilities are responsive to every surrounding and every force with which he comes in contact. His affections are easily won and retained. No sovereign can have a more loyal subject than a teacher may have in a child-pupil. A few words of commendation rewarding endeavor, may win a child's regard and keep him a devoted ally of his teacher. This active sensibility makes the child, under natural conditions, follow where the teacher leads, and tends to make the child not only love her, but love what she loves. This then is a key which opens doors to many subjects in which the child would not be interested of his own accord. The teacher is interested; the child likes the teacher and becomes interested because she knows how to interest him, and he is willing that she should lead him. This tender, keen interest, the wise teacher values above all other things.

The attention of a child is easily diverted; is he tired of the work he is doing? let the work be changed, or better still, let him have fresh air and a few minutes vigorous physical exercise, and he forgets his weariness. A few bright colored sticks, or pictures of familiar objects, or a lively song, will win almost every child from a spirit of mischief and disorder in the school-room. It is only the wise teacher with the spirit of a little child that knows how to keep a child's attention by exciting his interest.

But the ease with which the attention is gained, marks the degree of ease with which it is lost. Because of the undeveloped condition of the child's mind, it is difficult to hold his attention to a given subject. This is earliest exhibited at home, when the baby becomes tired of each plaything, throwing one after another from him. The secret of the inattention at school or at home is that his interest flags. I have known boys of nine years of age to work steadily all day building a toy boy or carving toy furniture. Their interest was continually reinforced. Like steam in an engine, interest must be continually generated to produce force. If the teacher is unable to excite interest, "repetition, the mother of studies," becomes a weariness to the mind and loss follows. As interest is needed to produce results, it is only when the knowing mind knows that it knows, that the crowning interest is gained, and the child makes progress. Then the feeling mind knows that it feels, and the will is active to try again in order to create again in the mind the pleasurable emotion caused by putting forth a successful effort, and the gains exceed the losses.

*Cleveland Normal School.* ELLEN G. REVELEY.

## PRIMARY ARITHMETIC FOR COUNTRY SCHOOLS.

### II.

After having made the pupils perfectly familiar with the reading and writing of the numbers from 1 to 100, teach them to double such numbers as 20, 30, 40, 50, 15, 25, 35 and 45, saying "two tens +two tens make four tens," etc. Keep them at work with chalk and pencil until they are so familiar with the numbers that everything can be done with alacrity. When a lesson is thoroughly understood, seemingly, require the pupils to compose similar lessons for the class. This will prove conclusively whether the work is fully understood.

Upon the dismissal of the class, inform them that you expect an account of the lesson at the next recitation, and then, by no means allow yourself to omit it, for you need not expect thoroughness from your wise little folk unless you take the lead.

When they combine two numbers, immediately require them to subtract each one from the sum of the two. Have everything performed quickly, then give lessons combining addition and subtraction thus: 10+2—6+4—5, etc.

Now require class to compose examples of the same kind, for by so doing they acquire some wholesome discipline which you do wrong *not* to give them. Ask one member of the class to place the examples, which his classmates have composed, upon the board for next lesson.

Continue such exercises orally until they are quickly performed. Such a drill is excellent for advanced classes, only bring in square and cube root, percentage and fractions, thus: ½ of 24, add ⅔ of 15, add 3, take the sq. root, multiply by the cube of 2, add the cube of 3, add 3, divide by sq. root of 4, divide by sq. root of 49, add 25 percent of 16, etc.

But I am digressing. Next take up subtraction. Take 27—18. Ask for an oral answer. Then, writing the numbers in correct position for board work, say, "Commence at the right hand column, and take the lower number from the one above. Now, Johnny, 8 from 7 leaves how many?"

"It can't be done, because 8 is larger than 7."

Now excite the curiosity of the class as to how the oral answer can be correct, but don't expect that any one of your pupils will see how it is without your aid. Just make them wide awake with curiosity, and your work is half done.

"If your mamma were making pies and found that she had not sugar enough, she might borrow of a neighbor. 7 has a neighbor at its left, and we will borrow the smallest number possible from it; what would be the smallest number we could borrow of 7's neighbor 2?" "One!" "Correct, and 1 in second column = 10 units. If we put these 10 units with the 7 units we have 17 units, and taking 8 units from 17 units leaves 9 units. When we borrow we must pay back in some way, so we will carry 1 back to the lower number in tens column." If any bright little fellow asks, "Why don't you carry it back to the upper 2, instead of the lower 1?" show him that it would make his result too large, or show him that it is a process of equalization. I have seen little ones taught to subtract by calling the figures of the minuend one less than they are. Thus 27—18. 8 from 17=9, and 1 from 1, etc.; but I have observed that such pupils are "all at sea" when asked to solve such a problem as 80001—2009.

Drill and review, though seemingly slow work, is wonderfully satisfactory in the final result.

*Aurora, Ohio* ELEANOR PLUM.

We fear the plan of returning what was borrowed to a different neighbor from the one that lent it would not be altogether satisfactory to the "bright little fellow." In subtracting 18 from 27, the first step is to get 8 units from 27 and know how much remains. Since the units part of 27 does not contain as many as 8, one of the two tens must be converted into units. This clearly leaves but one ten, and it is better to consider it so. It is no more difficult to consider the term in the minuend one less, as it is, than to consider the term in the subtrahend one greater, as it is not. The process can be very clearly illustrated with bundles of match-sticks or toothpicks. The difficulty in such problems as 80001—2009 is not very serious. Take one of the 8 ten-thousands and convert it into thousands. Take one of these thousands and convert it into hundreds, etc. The minuend would then appear thus: 79991 + 10, and might be so written over the original minuend. The process of subtraction would then be 9 units from 11 units, etc.—ED.

## READING.

I am becoming more and more convinced that more time and attention should be given to the subject of reading, not only in the lowest grades, but also in the Intermediate and Grammar Schools.

In the lowest grades, I believe there should be two reading lessons in each half day, and that each pupil should read. In the second and third grades, there should be a reading exercise each half day at least.

In the other Intermediate and Grammar School grades, more attention should be given to the matter of reading. Just here, let me say, that I have sometimes thought, less reading in some classes would be wise, unless more attention was given by the teachers in regard to the style of reading. The carelessness shown is not intentional but thoughtless, and demands the prompt notice of the teacher. If the pupil be well taught at the beginning of his school life to read intelligently, naturally and fluently, his teachers in after years will only need to guide him wisely in his advancing course.—*S. S. Taylor, Supt. St. Paul.*

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## NOTES AND QUERIES.

### DIVIDING A FRACTION BY A FRACTION.

I am at a loss for a good explanation of the inversion of the divisor. Can the editor help me? R. P.

Try this one: Problem—Divide $\frac{3}{5}$ by $\frac{2}{3}$.

$$1 \div \tfrac{1}{3} = 3.$$

$$1 \div \tfrac{2}{3} = \tfrac{1}{2} \text{ of } 3, \text{ or } \tfrac{3}{2}.$$

$$\tfrac{3}{5} \div \tfrac{2}{3} = \tfrac{3}{5} \text{ of } \tfrac{3}{2}, \text{ or } \tfrac{9}{10}.$$

Therefore, $\frac{2}{3}$ is contained in $\frac{3}{5}$ $\frac{9}{10}$ of a time.

Let pupils study until they understand each step separately and in its relations. By repeated examples lead them to discover that any fraction inverted shows how often that fraction is contained in a unit, and that knowing how often it is contained in *one*, it is easy to find how often it is contained in any number of ones or any fraction of one.

An excellent device is to write a solution like the above on the blackboard, and call upon the pupils, one after another, to read it, the class deciding, after each reading, whether the reader understands the solution. To read with proper emphasis and inflection may be taken as reasonable evidence that the problem and its solution are understood. The teacher may also read with varying emphasis, the class deciding when he has read correctly. The pupil gives evidence that he does not understand, who reads as follows:

The problem is to divide three-fifths by two-thirds. One divided by one-*third* equals three. One divided by two-*thirds* equals one-half of *three*, or three-halves. Three-fifths divided by *two*-thirds equals three-fifths of *three-halves*, or nine-tenths. Therefore, two *thirds* is contained in *three*-fifths nine tenths of a time.

Nor does the pupil give evidence of understanding, who reads monotonously, without emphasis. But it is fair to conclude that the pupil understands the problem and the solution, who, unaided, reads as follows;

We wish to divide *three-fifths* by *two-thirds*. *One* divided by *one*-third equals three. One divided by *two*-thirds equals *one half* of three, or three-halves. *Three-fifths* divided by two-thirds equals *three-fifths* of three-halves, or nine-tenths. Therefore, etc.

A good solution of this problem sometimes used is the following:

We wish to divide $\frac{3}{5}$ by $\frac{2}{3}$ (or $\frac{1}{3}$ of 2). Let us first divide $\frac{3}{5}$ by 2, which may be done by multiplying the denominator of $\frac{3}{5}$ by 2. $(\frac{3}{5 \times 2})$. But since this divisor is three times as great as the given divisor, the quotient is only one-third as great as the required quotient, and we must multiply the quotient obtained by 3, which may be done by multiplying the numerator by 3. $(\frac{3 \times 3}{5 \times 2})$. In other words, we multiply the denominator of the dividend by the numerator of the divisor, and the numerator of the dividend by the denominator of the divisor. This is most conveniently done by inverting the divisor and proceeding as in multiplication of fractions.

Unless the class is well advanced it is not wise to use more than one method of solution.—ED.

### A WELL-KNOWN TEXT-BOOK CRITICISED.

I have been surprised that I have never seen any serious objection made to Wentworth's Algebra. The chapter on Chance seems to me so objectionable as to prevent its use in any of my classes. I prefer that my students should not be "well up" on cards, dice, lotteries, and other means of gambling and swindling. It is to me matter of astonishment that any teacher should introduce into any text-book such matter as I find in the chapter referred to.

It may be claimed that there are important questions in sociology, commerce, business, etc., depending on chance, and that the knowledge of chance is of so much service that it cannot be ignored; but all that is good and desirable in this direction may be secured without resort to the arts, appliances and vocabulary of gamblers and swindlers, for illustrations and problems.

I would be glad to know the views of my fellow teachers in relation to this matter. Those at all interested are referred to Wentworth's Complete Algebra,—Art. 438, p. 352; problems 1 to 6, pp. 353-4; prob. 1, p. 358; prob. 22, p. 360; probs. 11, 12, p. 363; probs. 13 to 17, pp. 364-5; probs. 1, 2, p. 369; probs. 2, 4, p. 371; probs. 20 to 22, p. 373. Also, probs. 8, 9, p. 354; prob. 8, p. 358; prob. 19, p. 359; probs. 18 to 20, pp. 356 7; prob. 7, p. 371; and Art. 440, p. 357.

*Wilmington College, Wilmington, Ohio.* J. O. CALDWELL.

### CAN A TEACHER WITHOUT PUPILS DRAW PAY.

If, on account of bad weather, a teacher be without pupils an entire day, is the teacher entitled to his pay for that day? Is it necessary, under such circumstances, for the teacher to remain all day at the school-house? COUNTRY TEACHER.

*Dayton, O.*

The teacher would be entitled to his pay for the day, provided he was in his

**place and ready to teach any pupils who might present themselves. There might be a question for the lawyers, or the courts, in the second part of Country Teacher's inquiry. If, as a matter of fact, no pupils should present themselves, the teacher would probably be adjudged entitled to his pay, even though he should only remain long enough after time for the opening of each session to know that there were no pupils. If, however, one or several pupils should come after his departure and find no teacher, the case might be different.—Ed.**

### LIBERTY AND MNEMONICS.

Last August, in Canton, Ohio, the writer heard Dr. R. W. Stevenson, of Columbus, speak on U. S. History, and among the many fine points brought out in his address was the following, which we think is well worthy of some notice:

1775 gave us Lexington.
1776 " " Independence.
1777 " " Burgoyne's Surrender.
1778 " " Evacuation of Philadelphia.
1779 " " Repulse of the Americans at Savannah.
1780 " " Treason of Arnold.
1781 " " Yorktown and Cornwallis.

Now, begin at the top of this column of events, and, using the initial letters of these phrases, spell downward and we get the word "LIBERTY" as the product of all these events, and of the other events of these years not mentioned.

In this connection, let it be noticed that the study of dates is not such a frightful bugbear after all. In brief, it is possible to form systems of mnemonics which aid the memory very much, though many will reject them and depend altogether upon what is known as the Law of Association. For our own part, we use both, and we believe both serve a good purpose; but mnemonics, like medicine, should be used judiciously.

Let us have the opinion of others on mnemonics.

*New Harrisburg, O.* A. M. BOWER.

### MIXED EXAMINATIONS.

Is 10 percent for neatness," allowed,—for instance on Geography papers,—by an examiner, a just way to test the merits of an applicant in that particular branch? Would it not seem just as reasonable to allow 10 percent for arithmetic or for grammar on the geography papers? Can examiners claim a right to such a *mixed* examination?

*Peninsula, O.* H.

**Examiners can "claim a right" to any kind of examination which, in their judgment, will best test the fitness of applicants for the work of teaching in the common schools. The ability to prepare a neat manuscipt is an important**

element in that fitness, and may very properly be taken into the account. Whether the plan complained of by H. is the best way of taking account of this may be an open question. This is true: Applicants may show fair ability to answer questions on the branches specified in the statute, and yet be unworthy of a certificate, and sometimes because of inability to make a decent manuscript.—ED.

### A DATE IN QUESTION.

Bola's answer to query 4, p. 586, given on p. 633, December number, 1888, gives "Victory of Arminius over the Roman Legion under Varus, 9 A. D.," as one of the battles of which a contrary event would have varied the drama of the world in all its subsequent scenes. I think Bola is mistaken in the date of this battle. The date as given by all the authors that I have examined is 9 B. C., instead of 9 A. D.

J. A. CALDERHEAD.

9 A. D. is the correct date. Arminius [Hermann] was born about 18 B. C., and would have been rather a youthful commander of the German Army in 9 B. C.—ED.

### QUERIES ANSWERED.

Q. 3.—Nominally Rhode Island has two capitals. The legislature meets every year at Newport in May, but soon adjourns to meet at Providence in January, where most of the business of the State is transacted. Providence is, therefore, the real or principal capital.

The custom of the legislature in meeting at both cities is due to the fact that Rhode Island was originally composed of two plantations ("Rhode Island and Providence Plantations"), both of whose capitals claimed to be honored as the seat of government.

*New Harrisburgh, O.* JENNIE C. BOWER.

Q. 4.—"Oatfield or oatsfield?" Farmers usually use the latter, but if we followed analogy we should say oatfield, as we say oatmeal.

B. C.

Q. 6.—"Liberty was theirs as men." "Men" is a noun, possessive case, in apposition with "theirs."

A. H. M.

"Men" is a noun, poss. case, in apposition with "theirs." Holbrook, p. 181, puts it in the obj. case, obj. of prep. "as."

C. L. W.

Expanding we have: As they were *men*, liberty was theirs. *Men* is a noun, nominative, predicate with "were," understood.

J. A. CALDERHEAD.

Q. 7.—*Were being honored* is a verb in the passive voice, indicative mode, past tense, progressive form, third person and plural number.

A. B. CARMAN.

"Were" is a copulative verb, and "being honored" a compound participle having the construction of a predicate adjective.

A. H. M.

Jennie Bower's answer agrees with that of A. B. Carman. C. L. W. and J. A. Calderhead agree with A. H. M.

Q. 8.—"Enemy," noun, nom. case, predicate after participle "being."

"Cooking," verbal noun, obj. case, limits "worth," an adjective predicate. It is sometimes called an "*adverbial objective.*"

"Rare," an adjective, after "to be" understood, and limits "*steak,*" or "*it,*" understood as an object of cooking.

*Danville, Va.* C. S. Wheatley.

*Enemy* is in the nominative case. When a proposition is abridged by changing the copula to a participle, the subject is put in the possessive, but the case of the predicate remains unchanged.

*Cooking* is a copulative participle used as a noun. It is the basis of an abridged proposition, and is in the objective case without a governing word, according to Harvey's Rule VIII. *Rare* is an adjective, and describes the omitted subject [*its*] of the participle *cooking*.

A. B. Carman.

Q. 9.—B gains on A 8 miles in 1 hr., then B and A will come together in 30÷8=3¾ hours. C gains on B 12 miles in 1 hr., and C and B will come together in 30÷12=2½ hrs. They will all come together in the L. C. M. of 3¾ hours and 2½ hrs.=7½ hours. In 7½ hours they will all be 7½ miles from the starting place.

Every 7½ hrs. they will come together 7½ miles from the place they last started; and in thirty hours they will first meet at the place of starting. A. G. Weaver.

C. S. Wheatley and W. H. Leiter agree with the above. W. A. Campbell and A. H. M. get results differing from this and from each other.

Q. 10.—It is my opinion, as well as others', who have tried it, that the answer given is wrong. Here is my solution: The bank dis. of $1 for 25 days (from May 10 to June 4), is $.004⅙. Proceeds of $1=$ .995⅚; $1,226.53÷.995⅚=$1231.66, which was value of note at maturity.

The amount of $1 for 93 days is $1.02$\frac{7}{12}$; $1,231.66÷1.02$\frac{7}{12}$= $1,200.64, the face of the note. Taking $1,200 as the answer and reversing the process, I got $1,225.87 as the proceeds. If my work is wrong, I don't see the point, and want to be righted. A. H. M.

3 months from March 1, 1888=June 1–4, 1888.

From May 10 to June 4=25 days. Discount on $1.00 for 25 days at 6 percent=$\frac{5}{12}$ ct. $1.00 −$\frac{5}{12}$ ct=.99$\frac{7}{12}$ proceeds, and to be worth $1,226.53, the amount of the note must be as many dollars as .99$\frac{7}{12}$ is contained times into $1,226.53=$1,231.66⅔ nearly, amount of note.

From March 1st to June 4=95 days; interest on $1.00 for 95 days at 10 percent=.026$\frac{7}{18}$, 1.026$\frac{7}{18}$ amount of $1.00, and for a note to amount to $1,231.66⅔ in the same time it will take as many dollars in the principal as 1.026$\frac{7}{18}$ is contained times in $1,231.66⅔, which equals $1,200. W. H. LEITER.

Same result by C. S. WHEATLEY, J. A. CALDERHEAD, A. B. CARMAN and pupils of Montrose school.

QUERIES.

11. How is the elevation of places above sea level determined?
*

12. Will some reader of the MONTHLY give a brief history of "Decoration Day"—by whom appointed, when first observed, whether a national holiday and when it became such? J. W. R.

13. What is the capital of Dakota? G. F. R.

14. Is the great wall of China a myth? If not, what are the facts about it? K. W.

15. Is the sentence "*Why, that I cannot tell, said he,*" complex or simple? Dispose of "Why." C. S. WHEATLEY.

16. Construe "each" in the following sentence: They were bent upon securing each the foremost place for himself.
A. B. CARMAN.

17. What is the mode of each verb in the following sentence? "Could he have kept his spirit to that flight, he had been happy."
E. S. NORTON.

18. The area of a right triangle is 600 square feet, the hypotenuse is 50 feet. Find the other two sides.

19. How many stakes can be driven down upon a space 15 feet square, allowing no two to be nearer each other than 1½ feet, and how many, allowing no two to be nearer than 1¼ feet?
E. QUAIL.

20. $30,000 of bonds bearing 7 percent interest, payable semi-annually, and due in 20 years, are bought so as to yield 8 percent payable semi-annually; what is the price? J. A. CALDERHEAD.

# EDITORIAL DEPARTMENT.

*The* MONTHLY *is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

We have made arrangements whereby we are able to receive subscriptions to the *Forum* with a subscription to the MONTHLY for $5 00. The price of the *Forum* alone is $5.00 a year. It is "the foremost American review" of living subjects, and among its contributors are 200 of the leading writers of the world. It gives authoritative discussions of each side alike of every leading question of the time. The *New York Herald* says of it: "It has done more to bring the thinking men of the country into connection with current literature than any other publication." This is an exceptional opportunity for every reader of the MONTHLY to secure the *Forum*.

General Eaton, in his address before the Ohio College Association, paid a very high compliment to elementary teachers. "More emphasis in our country," he said, "has been placed upon the training of elementary teachers in the theory and practice of education, than upon the preparation of college professors in the method of conducting college instruction, and many a college professor, learned in his subject, but failing in commanding that divine fire which inspires the interest and enthusiasm of his students, could well afford to sit at the feet of many an elementary teacher and learn those simple but consummate arts by which the attention is secured and all the powers of the student awakened in pursuit of the subject presented."

### EXAMINATIONS.

A late number of the London *Schoolmaster* contains some very wholesome words on the subject of school examinations, which have an application just now on our side of the Atlantic. We commend them to some of the brethren of the guild who have recently been turning somersaults, to their own admiration and the amusement of beholders.

"Examinations in themselves are not only not injurious but are absolutely necessary. A good teacher will not proceed beyond a certain point until he has ascertained, by judicious tests, that his scholars have mastered the work thus far. Frequent examinations are a necessary part of school work. Neither, under certain circumstances, can we have any objection to competitive examinations properly conducted. The real point is whether the education of the child shall be the prime object of the teacher, and examinations one of the means adopted to give the child as good an education as he is capable of receiving; or whether success at an examination shall be the one end aimed at, and the true education of the child be sacrificed to secure that end."

Yes, that is the "real point" well stated. There are always among men some to pervert every good thing; but it is not the part of wisdom to discard a good because of its perversion. Correct the abuse rather.

Examinations are good servants but bad masters. They may be made to serve the teacher well as a means of testing his own work and ascertaining to what extent his pupils have profited by his teaching. They may also be made to serve a good purpose in the hands of a supervisor, as one means of testing teachers' work and of putting before both teachers and pupils a standard of attainment. Nor are they without great value as one of the means of determining promotions. Of course they must be managed judiciously. As Dr. White well says elsewhere in this issue of the MONTHLY, there must be intelligent oversight and direction—which is true of all school devices—the better the device, the greater intelligence required for its use. A machine can be "run"; a true method must be administered.

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## MANUAL TRAINING.

The New Jersey Council of Education, at a meeting held at Trenton, Dec. 26, 1888, undertook to give an authorative definition of manual training, with a view of rendering the discussion of the subject more intelligent and intelligible. Much confusion has arisen in the discussion of the subject, from want of an accepted definition. The report of the special committee on manual training gives a brief history of the movement, setting forth the views and aims of its friends and the narrowness and inadequacy of definitions hitherto formulated, and recommends the adoption of the following:—

> "*Whereas* there are several and conflicting uses of the term 'manual training,' be it hereby
>
> "*Resolved* that the New Jersey Council of Education defines 'manual training' as 'training in thought-expression by other means than gesture and verbal language, in such a carefully graded course of study as shall provide adequate training for the judgment and executive faculty.' This training will necessarily include drawing and constructive work, but experience alone can determine by what special means this instruction may best be given."

The advocates of manual training are in two camps. One has been called the economic camp; the other, the pedagogic. The former is the older; the latter is the younger, and, probably on that account, manifests at the present time more vigorous life. Those in camp Economy seek a reconstruction of our educational system and the introduction of manual training, with a view to the revelation and development of natural aptitudes, so as to fit young people as completely as possible for the various handicrafts, and so afford them the means of comfortable subsistence. It is held that the great majority of the children are destined to live by the labor of their hands, and that the training of the schools as at present conducted has no direct bearing upon the various occupations by which they must live. The complaint is that "during the entire period of schooling boys destined for the rude life of workmen are acquiring indoor habits, being obliged by the school routine to remain seated at a desk from five to six hours daily—an attitude which debilitates their physique and is little calculated to give them a taste for manual labor. When the critical time comes for choosing his life-work, the child of the mechanic or the farmer is greatly perplexed; he feels himself unfitted for any trade; his aptitude has not been revealed to him by the course of study he has pursued; often, indeed, he feels an unconquerable repugnance to every sort of manual labor. Generally, such a boy, if he has profited at all by his purely theoretical studies at school, aspires only to a career similar to the life he has led up to this time. He dreams of an easy place in a store or an office, such a life being much more in harmony with the tastes and habits he has formed at school than any trade or handicraft. Agriculture and the manual arts are thus being constantly deserted by the more intelligent sons of working men. The majority find the easy places they so much coveted already filled, and so many of them drift and swell the ranks of a discontented crowd of outlaws who constitute in the midst of our social system a kind of literary proletariat more to be dreaded than the industrial class of similar proclivities." *

Whatever may be thought of the filling and coloring of this picture, its outline is in the main correct. The results of our efforts in the direction of public education are not wholly satisfactory. The conviction is gaining strength in the minds of thoughtful men that the training given to our youth in the public schools needs some modification which will give it a more direct influence on the common needs of every-day life. A child's education should look in the direction of giving it the use of *all* its powers, and primarily those powers necessary to self-support.

But the dwellers in the pedagogical camp claim for manual training a place in our educational system on what they consider higher and broader ground. They look upon it as the natural and necessary complement of intellectual training in a complete system of education. In their view it is not a preparation for a trade or handicraft, but an educating process equal in importance to any other. It is not solely nor mainly for those who are supposed to be destined to work for a living, but to produce full-rounded manhood in all. The advocates of manual training from the pedagogical standpoint claim for it great value as a means of character-building. It trains the senses, gives the quick eye and the deft hand, tends to beget self-reliance and endurance,—in the phraseology of the New Jersey Council's definition, it constitutes an additional means of thought-expression, while it provides adequate training for the judgment and the executive faculty.

When the battle between the two camps has been fought out, it may be found that each has a side of the truth,—that manual training has both a pedagogic and an economic side.

There can be no question about the value of work as an element in education. To permit boys and girls to grow up without any training in the use of the hands is a serious blunder near of kin to a crime. Complete education implies training of head, heart, and hands, and neglect of one is detrimental to all. We believe the greatest source of danger to our cities to-day is the want of manual employment for growing youth, giving rise to idle habits, inefficiency and false views of life.

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* *Manual Training in Elementary Schools for Boys.* By A. Sluys. Industrial Education Association, New York.

But the main part of the problem, and the difficult part, is to determine how the necessary manual exercise can be supplied. Primarily and naturally, it is a function of the home, and in rural society there is little if any need for the interposition of any other agency. But the case is different in the cities. As society in the cities is at present constituted, very few fathers are favorably situated for providing suitable manual employment for their sons, and a large number of mothers are not willing to undertake the training of their daughters in this direction. Does it follow that manual training should be incorporated in and become a part of our system of public instruction? The question seems to be largely one of expediency. There are no well-established principles to which it can be readily referred. It may be advisable in some communities and under some circumstances, while it would be inexpedient in others. Many cities in this country and in Europe now experimenting report encouraging progress; but the time has not yet come for definite and final conclusions. We can afford to move somewhat deliberately in the matter. The pathway of educational progress is strewn with the wrecks of a good many plausible theories. The writer has an impression that when the experiment has been carried to final conclusions it will be found that mother's kitchen is a better place for girls to practice the art of cooking than any public school, and that for training boys in the use of tools there is no place equal to the shops and factories where actual work is done.

There is one phase of the problem which the experimenters should study very carefully, and that is, whether, after all, the artificial, make-believe, play work of the expensive manual training schools can ever serve either the pedagogic or economic ends which natural, real, purposeful work at home, on the farm or in the shop is known to serve so well.

## COURSE OF STUDY FOR PREPARATORY AND HIGH SCHOOLS.

We made mention last month of a plan of adjustment between high school and college courses of study, submitted by Prof. King, of Oberlin, to the Association of Ohio Colleges, at its recent meeting at Columbus. The plan is embodied in the following course of study, which is thought to be suitable for high schools as well as college preparatory schools. We give the prefatory notes accompanying the course:

The course is laid out for a year of at least thirty-eight weeks, divided in three terms; in general, five recitations a week, of fifty-five minutes each, in each study.

One half-day a week, for the four years, is intended to be given to regular work in Composition, in Rhetoric, and in English Literature; the latter to cover the requirements for admission, agreed upon by the Commission of New England Colleges.

For those schools not teaching Greek, the *first* alternatives suggested in the third and fourth years are recommended.

It is intended that Superintendents or Principals should use their option in teaching the Moral Science, or some other study.

It will be seen that the course makes the first two years, and the first two studies in each term thereafter, except the last, required work. Rhetoric, Chemistry, English Literature, and Botany are repeated simply to suggest different possible arrangements of the electives; not to indicate a second term's work in these subjects.

FIRST YEAR.

1. Latin, Arithmetic, English Grammar.
2. Latin, Physiology, English Analysis.
3. Latin, Physical Geography, United States History.

SECOND YEAR.

1. Latin, Algebra, Science of Government.
2. Latin, Algebra, General History.
3. Latin, Algebra, General History.

THIRD YEAR.

1. Latin, Physics, Greek or French or German or Rhetoric.
2. Latin, Physics, Greek or French or German or English Literature.
3. Latin, Geometry, Greek or French or German or Botany.

FOURTH YEAR.

1. Latin, Geometry, Greek or Rhetoric or Chemistry or French or German.
2. Latin, Mathematical Review, Greek or Chemistry or English Literature or Mental Philosophy or Political Economy or French or German.
3. Latin or French or German, (Moral Science), Greek or Botany or Trigonometry or French or German.

## THE SELECTION OF WORK OUTSIDE OF THE TEXT-BOOK.

No one desires to restrict teaching to the subject-matter of the text-book, but unless the teacher exercises care in the selection of work, the pupil is better off from following the book than he can be under other circumstances. While text-books are not perfect, their authors have usually given attention not only to the subject-matter to be presented but to the order of its presentation. The teachers who prepare outside work should have distinctly in mind the development of mind already attained and the amount of knowledge possessed, and should base their new work upon this. Of course, it is well also to use work selected from some other text-book than that in the hands of the pupils for a review of principles and processes. But I fear that sometimes a lesson is given just for the purpose of furnishing employment for the pupil, and when the teacher has been too busy to give the lesson the attention necessary to make it a good one. The consequence is that the teacher gives work beyond that for which the pupil has been prepared and beyond what he has the ability to reach by reasoning. Or he continues giving work of the same degree of difficulty, so that the pupil is gaining very little as the days pass by. Occasionally, it will happen in graded schools that only certain work is marked for the course of a school, and the teacher goes beyond this without having his pupils prepared to do the assigned work. I mean without the intention of leading to a new sbject or to a new phase of an old subject. Let us take grammar to illustrate what we mean. Let it be the subject of *Tense.* The tenses marked out in the course to be taught are the present, the past, and the future. Then clearly all the verbs marked to be parsed should be in these tenses or the pupils should be taught to say in regard to any other tense forms occurring, "Not in the present, the past, or the future tense."

Tense is a grammatical form. To have pupils call a form,—say of the present perfect tense, one thing in one grade and another thing in the next, would seem unreasonable to any thinking person. The tense forms are not at all difficult to teach. The definitions of these forms are not necessary at this stage of the pupil's progress. In fact, we all come to recognize readily a great many things that we cannot define.

Again, if only co-ordinate conjunctions have been taught, only co-ordinate conjunctions should be parsed. It is plainly out of all reason to have a child point out a sub-ordinate conjunction and say that it connects two sentences. If it connects two sentences it must be a co-ordinate conjunction. Sometimes errors in this line arise from want of thought. Let teachers be convinced of the importance of not giving,—especially outside of the text-book,—work that they have not carefully prepared, and there will be steady improvement. The teachers for whom there is the least hope are those who, having done wrong, remain in the wrong, even when they know their condition, rather than seem to correct themselves by changing for the better.

In graded schools it is impossible for the principals or superintendents to find out from examinations all that they ought to know concerning the manner of the presentation of this outside work. They are in no true sense supervisors if they always visit certain schools on certain days at the same hour of the day. They should know something of the teacher's manner of presenting each subject taught in the school. Mistakes in teaching should be corrected, but the teacher should be told privately of particular errors, while those that are general should be considered at the teachers' meeting. Criticisms from intelligent citizens should always receive careful consideration. To refuse to correct an error because some outsider has noticed it, is unquestionably not only weak, but wicked. MARGARET W. SUTHERLAND.

## LETTER FROM THE SOUTH LAND.

AIKEN, S. C., JAN. 20, 1889.

DEAR MONTHLY:—As I seat myself on the piazza, which is as much a part of the Southern house as the roof, to bask in the sunshine of this glorious winter weather, it seems hard to realize that the whole world is not at this minute just as sunny and bright, and that all school teachers and school children are not now taking a vacation as I am. I have never before had a rest spell, except at the usual times granted by school boards, because all my life I have been either pupil or teacher. But throats, alas, will wear out and compel attention. Are not our modern methods of instruction, requiring so much oral development work, quite as responsible as our changeable Ohio climate for the prevalence in our profession of laryngitis, bronchitis, and similar diseases? Be the cause, though, what it may, the fact remains that throat affections are common throughout our north-central States, and thinking that some of my co-workers may be interested in knowing about a place so highly recommended for such troubles as Aiken, S. C., is, I venture to send you this letter.

Aiken is a village of 2,500 people, mostly colored, of course, situated not far from the western border of South Carolina, upon a sandy plateau, which forms the common water-shed between the Savannah and Edisto rivers. It is

565 feet above the sea level, and 400 feet higher than Augusta, Georgia, only 17 miles distant. (Now, doesn't that sound like a geography lesson?) Its height, consequent natural drainage, and porous soil consisting of little else than absolutely pure sand, make the atmosphere exceedingly dry and free from malaria. Dr. W. H. Geddings, a resident practising physician of more than local reputation, testifies that in a practice of fifteen years he has never known a case to originate here.

Surrounding the town are forests, whose 'pines are trees of healing.' It is a great comfort to be able to walk into these woods or anywhere about the village, even an hour after a heavy rain, without getting one's feet damp or muddy. Mud is unknown in Aiken, although there are no pavements, and overshoes are at a discount.

The climate has certainly been delightful since my arrival, although it is the time of year the worst weather is expected. The official statement gives Aiken an average winter temperature—Nov., Dec. and Jan. are the winter months—of 50°, exactly the same as that of the celebrated Mentone, while for its spring months, Feb., Mar. and April, the average is 57°, five degrees higher than Mentone's spring temperature. Chief Signal Officer, W. B. Hazen, who was surely in position to know, declared it, "in point of temperature and climate, the most desirable of any place in the U. S."

There have been but four days of rain in the three weeks I have been here, three of them warm fitful April rains, the other a cold east rain. Every other day of the twenty-one has been warm enough to be out of doors for hours, and if walking, to wear a light Jersey jacket. The thermometer, which I have carefully observed, has often registered 62° in the shade at mid-day, and has never been lower than 40° even at night. The wind blows often, but it is mild, and not at all damp; does not go to the marrow, as our Ohio fall and winter winds do. If this is representative winter weather, it is certainly most delightful, and furnishes the opportunity so desirable in the cure of throat and lung diseases, to be out in the air almost constantly without catching cold.

Now, I hear some practical teacher, accustomed to economize as we all must, inquire about accomodations and expenses for strangers.

I decided to go to Aiken rather than to Colorado or Southern California because my physician thought I could be cured here as well, and it was so much cheaper, and easier to get here and back than it would be if I went to either of the other localities. I paid but $29 90 round trip, from Dayton to Aikin, via Cincinnati, Chattanooga, Atlanta and Augusta, ticket good to return until May 31st. The route from Chattanooga to Atlanta,—the Western Atlantic R. R. through Georgia,—was full of historic interest. By the way, a negro brass band paraded the streets of Aiken the other day, playing the familiar air, "Marching through Georgia." I wondered how the minor portion of the residents enjoyed the reminder, but I did not hear any comments.

There are two large hotels here, rates from $2.50 to $5 00 per day. I don't imagine for a moment that any common *school teacher* could afford that, but the town is full of private boarding houses, and smaller, cheaper hotels, so that one can suit accomodations to one's pocket-book. I paid $10 a week at one of the best of these private places and had pleasant society as well as all necessary conveniences.

But just think of having a cosy cottage home, and one's mother, as compensation for a banishment of this kind! A gentleman from Dayton, who brought his wife to Aiken on account of bronchial trouble, joined with me to rent a five-room house, completely and neatly furnished, even to fancy articles, tidies, mats, splashers, etc., for $40 a month. Provisions are about the same, on an average, as in Ohio; washing and other work which the negroes eagerly offer to do, calling at one's door, hat in hand, are very cheap; so by proper economy, the expense of house-keeping for two of us, will be little more than the board for one at $10 a week.

How this letter has grown, and I have not said a word about the beautiful evergreens of the South, the flowers blooming even now, the people, and the schools, both colored and white, of which I intended to write especially! I dare not intrude more now upon your time and space.

I have received some letters of inquiry from teachers in Ohio concerning Aiken since I have been here, which may warrant another open letter if the MONTHLY kindly permits. Some of these questions I have endeavored this time to answer.

The January MONTHLY, which came to me the other day, was more than ordinarily welcome, since it added another link to the chain, which for me, unites closely Aiken and Ohio. MARIE JACQUE.

## OHIO TEACHERS' ASSOCIATION.

The time and place for holding the next annual meeting of the Ohio Teachers' Association have not yet been fully determined. The following subjects have been placed on the program: Legislation for Country Schools; What Shall the Public Schools Teach? Promotions without Examinations; Physiology; Industrial Education; Modern Methods in the Study of Geography; Special Methods in Civics; A Memorial Sketch of Dr. E. T. Tappan; Report of Committee on the Relations of the Institutions of Secondary and Higher Education within our State; Annual Address, and the two Inaugural Addresses. One evening has been set aside for the Ohio Teachers' Reading Circle. The officers of the Circle will make out the program for that evening. The following persons have accepted places on the program: Messrs. John Hancock, E. E. White, L. R. Klemm, E. B. Cox, L. D. Bonebrake, G. W. Welsh, Reynold Janney, C. W. Bennett, C. C. Miller, Miss Ellen G. Revely, Prof. E. T. Nelson, Prof. Henry C. King, Alston Ellis, Henry Whitforth, W. R. Comings, E. F. Moulton, H. W. Compton, Dr. S. F. Scovel, and R. W. Mitchell. Other good people are yet to be heard from.

MARGARET W. SUTHERLAND,
Sec. of Ex. Com. of O. T. A.

## OHIO TEACHERS' READING CIRCLE.

In the September number of the MONTHLY the recording secretary of the Board of Control stated that said Board had arranged to have something in the way of "helps" for the year's course published in the MONTHLY. To some extent this promise has been kept, but not so fully as it was desired and expected. We have had no hints yet as to the best way to get the wit out of Knickerbocker and the wisdom out of the essay on Hastings. Now don't somebody arise and fulminate the exclamatory sentence that the way to read is to read, read and re-read, mark and remark, search the various scriptures which tend to illustrate the subject, the style, the occasion of the writing, the life of the writer. But many of those who take the reading course will vow that they have not the time and a considerable number do not believe that after a poem, essay, or chapter has been read a half dozen times, there is enough left to repay further endeavor.

I am tempted to advise circles that have not yet read Knickerbocker not to spend time in searching for historic facts when they come to this famous piece of sustained humor—too long "sustained" perhaps, and for that reason I had hoped that we should have an edition judiciously abridged. Knickerbocker abounds in wit and humor, often refined, sometimes flat, once in a while coarse. It contains many beautiful descriptions of scenery, sarcastic touches of character, mock praises of absurd customs. These should be studied, and enjoyed.

A good preparation for the study of Warren Hastings can be made by a careful reading of passages relating to Indian affairs found in Greene's Short History of the English People, Macaulay's Essay on the life of Robert Lord Clive, Burke's speeches during the Hastings trial, so far as they are given in Hudson's pamphlet sections, "Edmund Burke, Section 2," and Chapters 32—36 of Justin McCarthy's History of Our Own Times.

For, I take it, that in the study of this topic, we are concerned with something more than Macaulay's noted style and the interesting story of Warren Hasting's life. We have here a worthy chapter in the "literature of knowledge."

As to the play we are reading, I can only hope that all readers of Henry IV took a preliminary skirmish through Richard II. I have seen nothing better in the way of handy volumes of Shakespeare than Hunter's, published by Longman's, Green & Co., though Hudson's and Rolfe's are excellent.

It does seem to an admirer of Compayre's wise diffuseness that some of these chapters might have been condensed in translation, say twenty-five per cent. But Compayre's is very interesting, and at the proper time, that is, when we are out of the woods, I wish to make a move for a vote of thanks to Brother Findley for going on before and blazing the way. I think this is all I had to say; more perhaps. B.

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## O. T. R. C.

FRIEND FINDLEY:—Please to acknowledge through the MONTHLY the following sums, received for membership fees in the Reading Circle, since my report of December 21, 1888:

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| Dec. 29, 1888. | —Aug. D. Selby, Columbus, Franklin Co | $ .50 |
| Jan. 1, 1889. | —Ida M. Weigand, Newark, Licking Co | 6 50 |
| " 5, " | —Margaret W. Sutherland, Mansfield, Richland Co | 5.65 |
| " 15, " | —J. J. Burns, Canton, Stark Co | 7 00 |
| " 22, " | —L. G. Weaver, Dayton, Montgomery Co | 6.00 |
| " 22, " | —Geo. S. Harter, Celina, Mercer Co | 1.75 |
| | Total | $27.40 |

*Massillon, O.*,
*January* 22, 1889.

E. A. JONES, Treas., O. T. R. C.

## EDUCATIONAL INTELLIGENCE.

—The next regular meeting of the Clinton County Teachers' Association will be held at Sabina, on Saturday, Feb. 9, 1889.

—A daily educational journal, probably the first and only one in the world, is published in Berlin. It is called the *German Teachers' Journal*. A portion of its space is devoted to literature and political and general news.

—The Department of Superintendence, National Educational Association, holds its next meeting in the city of Washington, D. C., on the 6th, 7th, and 8th of March. The management undoubtedly had an eye to the inauguration ceremonies.

—The next meeting of the National Educational Association is to be held at Nashville, July 16—19, 1889. Dr. R. W. Stevenson, of Columbus, is manager for Ohio. Announcements concerning the program, transportation, etc., will be made in due season.

—The Marysville schools, under the careful management of Supt. Cole, are making very commendable progress. More than 90 percent of the grammar school pupils enter the high school, and over 95 percent of these remain till graduation. The present senior class numbers 24.

—Superintendent Corson's report of the Cambridge schools for December indicates a healthy condition. With a total enrollment of 882, there was an average daily attendance of 844, and only three cases of tardiness in the entire month. Cambridge has an excellent corps of teachers.

—"The Reading Hour" is the name given in the Steelton, (Pa ) schools to the period in which pupils give an account of what they have read from properly selected books under the intelligent direction of their teachers. It is claimed to be one of the most interesting and beneficial periods of school work, and we do not doubt it.

—Findlay, Ohio, has 46 teachers, with an enrollment of 2,500 pupils, 95 of whom are in the high school. So rapid has been the growth that in one part of the city, where a short time ago there were but three schools, there are now nineteen. Five new buildings have been erected within the last nine or ten months. Supt. J. W. Zeller is still at the helm.

—*The Academy*, a Journal of Secondary Education, published at Syracuse, N. Y., offers a prize of FIFTY DOLLARS for the best essay on English in Secondary Schools. Papers must be received on or before April 15, 1889, and must not exceed 5,000 words. For further particulars address the editor, George A. Bacon, Syracuse, N. Y.

—At a symposium of Highland County teachers and school directors, held at Leesburg, January 19, 1889, the chief topic under consideration was "The Needs of the Country Schools." R. H. Barrett was symposiarch, and among the symposiasts were teachers Carrie E. Taylor and Virginia Boatright, Examiner Strange, Director Edwards, Superintendent Moler, and State Commissioner Hancock.

—Hancock County holds its teachers' institute during the first two weeks of August (4 to 17) 1889, with the following instructors:

First week, Pres. Latchaw, of Findlay College, and F. V. Irish of Lock

Haven, Pa. Second week, Allston Ellis of Hamilton, W. V. Smith of Rawson, and Nellie Moore of Defiance. It is said to be a new departure for Hancock county to employ a lady among its corps of institute instructors. E. E.

—A two-days session of the Noble County teachers' institute was held at Caldwell holiday week. There was no imported talent, but the teachers themselves took hold of the work with vigor and enthusiasm, and a very profitable and enjoyable time was had. The sense of those present was taken as to the plan of the next annual session. A majority favored the employment of one instructor who is expert in primary work, the rest of the work to be done by home talent.

—A meeting of the Franklin County Teachers' Association was held at Columbus, Jan. 26, with the following program:

"Relation of the Examiner to the Teacher," by Rev. Jas. A. Heffley, Canal Winchester, O. Discussion opened by C. L. Hoover, Briggsdale.

"Some Points in Pedagogy," by Prof. W. J. Johnson, Principal Normal Department, Otterbein University. Discussion opened by Supt. L. J. Graham, Gahanna.

"Plans of Teaching English Grammar," by Prof. C. S. Barret, Principal 5th Avenue Building, Columbus, O. Discussion opened by Supt. J. B. Duzan, Groveport.

—We made mention last month of the annual meeting of the North-western Ohio Teachers' Association, at Findlay, Dec. 26 and 27. We have since learned that the meeting was largely attended and full of interest. After the address of welcome by Prof. A. C. Redding, the response by Supt. C. W. Butler, and the inaugural address by Pres't. W. T. Jackson, C. B. Metcalf read a thoughtful paper on "Teaching History." This was followed with a paper on "Conservatism in Educational Work," by John McConkie, and this with a paper on "Politics and the Schools," by E. F. Warner. A discussion, opened by C. W. Butler, on "Tardiness—How to Keep it Within Proper Bounds," completed the first day's program.

The first paper of the second day's session was read by Prof. T. H. Sonnedecker, on "Thorough Education Esssential to the Highest Success." Then followed "Practical Education," by Prof. Maglott. R. B. Drake presented a paper on "The Objective Value of Education." The last paper was read by Miss T. C. Abbott, on "Our Ideals *vs.* The Real."

Officers for the ensuing year were elected as follows: *President*—J. W. Zeller, of Findlay. *Vice President*—E. F. Warner, of Bellevue. *Secretary*—Miss Maggie McDaniel, of Antwerp. *Executive Committee*—C. W. Williamson, of Wapakoneta; Frederick Maglott, of Ada, and D. E. Niver, of Bowling Green.

It was decided to hold the next meeting at Ada, on Thursday and Friday of holiday week, 1889.

## PERSONAL.

—C. C. Miller, secretary and treasurer of the Ohio School Examiners' Association, is of Ottawa, Putnam Co., not Ottawa County, as inadvertently stated last month.

—We hear a good report of the work F. J. Roller is doing at Niles. The fall term closed with two very popular entertainments, from which nearly $200 was realized, to be spent in apparatus and supplementary reading.

—John E. Morris, superintendent of schools at Greenville, Pa., has been engaged to give instruction in the four weeks normal institute, to be held in Trumbull Co., beginning July 29. This is Mr. Morris's fourth call to Trumbull County.

—L. S. Meloy, of Selma, has been chosen principal of Clifton St. School, to succeed John W. Pearce, resigned to engage in other business, and S. A. Ogan, of Yellow Springs, has succeeded Aaron Kesecker, deceased, in charge of the East House—both Springfield, Ohio. Both the new men are said to be starting well.

—Miss Marie Jacque, of Dayton, one of our contributors, is seeking rest and health at Aiken, S. C., where she expects to stay through the remainder of the winter months. Her friends will be glad to learn that she is improving. Just as the printer was setting this paragraph Miss Jacque's very entertaining letter, which appears elsewhere, came to hand.

—The *Corning* (N. Y.) *Journal*, speaking of the teachers' institute at that place, has this to say of one of the instructors, Dr. E. H. Cook, who is well known to many of our readers:

"He is undoubtedly one of New York's ablest exponents of scientific and practical education, and his instructions in the various subjects assigned him show how thoroughly he understands the compass of the human mind and the best methods of developing its manifold powers."

## BOOKS.

An excellent book for young mothers (young fathers too) is Mrs. Frank Malleson's *Early Training of Children*. It treats in a simple and sensible way of infant life, nursery management, employment and occupation of children, training in reverence, truth, love and duty, and of rewards and punishments. It deals with the most important and most neglected department of education in an interesting and helpful way. Published by D. C. Heath & Co., Boston.

Of making many grammars there is no end, but one of the best we have seen is Conklin's *Complete Graded Course in English Grammar and Composition*, published by D. Appleton & Co., New York. It combines the study and practice of English in a judicious and attractive way, its classification is simple and natural, its gradation is easy, its definitions are concise and accurate, and its method of presentation is inductive. It seems almost an ideal text-book,—admirably fitted to give the learner a clear knowledge and correct use of his mother tongue.

A happy thought in the line of books for young people is Mrs. Humphrey's *Favorite Author's for Children* (Interstate Publishing Company, Chicago). It introduces to young readers, in a very pleasing way, a dozen leading American authors, with a portrait of each. Longfellow, Whittier, Lucy Larcom, Aldrich, Trowbridge, Mrs. Stowe, Holmes, Miss Alcott, Hawthorne, the Cary sisters, Byrant and Margaret Sidney are each introduced in turn. The young readers who peruse this book will carry with them pleasant and vivid impressions of these writers, and will read their writings with far greater interest and profit than they would otherwise.

The fourth and fifth volumes of *Alden's Manifold Cyclopedia* contain over 600 pages each, extending from Baptism to Brave. Each succeeding volume adds to one's surprise that books so excellent and beautiful can be so cheap. The work when complete will comprise thirty or more volumes and contain every important English word. It serves the double purpose of a cyclopedia and an unabridged dictionary. The price, in good cloth binding, is but 50 cents a volume. A sample volume may be obtained from the publisher by adding to the price ten cents for postage, and if not wanted it may be returned. Address John B. Alden, 393 Pearl St., New York.

A revised edition of *Allen and Greenough's Latin Grammar* just issued by Ginn & Co., Boston, seems to leave nothing to be desired in this department of linguistic study. The revision gives the latest results of special study and all the improvements suggested by a decade of extensive and varied use. By simplification, amplification, re-arrangement, and new matter, the book is now as nearly perfect as it seems possible to make it. With slight exception, the old section numbers have been retained, so that both editions may be used in the same class, without serious inconvenvience.

The old standard *Latin Grammar* of Andrews and Stoddard has been revised by Prof. Henry Preble, of Harvard University. Great progress in the knowledge of the Latin language has been made in the thirty years since the last revision of this book. Such radical changes have been made in this revision as to make it necessary to discard the old section numbering entirely. The re-arrangement and added matter make it almost a new book. A good feature is the placing of the four conjugations of the regular verb side by side. It is an attractive and excellent text-book. Published by Houghton, Mifflin & Co., Boston.

We are wont to think of Mythology as belonging to the remote past—"a past that was never present"; and yet it enters largely into our daily thought and life. We are sometimes surprised to find how largely it enters as an element into the warp and woof of modern life. It is perhaps for this reason that the subject has such fascination for most of us. C. W. Bardeen, Syracuse, N. Y., has just published an elegant volume, entitled *The Tree of Mythology, Its Growth and Fruitage*, by Charles De B. Mills, author of "Buddha and Buddhism," and "Pearls and Gems of the Orient." It embodies the results of the latest research, compares the myths of the barbaric and savage tribes with those of civilized races, and reflects light upon some of the great problems of human life which all the ages have tried to solve. We can see only through a glass darkly, but we may constantly approach the clear light.

It is a very fascinating book. It is printed on large heavy paper, gilt top, untrimmed edges. Price $3.00.

*General Astronomy for Colleges and Scientific Schools*, by Dr. Charles A. Young, Princeton Professor of Astronomy, is a volume of 550 large octavo pages. It is profusely illustrated and contains a copious index and an appendix of tables. It pre-supposes only an elementary knowledge of algebra, geometry and trigonometry, in order to read it understandingly, and contains a clear presentation of such facts and principles of the science as are deemed essential to a liberal education. The author's high rank as an original investigator, and as a lecturer and writer on astronomy, and his experience in the classroom, are a guaranty of the scientific accuracy and adaptability of the work. Ginn & Co., Boston. Introduction price, $1.80.

*Elements of Plane Analytic Geometry.* By John D. Runkle, Professor of Mathematics in Massachusetts Institute of Technology. Boston: Ginn & Co.

This book is the outgrowth of experience, most of the matter it contains having stood the test of use in the classroom before assuming its present form. Carefulness and pains-taking are manifest at every point. The elementary principles receive very full treatment, every part of the subject is illustrated by copious numerical applications, and the student is stimulated and encouraged by an easy and natural gradation. The author has in preparation an elementary treatise on Solid Analytical Geometry.

*Teachers' Hand Book of Arithmetic.* A Manual of Helps and Methods. By D. Sands Wright, A. M., Professor of Mathematics in Iowa State Normal School. Published by *Normal Monthly* Publishing Co., Dubuque, Iowa.

Teachers of arithmetic would find this little book very suggestive and helpful. It contains useful and curious information about numbers, methods of analysis, short methods of solution, etc., etc., very serviceable to the teacher, in his efforts to create life and interest in his classes.

*Methods of Teaching Arithmetic in Primary Schools,* by Larkin Dunton, LL. D., Head Master of the Boston Normal School, Boston: Eastern Educational Bureau, 1888, pp. 165. Sent by mail for $1.00.

Any child that does the work indicated by this book will learn numbers first, and then figures as the signs of numbers. The subject matter is broken up into easy stages; first, numbers from one to ten, then from one to twenty, one to one hundred, one to a thousand, and higher numbers. The explanations of the fundamental processes of arithmetic, notation, addition, subtraction, multiplication, and division are clear and complete. Every possible operation and combination of numbers from one to ten, ten to twenty, twenty to one hundred, are here given.

Any teacher who follows the method here indicated may feel sure that he will take his pupils over the subject in a systematic order, and that he will cover the whole ground.

*Historiettes Modernes.* Recueillies et Annotees. Par C. Fontaine, B. L., L. D., Professor de Francais a Washington, D. C. Tome I. Boston: D. C. Heath & Co.

This is the first of a series of modern French texts designed to furnish interesting reading matter and familiarize students with modern French literature.

*Theism the Result of Completed Investigation.* A Graduating Thesis, by Prof. E. S. Loomis, Ph. D., Berea, Ohio, for the Degree of Doctor of Philosophy, on Examination in the Post-Graduate Department of the University of Wooster. Reprinted from the Post-Graduate and Wooster Quarterly.

*The Philosophy of Civil Liberty.* A Graduating Thesis, by D. F. Mock, Ph. D., West Salem, Ohio, for the Degree of Doctor of Philosophy, on Examination in the Post-Graduate Department of the University of Wooster. Reprinted from the Post-Graduate and Wooster Quarterly.

*Forty second Annual Report of the Norwalk Public Schools*, containing statistics for last three years and Manual for the year 1888-9. W. R. Comings, Superintendent.

*Foot-Prints of Travel; or, Journeyings in Many Lands*, by Maturin M. Ballou, is a charming book for young and old, though intended mainly for the young. The reader is almost literally carried around the world, and delightfully entertained as he goes with sights new and strange to him. He is introduced to the people of nearly all lands, in high life and low. He sees them at their homes, on the streets, at the bazaar and the cathedral, everywhere, and carries impressions of them never to be forgotten. There does not seem to be a dull page in the book. It is a book for teachers and parents to make note of. Ginn & Co., Boston. 1889.

*Testa* is the product of an Italian brain. "A book for boys," but very entertaining and instructive for old boys. Written by Paolo Mantegazza, and translated from the tenth Italian edition by the Italian class in Bangor, Maine, under the supervision of Luigi D. Ventura. It contains an admirable system of education under a thin disguise. Enrico, a bright lad, breaks down with over-study, and goes to spend a year with a wise old uncle, a retired sea captain. The two sail and walk and talk together. It is not easy to characterize the book. It is full of the homely wisdom of such books as Smiles's "Self-Help," or Holland's ' Timothy Titcomb's Letters," but more attractive than either. D. C. Heath & Co., Boston. 1889.

*Systems of Education*, by John Gill, (Cheltenham, England,) is a history and criticism of the principles, methods, etc., of such eminent writers on education as Ascham, Comenius, Locke, Pestalozzi, Froebel, Bell, Lancaster, and Stow. It grew out of the author's work as professor of education in the normal college. It is a brief view, an epitome, so to speak, of the educational thought of the last three or four centuries. The salient points in each system are presented clearly and impartially, giving the reader a fair understanding of modern educational doctrine. D. C. Heath & Co., Boston.

*Shoup's Graded Speller*, published by D. D. Merrill, St. Paul, Minn., is the work of an experienced teacher. It teaches spelling, definition, pronunciation and analysis of words. It is carefully graded to correspond with the various readers, beginning with the third reader grade. It contains excellent dictation and language exercises, and is, altogether, one of the best word-studies we have seen.

*An Illustrated Primer*, by Sarah Fuller, Principal of the Horace Mann School for the Deaf, is designed to aid deaf children in their earliest language lessons. By means of numerous illustrations the child is taught to associate words, phrases, and sentences with the objects for which they stand. It might be used advantageously by other than deaf children. D. C. Heath & Co., Boston.

*A Skeleton*, or the Nouns of the Anatomy, Physiology, and Hygiene of the Human Organism, is a neat little brochure prepared by Chas. H. B. Field, Principal of the Sharon High School. It contains an excellent outline of the subject, and suggestive notes and queries, for the convenience of teachers and pupils. Published by the author, at Montrose, Ohio. 15 cents.

*Dialogues and Scenes from the Writings of Harriet Beecher Stowe,* by Emily Weaver; *Books and Libraries and Other Papers,* by James Russell Lowell; and *Literature in School,* by Horace E. Scudder, are recent issues of Riverside Literature Series, published by Houghton, Mifflin & Co., Boston. 15 cents each.

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### MAGAZINES.

The February installment of the Lincoln History in the *Century Magazine* contains chapters of intense interest. Events are described which resulted in the final removal of General McClellan, the financial policy of Secretary Chase is briefly sketched, and the relations between President Lincoln and Secretaries Chase and Seward, including the simultaneous resignation of the two Secretaries and the skillful management of Mr. Lincoln which averted a political catastrophe, are vividly portrayed. The *Century* is a prince of magazines. (The Century Co., New York).

The "New Chapters in the Warfare of Science," by Dr. A D. White, are resumed in the February number of *The Popular Science Monthly.* Dr. White, who has devoted several years to the study of his subject, is now in Europe, collecting additional material. "Demoniac Possessions and Insanity" is his first topic. This series of papers is expected to be of permanent service both to Christianity and to science. Every number of the *Science Monthly* has a rich bill of fare. Almost every issue has articles of special interest to teachers. (D. Appleton & Co., New York.)

*Scribner's Magazine,* now in its third year, is growing in favor. The Railway Series is continued, letting the outside world into the mysteries of railway management. These articles are well written and finely illustrated. "The Invalid's World," in the January number, sketches the bright side of invalidism, portraying types of doctor, nurse, and visitor, with humor and good feeling. (Charles Scribner's Sons, New York).

*The North American Review* is in now in its 74th year and 148th volume; but though past three score and ten, it is in the prime of a very vigorous life. It is a pleasure to cut the heavy leaves and glance at its bright pages of large clear type, filled with the mature thoughts of the world's most vigorous thinkers. Its range of topics is very wide. It is the advocate of no system or school of science, or philosophy; but all opinions well expressed may have a hearing. Strong meat for full-grown men. (New York.)

*The Atlantic Monthly* maintains its place as a favorite with lovers of fine literature. It takes the lead in literary criticism and book reviews. Its sketches of history, biography and travel are always well written and worth reading, and its serials are choice. The contributor's club is always spicy,—indeed there is an aroma, so to speak, about the whole magazine that is very delightful. (Houghton, Mifflin & Co., Boston).

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# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

# THE NATIONAL TEACHER.

SAMUEL FINDLEY, . . . . . . . . . . . . . . . . . EDITOR.

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## SOME IMPRESSIONS FROM A VISITATION OF FORTY OHIO HIGH SCHOOLS.

BY PROF. HENRY C. KING, OBERLIN COLLEGE.

(*Continued.*)

V. *Methods of Teaching.*

Permit me to put in very condensed form a few of the many suggestions in teaching that came from this survey.

1. *Mathematics.* The Commission of New England Colleges are agreed that the subject in which, on the whole, the students coming to them are least prepared is Mathematics. We may hope that, whatever the present reason for this fact, the fact itself will soon cease to be, by widespread use of better books and better methods. I believe that the old methods *are* going. The day when a class in geometry can have every figure put on the board for them, lettered exactly as in the book, can study almost aloud up to the minute of individual recitation, and with a finger in the book, recite memoriter what they have tried to learn, without a single question to test their real knowledge of the theorem, and with never an application of the principle, is gone. *Good-speed to its going.* The day, when a recitation in algebra consisted simply in using a good part of the hour in putting laboriously on the board the examples already done, and employing the remaining time

in a so called explanation of these same problems, in which none of the class except the one reciting had any interest (because they had already satisfactorily solved them), and he no interest that was visible, —*that day too is gone.* This plan—that favored the shirk and discounted the faithful student, that failed even in the one thing which it was supposed to do—make clear the two or three difficult problems that most of the class did not have or understand, and so really needed explanation,—this plan is dead or dying. May it rest in peace.

*Many* Ohio teachers, certainly, have learned something better. They have learned that *to follow a difficult piece of work in its doing*, is much more helpful than to see it, and hear it gone over, *after* it is done. And so the teacher himself, or a pupil appointed, takes up the two or three problems really needing explanation, and works them out before the class, as far as may be, by suggestion from the class itself; or the whole class is sent to the board at once (for this should always be possible), and under the direction and explanation of the teacher, solve simultaneously the problem. After the few specially difficult problems that all are interested in are thus disposed of, and the principles have been thus thoroughly brought out, the teacher chooses one or two other problems which all perhaps have solved, to illustrate, in a similar way, a neater, briefer method than those the students have probably used. And then he makes the remaining time count religiously either in class board-drill on previous demonstrations, or in new work. This new work either goes on in the author used, or better (if there is time), is brought in from other authors. Some schools are doing more than as *many again* examples as are in the book used. One teacher has cut up a number of old algebras to obtain problems, numbered and classified them, and pasted them on heavy paper or on card board, to distribute singly to her students, for this new work in the hour. These problems for work in the hour should be many rather than difficult. *Long persistent practice* in the actual handling of the algebraic quantities and processes is the great desideratum —facility comes in no other way. Exercise and examination manuals are also of use here. These teachers grade their students by the actual amount of work done, not by the simple fact of their having done or failed to do a single problem during the recitation.

It is a sign of the times that some of the newer text-books in geometry contain 500, 600, or even 700 well-selected and carefully graded original exercises, not so difficult at the start as to discourage the student, but cultivating mathematical insight, giving fresh appreciation of the formal work, and real power in applying geometric principles. This work is the true test of the student's mastery of geometry; and is rapidly coming into prominence in teaching. Spencer's Inventional Geometry is used to advantage by some in this work.

The teacher of to-day aims to keep the attention of all on all the work, by various devices: having a pupil demonstrate a different theorem from the one he put on the board; stopping a student in the midst of a demonstration and calling another to go on from the point reached; asking for the line of proof of a theorem, to be stated in general without a figure. He calls attention to the logical connection of the proposition, asks for new proof of the theorem and of the converse proposition, and of the theorem on which the present proof depends; gives class board drill, as in algebra, especially in the constructions and original exercises; and does not try to do too much of it himself.

Some schools have divided the work in algebra and geometry, coming back to each subject after some intermission, they believe to advantage. Others review topically, near the end of the course, by examamination papers, and original exercises, all the important processes and principles, after having previously completed the work in arithmetic, algebra and geometry. They believe that this return to the work, with increased experience and maturer minds, brings a double gain. Some are using written work considerably in geometry; others are making their examinations largely new work; others agree heartily with Dr. Harris that much work often done in so called higher arithmetic would much better be done in connection with algebra and geometry; and on the other hand, others would bring mental arithmetic into algebra. The tendency—one can hardly doubt its wisdom—is toward parallel work in these studies instead of a distinct separation of them.

2. *English.* One has not to go back many years to realize that the high schools are paying greatly increased attention to *English.* Besides the grammar, perhaps the majority of the schools have a formal textbook in rhetoric; a number use, in connection with this, Miss Chittenden's Elements of English Composition, and assign many practical exercises in composition; in addition, there are usually the regular rhetorical exercises, for which students receive individual training. One school is turned into a literary society every Friday afternoon, for two-thirds of the year. Another school gives special work in composition and also in elocution at least once a week. Columbus requires, in connection with the rhetoric, a careful reading of six complete English classics, with the application of the principles of rhetoric. At Toledo, the school meets in divisions for rhetorical work, two hours a week, through the entire course, making Clarke's Practical Rhetoric

the basis of their work. Ashtabula gives a half-hour every day to composition and English literature, and some exercise is required daily from each student.

Every conceivable plan seems to be trying for securing the reading of some good literature. Shaw or Swinton are the text-books usually used. A number make Shaw only a reference book—meaning to get a study of the literature itself, rather than of facts about the literature. One school has a reading club, meeting six to twelve evenings during the year; another club meets at least once a week; a number of schools have reports on outside required reading, given in the class in English literature; others require such reports through the course. The Clark and Maynard Primers are much used for this outside reading. Besides the literature carefully planned and regularly taken up in class, Warren secures the outside reading of twelve entire volumes, the contents of which the students give in class. Elyria, Lorain and Mount Vernon give a half-day a week through the course to English literature and rhetoric and composition work, the school meeting in divisions; Lima, one afternoon a week for four years to English literature; Lodi, four quarter-hours a week for three years; Salem, one hour a week through the course; Newark, forty *extra* class hours; Canton, two hours a week; Coshocton requires one hour a day of outside reading.

These figures will at least indicate that the public schools are awake on the question of literature;—and some schools certainly are attaining results greatly to their credit. I saw some examination papers, giving such careful and broad tests, that they would have been a credit to any college. The quantity and the quality of the work done in literature by a number of these schools excited my surprise and admiration as much as anything seen in the visitation. Several schools begin this work even in the lower departments.

3. *History.* In history a great variety of authors is used. The topical method in some form is used to some extent, almost everywhere. Strictly inductive work, following Miss Sheldon's book, has been very successful in one school. Most teachers require some outside reading, in essays or in some other way. One teacher requires ten theses from each student, on assigned topics, requiring outside reading. Sandusky makes one lesson in four outside work. Mansfield secured, year before last, by actual report, an average of five hours a week of outside reading in general history. Civics is taking deservedly a larger place. One school gives six courses in history, and one school has no history at all. Many teachers feel the difficulty arising from a lack of maturity and grasp of mind on the part of their pupils; but, all in all,

the method of recitation that made teaching of history to consist in asking questions—after the fashion of "This made England queen of what?"—is rapidly going into the past.

4. *Science.* The number of texts used in science is even more bewildering than in history, and the number of subjects is almost as formidable as the number of authors. Physical geography, physiology, physics, botany, chemistry, zoology, geology and astronomy are all taught in some schools. I have already spoken of the provision made for apparatus and laboratory work. The *extension of the laboratory method of study is the most hopeful sign in science teaching.* Good beginnings have been made in a number of places. Many schools do most of the problems in the text-book in physics; and in some of the schools the students *make* considerable apparatus. Thirty-four out of the forty schools give from twenty-four to forty weeks to the subject of physics. Nine schools report considerable laboratory work in chemistry; fewer do much laboratory work in physics. The required number of analyses in botany ranges all the way from three or four to one hundred. The highest record of any one scholar reported is 560 different analyses, at Troy. Three schools have considerable collections of geological specimens, and require a ready acquaintance with many of these specimens. Charts, skeletons, models, and dissections, some or all, are used in most of the schools to assist in the physiology. One superintendent makes use of frequent unexpected reviews to keep some of the elementary sciences, especially physiology, in mind. The chief obstacles in the work in *science* seem to be text-books that have not the genuine scientific spirit and are out of date, and the practical difficulty of really cultivating this spirit, and not simply giving information.

5. *Languages.* In languages there are great differences among the schools. Only one school of the forty teaches French. Eight teach Greek, but one for only one year, while twenty-four teach German. One school has no Latin, and two teach only a single year. Sixteen schools give no extra work in Latin prose composition.

Most schools mean to give attention to construction, and not to inquire for only the easiest points. One superintendent has the paradigms, parsing exercises, rules, etc., in Latin, recited in concert for the first twelve weeks. Some of the best teachers are coming to lay great stress on requiring a large amount of oral and written work —not too difficult—in constant application of the forms and principles, in the lower work, and not making the early weeks so largely mere grammar study. Another very successful teacher does not interrupt the reading with any questions concerning construction, but after the reading for the day is finished, then springs a shower of questions on the class, calling one and another so that all are attent.

Only a few schools report themselves as giving attention to derivation and synonyms. More require a knowledge of the historical and mythological allusions in the reading. And a good number insist that their pupils shall be able to give in their own words the substance of what they have read in any author. One school often gives the substance of what is to be read before the pupils begin the author. A number of teachers examine specially on this point. Some pay special attention to securing good idiomatic English in all the translations after the earliest reading. Teachers would often get new impressions, perhaps, if closing the book they should simply listen to the English of the translation, and see if it was even clear.

Sight-reading is attempted by a number of schools. In one school, one oration of Cicero is read without any use of the lexicon by the students, but the lesson is assigned and studied before-hand to get the most possible from it without help from the lexicon. The same school turns back into Latin a translation of an oration of Cicero. Tomlinson's "Sight Reading" is sometimes used for sight reading in the hour. Two schools make a good deal of long translations, believing that it gives a test of the student not otherwise obtained. One of these schools is making considerable use of the plan, much urged of late, of "reading" (instead of translating and re-arranging) the Latin in the order of the words, compelling the mind to think in the Latin order. They think it the best assistance to sight reading. Other methods used are written translations, analysis by diagram, vocabulary work, and the committing of some of the finest passages. Some of the Latin teaching seen will not soon drop out of memory. I recall a recitation in Virgil. Not a point escaped that veteran teacher; every difficult question in construction was looked after; every helpful or curious derivation noted; attention was called to the choice of words and to the rare images used; the allusions, historical and mythological, were brought out; the English form of the translation was considered, and the progress of the story was not forgotten. That recitation was not a sleepy one. There was a live teacher, with fresh preparation, who knew how to ask questions, how to make his students think and talk—not without mannerisms, to be sure, that he would not have wished his pupils to copy—but a live teacher and a live class.

6. *Drawing*. I have left no space to speak of the really admirable work being done in several schools in drawing. This work certainly has a large future before it.

VI. *Facts of Comparison.* As to length of course, exactly one-half of the forty schools have a four-year course.

As to length of recitation, eleven schools have recitations of from 30 to 40 minutes, the rest, 40 to 60 minutes.

As regards the relations of the schools and colleges, twenty-seven schools teach from five to ten subjects not usually required for admission to college. These subjects are more frequently chosen from the following: Astronomy, botany, chemistry, zoology, geology, English literature, trigonometry, political economy, mental or moral philosophy.

The most common deficiencies, so far as preparation for college is concerned, are Greek, Latin prose composition, something in Latin reading, the metric system, logarithms, spherical geometry, original exercises in geometry, history of Greece and Rome.

VII. *Conclusions.* Some inferences from this survey of some Ohio High Schools were to me inevitable:—

1. The possible personal influence of an energetic and thoughtful superintendent or principal is not likely to be over-estimated.

2. A high school principalship is a much more important position than its salary usually indicates. It frequently represents a high grade of work, and an inestimable public service, that deserves recognition in the salary paid.

3. The High Schools have anticipated, I believe, in certain points, the true policy of the colleges in their requirements for admission, and clearly indicate some needed changes—not forced changes merely, but improvements:—

(1). In the attention given to literature.

(2). In giving general history instead of the histories of Greece and Rome. The true value of the latter is to be obtained only by connecting them with the development of history.

(3). In introducing some sciences, requiring observation and experiment early in the student's course, instead of leaving all until after the student has been a year in college.

(4). In the length of time given to physics especially.

(5). In introducing into preparatory work, without pretending to exhaust, some subjects to start thought, as mental or moral philosophy, or political economy.

My next inferences are questions:

4. Is there not a need and a possibility of even greater uniformity in the courses of the high schools? and would there not be great gain in such greater uniformity? Does not the experience of this Association prove the possibility?

5. Is not Dr. Harris right in his conviction that that high school work is most profitable, in which both teacher and student have distinctly in thought study for the pupil beyond?

6. Would not the whole teaching profession be the gainer by a closer relation all along the line, between the schools and the colleges?

7. My final inference is a personal one. I came back resolved to do better, more spirited teaching, and, remembering the courtesies of others, to be not forgetful myself to entertain strangers, being well assured that if the strangers were high school teachers, not a few would prove very good angels.

While you would not thank me for saying that I found perfection everywhere (for a man frequently knows better than any other could tell him the weaknesses of his work), I may say that, looking back now on the weeks of this survey, I believe, as never before, in the public schools and in their work.

## AS REGARDS TACT IN A TEACHER.

BY U. B. JOHNS.

My little daughter, Clemence, manages her younger brother with what seems to me to be consummate tact. Billie is masterful always, and is stubborn if he meets with an obstacle in the way of getting his wishes. Nevertheless, all of the family have noticed that *the way* he is willing to follow with his sister is that way which she chooses for him. We are sometimes at a loss to know just how the little maid secures his prompt obedience, or how she quietly suppresses any rising rebellion against her orders; but, all the same, Billie is her man-servant to command at all times and in all places, and is her "baby" in specific terms of surrender and avowed allegiance. I do not think our Clemence abates one jot of a claim to what she thinks is her right, or that our Billie fancies he is not getting his full blown and often unduly expanded desires. The two contestants live together in utmost harmony, the elder always leading the younger, who, though ready to place the chip on his shoulder, is willing to admit it has dropped off without violence. As a matter of course, this condition of things in our little household is very pleasant to us all, and is a thing in itself charming to contemplate and exceedingly desirable to be kept in continuance. However desirable this is to the parents of these two accordant children, they feel that it is utterly beyond their powers so to direct or command either child or both children that it may continue as it has been for some months past. We have thought that any interference on our part, beyond the gentlest kind of a hint, would result disastrously. The balance is now apparently perfect. Clemence is willing to give in for a while, until Billie forgets his point and is willing that an equipoise shall put his sister not only on the level, but on the heavier side, beyond the equipoise. We the parents, look upon these daily encounters with great pleasure, and hope they may continue with the same result continuously. Perhaps we should interfere if our dominant daughter were domineering, or if her rule were not tempered with great love and with ready self-sacrifice, if the occasion demand. As times go, the course of their love runs smooth, and no satrap had ever a more obedient slave than Clemence has in her Billie.

All of the foregoing is but a long preface to a short sermon; an ungainly portico to a one-story cottage. Why should not the tact of Clemence be the best possession of a, of every teacher?

In matters of discipline, the head person, that is the disciplinarian, must be a rule unto himself. Theories do not avail much without the person in charge has the theories in hand. The *persona grata* of the late newspapers must give place to the person in power, that is, to the person who can compel, by fear or by favor or by something else, others to do his bidding at once and willingly.

Everyone knows what are meant "by fear" and "by favor." They are the rod and the tickle, physically and metaphysically. It is not so easy to comprehend what is meant "by something else,"—and because this is difficult of definition, we call it TACT. I wish, from the bottom of my heart, that I could give from my own experience an example of tact, but I am not Clemence and I can the rather give examples, uncounted, wherein I have lacked in the tact I commend to others.

Once when I was an apprentice I was annoyed by whispering in the school. I said then that I would ferule the next pupil I caught at it. Woe to me! I caught the biggest boy of the lot. Sink or swim, survive or perish, with my heart in my mouth, I did as I said I would, but, may it please the court, this was and is my first and only threat through, lo! these many years of endeavor to find out what is tact in teaching. I do not mean to say that I have given up the notion that it is a good thing to whip boys when they deserve it, or intimate that the case quoted above is a regret to me in reminiscence, for quite the contrary is the fact. It was a good thing in itself, and kept that boy quiet; and good for me also, as a lesson in tact.

After all, that special lesson (upon the feasibility of thrashing unruly boys) is but a little one when the other lessons, almost without number, are to be considered. The only schoolmaster I ever envied was one I found in the center of Kentucky, years and years ago. In Ireland, they would have called him "a hedge schoolmaster." He had all the youth in the vicinity, from a b, abs, up and upwards. Such a bee-hive as he had to show us and such creditable work! He was evidently pained when we were forced to depart before he could exhibit his two algebraists. We remained long enough to see that that hedge schoolmaster had the tact by which enthusiasm over-rides and over-masters all external circumstances. I verily believe that whisperings of the loudest sort had no terrors for him, and that in spite of externals, he was doing as good work as I could have done, or, for that matter, can do. If I get back to my text, his tact seems partly to have consisted in ignoring what to me would have been abominable uproars. Perhaps he had no sense of noisy disorders, but for other causes would have reached my high plane in the matter of floggings. Perhaps, also, his unconsciousness of disorder was due to mental incapacity and ought not to be called tact.

May it not be that a good part of our so-called tact consists in an obliviousness of a certain part of our surroundings? "None so blind as those that will not see; nor so deaf as those that will not hear." Such blindness or such deafness may be a mortal sin, or it may be only an exercise of praiseworthy tact.

Certainly this much may be said: it is tact which leads an administrator of petty laws to ignore facts which do not concern his jurisdiction, as well as those within his supposed powers which are actually beyond them. The exercise of the latter demands gifts of the highest order, and when successful receives the highest awards. Now if we apply this to the teacher, should we not say that it concerns many of his relations to his pupils and their parents—as to absence, tardiness and general deportment? In some districts of Ohio, strict discipline is desired by all—teachers, parents and pupils alike—in others, parents and pupils both rebel against reasonable restrictions. Undoubtedly, *tact* requires the teacher to fall in with the majority, but it may be questioned if such tact is desirable when wrong prevails—and whether it might not be best for the teacher and the taught to ignore present ease and to declare and conduct a warfare against prevailing error.

When such a warfare is to be conducted, the part that tact has to play, is how the battle may be fought so as to bring truth and right out triumphant. In other words, tact is not always on the side of quiet; it may demand the bitterest kind of a war, and be exercised only on the question of the means and ways of getting the victory. Too often, "tact" has been applied to those who have a doubtful advantage to gain, or a doubtful position to establish, but even the righteous require tact to establish their principles. The sledge-hammer of Thor is admirably adapted for force; but it is not more efficacious than the mistletoe of Loki.

So also, the sledge-hammer rules that are in vogue in most of our graded schools are not in every respect conducive to good government nor to good feeling. I know that this must be the case; for, being a teacher and anxious to sustain authority, I often-times feel that I am straining the truth when I counsel submission on the part of my children to the school rules. For example, one unexcused tardiness requires a punishment extending over a month; i. e., keeping daily after school from fifteen to thirty minutes. Our oldest boy takes his punishment, even when the fault is that of his mother, without a whimper, but for all that, he has sense enough to see that it is out of all proportion to his offense. If he knew the meaning of the word "tact," he would say that such a rule is contrary to the common sense of the community, and its enforcement contrary to good tact.

Now, be it understood, I use this example because it is an example in fact, and, like my boy, do not whimper over it. I would not use it if I thought any one but our *editor* knew the writer; it is only an item out of a myriad.

Two lessons may be drawn from it: (1). The boy acquiesces but is dead certain-sure that he is punished either too severely or for no fault of his own. (2). The mother feels that the order of her household is disturbed for a petty violation of school rules. (In one case the boy got to school before 9, but not in time to fall into ranks, because her clock was too slow). (3). The father, that is I, is writing about tact, and cannot help asking what sort of tact requires that the teacher should enter into a double ender contest of this sort. But again, I am also a teacher and have my rules, and one is that of whispering, as before noted. How can I enforce it? I do not know how I can, but I contrive to do it, somehow so; some years with great trouble and worry; some years, very much as Billie minds his Clemence, my boys mind me.

Tact in the abstract is quite a different thing from tact in the concrete; the one admits of a definition and the other is a sort of thing that goes into practice without the aid of etymology. As well might a lad love his lass in the abstract, without the kisses and the smiles, as to trust in abstract tact. For tact has also the other likeness to love, that both are spontaneous and come to the front before there is a chance to look up the authorities upon the question of the moment.

So, moreover, they both deal with individuals as my Clemence deals with her Billie, or as I deal with either and find it convenient to enforce or ignore the rules of the household, as occasion seems to demand.

The tact which has to deal with multitudes is often hampered by rules not its own, and finds sufficient exercise in adapting these rules to the average individual of the crowd, to the frequent neglect of those individuals who fall below the average. Sometimes these unfortunates seem to be justified in their complaint that their pleas in abatement are treated with contempt, as well as themselves. Where a class in school is very large, the individual pupil becomes of a less interest in himself, to the teacher, and I fear sometimes of very little or no interest. Such unfortunates become, in such cases, sooner or later, outcasts; ostensibly because they hinder the natural progress of their betters in the class. Perhaps it would be difficult for a teacher so to exercise a tact that it would help them either in manners or in knowledge. This outcast sort of pupil often suffers in large schools because he passes under so many different hands—each having a different tact—from a touch (*tactus*) to a grip.

The present freshman class at Cornell contains over 400 members. These must be distributed, for profitable work, into not less than ten sections, and require from ten to thirty teachers. The individual is lost in such a crowd, and very little chance is left that he may gain any considerable benefit from the exercise of that sort of tact in his teachers which his special case requires, although each in his way may be a master of tact.

The same may be said of many of our graded schools, in the large cities of Ohio. It is out of question that in these, the exercise of tact is to be exerted largely for the benefit of the whole, in the stimulation of enthusiasm in study, in cultivating a love for the school, in maintaining a high regard for high ideals in manners and morals as well as in scholarship, to say nothing of enforcing good rules, which, by their enforcement drop out those very pupils whose case specially calls for a consideration of extenuating circumstances. The greatest-number rule, the common good, excludes of necessity the few and the uncommon.

Considering the human frailty and short-comings which belong to all teachers, it is a matter of wonder, if not of amazement, to any one who has given the subject careful thought, how much has been attained by our schools—how much good tact is daily exhibited in general management, in methods of instruction, and how much of the personal influence of the teacher is exercised for the good of the community in which he labors, and remains as a heritage after him.

But as, each year, the fresh seed has to be sown for the new crop, so each generation of teachers is to be reminded that they must keep up the tillage and do better than their predecessors. *Vixere fortes ante Agamemnona multi,* and very likely good teachers taught before Socrates, who is the ideal of tact in teaching, as Dr. Thomas Arnold seems to have been, in the minds of most, the incorporated essence of tact in managing spirited boys.

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# THINGS WISE AND OTHERWISE.

BY R. USTICUS.

At a meeting of a teachers' association last Fall, I heard several speakers employ language which indicated that they do not believe that all teachers are strictly honest in their work. While waiting for the hostler to bring my horse, that I might strike out across the country and reach my boarding place before my landlady should have washed the supper dishes, I heard some very vigorous protests against such unfraternal insinuations, and divers emphatic expressions of the opinion that teachers, as a class, are the most moral, honest, industrious, conscientious, hard-working, etc., etc., class of professional people at present honoring this ball of dirt with their presence. The speeches to which I listened and the subsequent remarks which I half accidentally overheard, started a jerky train of thought in my mind. The cargo was somewhat miscellaneous, parts of it were damaged *in transitu,* and none of it will be considered valuable by those who believe "The king can do no wrong."

Teachers *ought* to be the most moral, honest, etc., etc., people in the world, for higher and more important interests are intrusted to none. As I now recall it, it seems to me that this item of freight was found in a package containing the fruit of the *Castanea Americana* (I've been reading up for object lessons). Whether teachers *are* more conscientious, etc., is a question of fact for the jury, when the evidence is all in. (The evidence will never all be in. Some of the witnesses refuse to testify, and some are beyond the jurisdiction of the court.)

No one particularly likes to hear a teacher forever finding fault with teachers. It creates a bad impression. At the same time it must be conceded that the teacher who finds fault has the best of reasons for knowing that what he says is true as regards at least one teacher. On the other hand, indiscriminate praise of the members of the vocation is about as ill-judged and has about as shaky a foundation as indiscriminate fault-finding.

I dropped into a school one day in which monthly examinations were held. A few blundering questions from me revealed the fact that at the beginning of each month the Superintendent said: "The work of the — grade in arithmetic this month will extend from page —— to page ——;" etc., etc., etc. for other grades and other studies. Teachers drilled and drilled and drilled on those problems and pages. The last two weeks of the month were spent in review. On examination day, the class was sent to the board. "John, solve the second problem; Mary, the third;" etc., etc. John could solve the first blindfolded and with one hand tied behind him. Hadn't he solved it fifteen or twenty times before? John is marked 100+. Ditto for most of the class, and pretty much ditto for the remaining branches. John and the rest carry home grade cards presenting an astonishing array of 100's, and the glory of that superintendent waxed greater month by month. In that same school I saw a high school girl weep because she once got a grade of 98½ instead of 100. A superintendent who can create such a thirst for knowledge (of percents) as that, *must* be an ornament and an honor to any profession.

In another city, the teacher was giving her school an examination test in spelling. The word "robin" was pronounced. In order that the children might be reasonably certain as to what variety of robin was meant, the teacher remarked, "Now, children, this is not the robin that is spelled with two b's." The children spelled the right robin, and lo! at the next teachers' meeting Miss ——— returned some highly satisfactory grades, and received the warm commendation of the Superintendent; while silly Miss ———, who did not say a word as to what sort of robin was meant, showed several averages below 90, and was properly chided by the Superintendent.

My business has taken me around among the schools a little. In another, it was a standing order to raise all examination grades 10 percent, if they were not already so near 100 percent that the addition of ten would suggest the query, "How many percents are there in a thing anyhow?"

I have sometimes wondered whether those very high examination grades—from 90 to 100 or more—found all through some schools, *could* be honestly obtained. It has occurred to me that the questions must be dishonestly easy, or the answers stolen from text-books, or the teacher designates what sort of robin is meant, or the 10 percent gift of grace is tacked on, or something else is done. Anyhow, I notice the boys can't all do it that way.

I once called on a $1,500 superintendent, along toward the first of June, when flannels begin to feel uncomfortable. In reply to my inquiry, "What are you doing?" he said, "Finding the coolest place." A little inquiry among his teachers and the patrons of the school, convinced me that what I had taken as jest was true. His teachers were pegging away at $35 a month, the same as they would had the thermometer been needing an overcoat.

Phineas T. Barnum has done business for twenty-five years on the presumption that the people love to be humbugged. He has been quite successful—financially—and is just as popular as he was when he was charging ten cents for a look at the Wnat-is-it.

When I see how anxious the big boys who sit on the back seat (pardon a figure drawn from my country school-room) are to be addressed as "Doctor," I sympathize with the small boys down in front, whose feet don't touch the floor, and who are ambitious to be addressed as "Professor."

A teacher incidentally says in a recent issue of the Colorado School Journal: "The mass of teachers know less than any other class of people, of men and of things about them, hence less of human nature." I have no grounds upon which to impeach that teacher's judgment—at least so far as his jugdment affects *one* teacher. As to the mass, I am more interested in knowing whether the judgment is correct, than in knowing the view the mass may entertain concerning the judge. (A stray copy of the Journal was sent to me by a friend. I am not sure my friend had read the article, a sample brick of which is given, but I have my opinion. He has said some very pointed things himself).

People are not always logical when they attack wrongs. Ugly charges were made against a district principal in a large city. A daily paper of that city said editorially: "The immorality of school principals is a matter demanding from the people the greatest and most careful," etc., etc. In the same city, a man named Benner killed another man. Had the astute editor said, "The disposition of men named Benner to murder is," etc. etc., his position on the moral character of school principals would have been at least consistent. Of course a wicked thought never entered the mind of that editor.

An Ohio Superintendent said, "If we do so and so,"—specifying an important and necessary advance step which would cost money—"my salary will remain where it is. I cannot afford the risk." He is not the only superintendent who has taken the same grounds on the same question. Of course this is only rational business prudence and sagacity, though it must be confessed that the children suffered some from it, for, had the proposed reform been effected, *some* of the schools of that city would have had competent inspection and supervision.

I once heard one of the big boys talking on sighchology (I am not confident as to the orthography of that word, but it expresses the idea as most teachers seem to view it). He said that a Mr. Sully said that a teacher needs to know exactly what learning a thing *is*—exactly what the mind *does* when it apprehends and assimilates a new idea. I confess *I* didn't know what he meant. A long time afterward, I was detained in a village waiting for a train, and visited the schools. The superintendent was very kind and showed me through. He spoke in glowing terms of the high school teacher as a thorough instructor. Later, I wandered into the high school alone and listened to an exercise in trigonometry. Pupil after pupil "demonstrated," but half of them failed to prove anything. No questions were asked, no criticisms were made, no objections were raised; and all pupils retired, feeling that, so far as the teacher was concerned, their work was satisfactory. And then I wondered whether that superintendent and that high school teacher had ever heard what Mr. Sully said, and whethey *they* understood what he meant. It subsequently occurred to me that perhaps opinions differ as to what constitutes successful teaching, and the more I think of it the more I think they do.

A county Superintendent—not in Ohio—Oh no, not in Ohio—reported: "The country schools are in fair condition. The work is not so thorough, as it should be. Reading is very imperfectly taught. Order has been overlooked to such an extent as to show some neglect in the schools." Had that man been superintendent of the cabbage department of a market-garden, and made such a report, he would have been discharged instanter. Imagine the cabbage superintendent reporting: "The drum-head cabbages are in fair condition. The work is not so thorough, however, as it should be. Weeding is very imperfectly done. Killing the worms has been overlooked to such an extent," etc. Men who hire other men to supervise cabbage growing, do not submit to such nonsense. It costs too much.

Another county superintendent in the same State—I mean under the same state government, reports: "As to our educational condition and progress, we see no cause for boasting, 'as the manner of some is.' So long as we are satisfied with shows and shams and empty forms we cannot prosper. As we sow, so shall we reap. We are sowing a good deal of wind." This was not an Ohio man either—Oh no—but he might well have been.

I have never said that I am in any respect better than my neighbors, and none of my neighbors think I am.

# "A PROTEST" ANSWERED.

BY J. W. ZELLER.

The protest appeared in the February number of this journal, and is a Sharp criticism of the proceedings of the North-Western Ohio Teachers' Association, at its meeting held at Findlay in the holidays.

The writer of this protest deplores the fact that "Many of those present had gone a considerable distance to hear something that would inspire them to stronger, nobler work; to hear the vital educational issues of the hour discussed;" and "instead, they had this stale old truism—the value of the higher education—served up in various forms."

Well, I am sorry that the author of this unjust and unkind criticism did not hear something "that would inspire to stronger, nobler work." There was much said to give such inspiration, and very many received such inspiration, as a great number of those present can and do attest.

There are some people who are not susceptible of inspiration. The Great Teacher, in his most eloquent discourses, could not inspire those who were not in sympathy with him.

I am sorry, also, that this writer did not hear "the vital educational issues of the hour discussed." She says: "Gentlemen of the convention, you are wrong! You are a decade behind the times! You must let go the musty old fossils of the past and deal with the strong giant of the present."

That the readers of "A Protest" may judge for themselves, I will give some of the subjects discussed. The Inaugural Address, by Supt. W. T. Jackson, of Fostoria, had for the central thought *the motive power* in education. It was pronounced by all to be a very able and practical paper. Prof. Jackson is a very able writer. Conservatism in Educational Work, by Supt. McConkie, of Port Clinton; Politics and the Schools—using politics in the sense of civics—by Supt. Warner, of Bellevue; A Thorough Education Essential to the Highest Success, by Prof. Sonnedecker, of Heidelberg; Practical Education, by Prof. Maglott, of the Ada Normal University; The Objective Value of Education, by Prof. Drake, Principal of the Tiffin High School; Teaching Physiology, by Miss Abbot, Principal of the Fostoria High School; and Teaching History, by Supt. C. B. Metcalf, of No. 9 Schools of Findlay,—these in the main made up the program.

I submit to the readers of the MONTHLY whether those who ably discussed such topics as these are "wrong," and "a decade behind the times," and "must right-about-face and let go the musty old fossils."

While I feel that the N. W. O. T. Association has been unjustly and unwisely criticised, and ought to be set right before the readers of the MONTHLY, my main reason for writing this article is to notice some of the critic's statements which I regard as educational heresies. Take this, for example: "The speakers of the convention wasted their time. There is no need of urging the boys and girls to attend the higher institutions of learning.............Doctors, lawyers, bookkeepers, and professional men swarm until they must, in the struggle for existence, resort to dishonest means; having once attended college, they never labor with their hands again. The question that confronts teachers to-day is, whether there is not enough, nay, too much, of the higher education in the nation for its good."

This smacks of English aristocracy—education for the few only. The critic assumes what is not true, that the chief object of our higher institutions of learning is to make doctors, lawyers, editors, ministers, etc. The primary object is the symmetrical development of the man—the whole man; the development of all that is good in man; the perfection of the individual, and not the fitting of a man to any particular niche. Any system of education that aims at "skilled mechanics, skilled artisans and farmers," rather than the development of manhood, is narrow and pernicious. The grandeur, glory and perpetuity of our nation, depend on the manhood of her young men, and the womanhood of her young women.

Our critic agrees with Richard Grant White (an enemy of our school system) and other "economic writers" of like character, that "our nation's future rests upon her skilled mechanics." That the questions of skilled mechanics, skilled artisans, skilled farmers, and the dignity and divinity of labor are important ones, and worthy of careful consideration, I will not deny; but to exalt them unduly, at the expense of higher education, at the expense of the development of manhood, is heretical and dangerous. This I think our critic does. She says: "There is no need to urge the boys and girls to attend higher institutions of learning." Although herself a teacher in a high school, she is inclined to think that there is "too much of the higher education in the nation for its good." She would have the youth educated in skilled labor without a knowledge of the higher branches of education.

My judgment is that the nation is not troubled with "too much higher education." There are, no doubt, instances in which false aristocratic notions have been imbibed in higher institutions of learning, leading to contempt for honest labor, but such cases constitute the exception and not the rule. I cannot now recall one such of the 105 young people who have graduated from our high school within the period of my superintendency; nor can I now name one of my classmates or college associates that "never labors with the hands."

To affirm, as the critic does, that those who once attend college never labor with the hands, and that all who attend higher institutions of learning look down upon manual labor, and rather than work with their hands, in the struggle for existence, they resort to dishonest means, is an unwarranted and sweeping charge against our higher institutions of learning.

While traveling through Kansas and Nebraska, in 1880, I found many highly educated men who owned farms and farmed them with their own hands. Many of these men came from New England, for the reason that they could better their condition in the West. Men of higher education seek the professions in cities and towns, not because they despise manual labor, but because they find more enjoyment and more money in them than in farming, or other manual occupations. If farming, or other forms of manual labor brought more privilege, enjoyment and revenue, the tide would turn the other way.

The truth is, that the time has come when farming, to be profitable, must be done on scientific principles. Our farmers' boys ought to be encouraged to attend some higher institution of learning—high enough to take a scientific course, so that they may be able to farm on scientific principles and make it pay.

The quotation which Miss S. makes from Professor Mahaffy, for the purpose of applying it here, is bad logic; for the circumstances and causes are not the same as they were in Greece at the time referred to. There is no other method of reasoning so fruitful of absurd conclusions as reasoning by analogy. Reasoning by analogy must be based on like conditions and circumstances.

Miss S. deplores the fact that in the eastern manufactories there are no American laborers. So do I, but this state of things is not due, solely nor chiefly, to the cause she assigns, viz.: that men of higher education disdain manual labor; but rather to the fact that our people, having been brought in competition with a large foreign element there, have taken Greely's advice, "Go west, young man," and many of them went because they believed they could better their condition by so doing.

Miss S. must have forgotten an article of hers which appeared in the MONTHLY of February, 1887, entitled, "The Disease and the Remedy." In speaking of the wide-spread corruption in our national life, she gives as a cause "the desire for immediate wealth." Now, she would educate for immediate wealth. In that article she further says: "The State has not yet realized that, in its citizens, character, and not calculating machines, is needed." Now, the writer would not "urge" character-building, but machine-making, and deplores the fact that this machine-making business, "the vital issue of the hour," was not discussed. Then, we find her saying: "To the progress of society, the man well developed in all the phases of his nature contributes most." Now, she thinks "the nation's future depends" not on the man well developed in all the phases of his nature, but upon its skilled mechanics.

She further says in her former article, "The remedy that the teacher must apply to the existing evil is to make good citizens of the commonwealth by the training of the whole nature,—intellect, sensibility and will. Now, she would train only, or chiefly, one faculty—the mechanical.

Our critic expresses many other sound and excellent thoughts in her former article. Why this sudden change from thoughts so wise and broad and philosophical, to sentiments so unwise and narrow and unphilosophical, I cannot comprehend. Is it a want of stability?

I pray that our critic repent and be converted from the error of her ways, and return to her first love.

## THE MAN, NOT THE MIND.

No system of education is complete till it concerns itself for the entire body and all the parts of human life—a character high, erect, broad-shouldered, symmetrical, swift; not *the mind*, as I said, but *the man*. Our familiar phrase, "whole souled," expresses the aim of learning as well as any. You want to rear men fit and ready for all spots and crises, prompt and busy in affairs, gentle among little children, self-reliant in danger, genial in company, sharp in a jury-box, tenacious at a town-meeting, unseducible in a crowd, tender at a sick-bed, not likely to jump into the first boat at a shipwreck, affectionate and respectable at home, obliging in a traveling party, shrewd and just in the market, reverent and punctual at the church; not going about, as Robert Hall said, "with an air of perpetual apology for the unpardonable presumption of being in the world," nor yet forever supplicating the world's special consideration; brave in action, patient in suffering, believing and cheerful everywhere, fervent in spirit, serving the Lord. This is the manhood that our age and country are asking of its educators—well-built and vital, manifold and harmonious, full of wisdom, full of energy, full of faith.—*Frederic D. Huntington.*

# PRIMARY DEPARTMENT.

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## SPRING PRIMARY PUPILS.

Maggie Hopkins was the eldest of three children. She was six years old in February. She was naturally a smart, industrious child, and from necessity had become very helpful to her overburdened mother. She did numerous errands, tended the baby, washed dishes, and saved the busy housewife many a step. Regardless, though, of self in the blessed way of mothers, Mrs. Hopkins, knowing that the years would likely be few for Maggie to get an education, and anxious to have her commence as soon as possible, sent her to school at the beginning of the spring term. The little sacrifices that many a poor family knows were made, to get her small supplies, and the clothes necessary to have her nice and clean every day. A fresh, sweet, comely little lass she was, as she entered the primary room of her district school, that Monday morning in April. She was escorted by a neighbor child, who had started in September, and from whom Maggie had heard many accounts of school life.

The days and weeks went rapidly by, until Maggie had been at school two whole months. The mother questioned her, from time to time, about what she was doing and learning. She talked much of the *first* class to which her little friend belonged. Its members sat apart from Maggie's class; they read several times a day, spelled, wrote, marched, moved their arms and feet, and sang. Did not her class march? No, they didn't know how, and they spoiled the exercises, the teacher said. What did she do at school? She stood up at the blackboard once a day and learned words; she made letters on her slate and sometimes the teacher gave her a mark for them, when she had time to look at them. The first class got marks every time they wrote on their slates. The teacher's preference for, and devotion to, the *first* class were always to be understood from the child's innocent talk ?

The mother was clever enough to know that Maggie was not advancing as rapidly as she might, and presumed upon her right to ask why, thinking, perhaps, the child was to blame. She duly received her rebuke from the teacher, who informed her that *she* was conducting that school, and would teach Maggie when and how she pleased. The reward for the mother's solicitude and self-sacrifice, in doing without the girl's help, was the information that Maggie would have been just as well off to have waited until fall to start to school, because she would have to take the work all over next year anyway; in other words, there were ten weeks wasted for her by a system of yearly promotions only.

The teacher, in competition with others of her grade, was ambitious to pass all her first class with high percents. She was not responsible to any one for the progress made by the spring pupils; went upon the theory that they were sent to her to get them out of the way, anyhow; their parents expected them only to learn school ways, they had plenty of time yet for work; why, indeed should she labor with them now ? She was a conscientious teacher, too, and a skillful one. She had not thought, though, of mothers like Maggie's, who did not send their children to get rid of them. She had not reflected that a *fourth* of a year's instruction is a great deal to those whose years, at best, are few for school education. She had not realized that many hurtful habits can be acquired in a few weeks of trifling, and many wrong impressions of school duties and aims, that years may not remove. She had forgotten that children unaccustomed to confinement, especially need frequent physical exercise, even if they do not know how to do it beautifully. She had entirely overlooked the fact that each little head in the second class counted for as much as each head in the first class, in the enumeration that made up her salary, and was, therefore, from a business point of view, entitled to equal time and attention from her. She had no excuse, either, for her neglect, in lack of time, for, with a single grade, there was all that was necessary for the newcomers.

They should have been advanced as far in every branch of study during a certain number of months as the September pupils were at the expiration of the same number of months' attendance, and such advancement should be required and provided for, at the beginning of each year, by those in authority, be they teachers, principals or superintendents, or else admission in the spring should be refused.

The little ones would far better play at home, than waste the hours at school.

If Maggie's teacher had been at the head of an ungraded school, in the country or elsewhere, she would have had a plausible excuse for putting these children off with as little teaching as possible, by pleading lack of time. She has had so many classes and such a number of recitations all winter, that not a moment of any day had been wasted or to spare. She could see no place on the program for an extra class, and no chance of keeping these little people busy while she attended to the lessons of the other thirty or forty boys and girls of all sizes, studying all sorts of subjects.

Nevertheless, such teachers are responsible for a judicious classification and management that will give them at least half an hour a day for the beginner's lessons, and a few odd moments to direct their slate work. For example, they may be able to throw two geography or two grammar classes together for review, toward the end of the year. Test problem lists in algebra or arithmetic, solved by the advanced pupils and corrected by the teacher in the evening, will save the time of a recitation, which may then be devoted to the little ones. Work prepared thoughtfully and carefully at night by a teacher is always economy of the next day's hours. Simply seating classes together so that they may rise to recite without passing to and from recitation seats, is a saving of many minutes in the course of a week. So in a hundred ways, teachers of ungraded schools may by tact and thought for the morrow, provide time for the instruction of the spring pupils, and they are not conscientious in the performance of their whole duty unless they do so provide for them.

The slate and pencil are a never failing source of profitable employment for beginners at school, and even while attending to other things, the teacher can oversee and direct their use. They should be ruled upon one side, and the work in writing begun the very first day at school—systematic graded work too, upon the small letters of the alphabet. Four times filling these slates each day with straight rows of the best imitation of the copy possible, each time rewarded by a word of commendation, a smile of encouragement, or a mark, accompanied by a suggestion for improvement, will keep the little hands and minds busy for two hours daily. Only a minute at the blackboard on which a few straight marks, properly combined, are made by the teacher, and a picture of a mug, a pot, or a kettle will furnish a drawing exercise that will train hand and eye for another half-hour. Sticks can be laid by each child, according to his own taste and ingenuity, to form drawing figures for him to copy with his pencil.

The same sticks, by a little help from the teacher, may afford counting lessons, and figures being learned, addition and subtraction tables, objectively illustrated with the sticks, may be written out upon the slates. Boxes of letters and words from which the children may build for themselves words and sentences upon the tops of their desks, will help on the reading, and are easily collected by the older pupils and the teacher. What end is there to the devices a clever person may originate or hear of, to interest, inform, and keep busy the spring pupils?

The time is fast approaching, if indeed in country districts it has not already come, when these small strange faces will appear at the schoolroom doors. Who shall deny them the right to have what they come for and as much of it as their capacity, the best methods and their full share of each day's time can give them?

*Aiken, S. C., Feb. 7th, 1889.* MARIE JACQUE.

## AN OBJECT LESSON.

To unfold the powers of children, to arouse in them the sense of the observer, to make them discoverers rather than imitators, to address the reason rather than the memory, to cultivate habits of careful investigation, to keep the senses active, and prepare the child for self-support, are some of the ends which the true teacher is laboring to achieve.

The methods which may be used to attain these ends are many and varied, so many, indeed, that the skillful teacher can, each day, by reasonable effort, direct the inquiring mind into new fields of observation, and lead into new paths of culture.

The child's curiosity is easily aroused; he is ever delighted to see, hear, learn, and talk about a new subject. "He is like wax to receive new impressions," and a few well-directed questions on the part of the teacher will often furnish a subject for the thought and research of pupils for many days, and often implant principles which will take deep root in the heart, and survive when teacher and text-book have been forgotten.

One means by which the perceptive, the imaginative, and even the reflective and moral faculties can be cultivated successfully, is object lessons. From them, with a little effort, teachers may obtain results surprising to themselves. Below, I give an imperfect sketch of an object lesson suitable for children eight or nine years old, which I have sometimes used.

"You may put away your work, boys," I say, as I stand before the school with a small flag in my hand, "and we will have a little talk."

When all are attentive, I begin with the simplest questions, directed to the most backward pupils, something after this fashion :

*Teacher.*—"What have I in my hand?"

*Pupil.*—"You have a flag."

*T.*—"What kind of flag is it?"

*First Pupil.*—"The flag of our country."

*Second Pupil.*—"An American flag."

*Third Pupil.*—"The flag of the United States."

*T.*—"How is this flag made?"

*P.*—"It's made of stars and stripes."

*T.*—"Do you know how many stripes there are?"

At this the pupils hesitate and count seven red stripes and six white ones.

*T.*—"Do all flags have the same number?"

Some doubt, but most think they do.

*T.*—"What do the stripes mean?"

No answer.

*T.*—"Then tell me how many stars there are?"

*P.*—"There are 38 stars" (after counting).

*T.*—"Do they have any particular meaning?"

*P.*—"We suspect they have, but we never thought about it before."

*T.*—"Well, you may think about it and tell me tomorrow. There are a good many other things to be learned about our flag. Let us find out as many new things as possible for our next lesson."

Cyclopedias, parents, and other helps are consulted that evening, and the American flag is discussed around the fireside, to the delight of the little ones.

The next day, after the morning lessons are over, the subject is again introduced. How eager the children are to tell what they have learned about our ensign! It often requires skill to restrain some of the little ones, so anxious are they to be heard. Every one knows why there must be just thirteen red and white stripes, and thirty-eight white stars on a blue field.

Then we proceed with some new questions:

*T.*—"Did the United States always have a flag like this?"

*P.*—"It did not; every state had a different kind of flag."

*T.*—"Yes. Then, can you tell me when and where the first flag bearing the stars and stripes was displayed?"

*P.*—"In 1777, at Rome, N. Y."

*T.*—"Can you tell me of what this flag was made?"

*P.*—"Yes. It was made of sheets and bits of red cloth, and a captain's blue coat was used for a field for the stars."

*T.*—"Are any changes ever made in our flag?"

More than twenty hands are raised, all eager to say that a star is added for every new State.

*T.*—"Now, can you tell me what these colors signify? Of what is white the emblem?"

*P.*—"White is the emblem of purity."

*T.*—"And *red*, what does it mean."

(A pause). "Well, I will tell you. Red is the emblem of sacrifice, and those who designed this flag, said they would sacrifice their lives, if need be, in its defense."

*T.*—"Of what do these stars on the blue field make you think?"

*P.*—"Of the stars shining in the blue sky."

*T.*—"Have you ever seen any historic flags?" (One pupil raises a hand). "Where?"

*P.*—"In the Capitol, at Columbus."

*T.*—"What can you say about the flags you saw there?"

*P.*—"They have been through the war, and are all tattered and soiled."

Pupils are then allowed to tell a story in which a flag plays a prominent part. Afterward, they are required to reproduce on their slates all that has been said of these colors of which Americans are so proud.

This serves the purpose not only of an object lesson, but a language lesson, a peep into our history, a lesson in ethics, and, not less than either, a lesson on *American Patriotism.* Furthermore, it opens a vast field for thought, furnishes subjects for further investigation,—studying the flags of other countries, together with such topics as the red flag, the black flag, pirates' flags, flag of truce, flag at half mast, to strike the flag, the need of flags in armies, on ships, boats, etc., and I know not where it may end.

*Washington, c. h., Ohio.* GERTRUDE JONES.

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## AFTER THE FIRST DAY.

When the children enter the school-room they should be required to take immediately their assigned seats. Much incipient disorder is thus prevented, and the children are early taught that the school-room is not a noisy playground; this, of course, has chief reference to inclement weather, when the pupils enter the school-room some time before the hour of beginning.

Many of the little six-year-olds, who were present on the first day, have forgotten by the next morning the instruction of yesterday, and a short time must needs be spent in a review and drill on position, and the preparation of slates. No command should be carelessly given, but the quick eye of the teacher, always discerning the slow or inattentive pupil, must see that every one is ready at the same time for the alloted work. The laggard will soon discover that prompt obedience is expected from *every* member of the class.

The slate work of the previous day can now be varied by the making of straight lines in groups of two or three, or by placing pencil on base line and drawing *up* to head line, and also in making rings—the same care being taken that every character occupies the ruled space, *from line to line*. With these first lessons in the use of slate and pencil fully mastered, the coming work of writing the letters and words will be much easier. The young teacher is apt to look at the amount of work to be accomplished within a given time, and hasten on to its consummation. But the value of this preparatory and detail work cannot be over-estimated, and will surely bring forth fruit an hundred-fold.

In a first reading lesson, it is desirable for the teacher to gather the class about her at the blackboard. We have found the letter *m* a very convenient letter for the first lesson. Place it upon the board, giving the sound to the class, showing position of mouth and lips, and, as far as practicable, securing from each pupil the proper position of the organs as he makes the sound.

There should be a blackboard on the four sides of every schoolroom. It is well to have the alphabet arranged in various forms—both print and script—in different parts of the room, and as the letter *m* is taught, ask one and another to find with the pointer the letter among the alphabetic groups on the blackboard; also on the charts, and on cards which may be distributed on the "busy table."

Let each pupil search for and find the given letter, giving its name and sound, until all are perfectly familiar with its name, sound and form.

Then should follow the writing of the letter upon the slates, calling particular attention to its three tops. With the making of this first letter should begin the column arrangement, requiring each pupil to make the letters directly under one another, with proper space between the columns. For the first few days, much individual work will be necessary, but in an incredibly short time the little folks will vie with each other in producing neat and orderly slates.

*Akron, Ohio.* SARAH C. LAKE.

# NOTES AND QUERIES.

## PRINCIPAL EVENTS OF THE AMERICAN REVOLUTION CHRONOLOGICALLY ARRANGED.

The mnemonic device in the last number of the MONTHLY brings to mind one which I prepared some years ago, for my history class.

Mnemonic sentence: Liberty brings true Americans many enjoyments.

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| Lexington | April 19, | 1775. |
| Investment of Ticonderoga and Crown Point | May 10, | 1775. |
| Bunker Hill | June 17, | 1775. |
| Evacuation of Boston | Mar. 17, | 1776. |
| Resolution of Independence Adopted | July 4, | 1776. |
| Trenton | Dec. 26, | 1776. |
| Yielding to Washington as Dictator | Dec. 27, | 1776. |

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| Bennington | Aug. 16, | 1777. |
| Repulse at Brandywine | Sept. 11, | 1777. |
| Intrenchment of British in Philadelphia | Sept. 26, | 1777. |
| National Congress Adjourned to York | Sept. 30, | 1777. |
| Germantown | Oct. 4, | 1777. |
| Surrender of Burgoyne | Oct. 17, | 1777. |

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| Treaty of United States with France | Feb. 6, | 1778. |
| Ratification of Treaty by Congress | May 4, | 1778. |
| U. S. visited by English Commissioners | June 9, | 1778. |
| Evacuation of Philadelphia by British | June 18, | 1778. |

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| American Generals in Council | June 24, | 1778. |
| Monmouth | June 28, | 1778. |
| Encounter at Wyoming | July 3, | 1778. |
| Retirement of Admiral Howe | Sept. —, | 1778. |
| Incursion into Cherry Valley | Nov. 11-12, | 1778. |
| Capture of Savannah | Dec. 29, | 1778. |
| Assault on Stony Point | July 16, | 1779. |
| Naval victory by Paul Jones | Sept. 23, | 1779. |
| Surrender of Charleston | May 12, | 1780. |

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| Meeting of Gates and Cornwallis at Camden | Aug. 16, | 1780. |
| Arnold's Interview with Andre | Sept. 22, | 1780. |
| National Bank Chartered | May —, | 1781. |
| Yorktown Seized and Fortified | Aug. 1–8, | 1781. |

Environment and Burning of New London....Sept. 6, 1781.
Neutral Victory at Eutaw Springs..............Sept. 8, 1781.
Joining of Americans and French at Yorktown, Sept. 28, 1781.
Outer Works of Yorktown Carried............Oct. 14, 1781.
Yorktown Surrendered..................................Oct. 19, 1781.
Monument Voted for Yorktown..................Oct. —, 1781.
Establishment of National Bank.................Jan. 7, 1782.
Netherlands Received U. S. Envoy........ ..Apr. 19, 1782.
Treaty of Peace Signed.................................Sept. 3, 1783.
Sailing of British for England...... ............Nov. 25, 1783.

*Pomeroy, O.* M. BOWERS.

### A BROADSIDE OF QUERIES.

(*a*). Of whom, and by whom was it said: "To love her is a liberal education?" How many of her?

(*b*). The name of what doughty warrior was used by eastern mothers to scare their infants to silence? How many of him?

(*c*). Of what grade was Macaulay's "school-boy?"

(*d*). If George Washington had lived till the 22nd February, 1889, how old would he have been?

(*e*). Hume says that Queen Elizabeth signed the first East India Charter on the last day of the sixteenth century. What day was that?

(*f*). Compayre sends the Memory, p. 117, "in quest of new knowledge." The purse in search of new dollars! What is the Memory?

(*g*). Certain writers are concerned about the color line at the coming National Education Convention, at Nashville. Are they apprehensive that their room-mates will be white?

(*h*). Has Ohio had an addition to her family of counties? King's new history gives the number eighty-nine. P. 8, "*Ohio*," by Rufus King.

(*i*). What can be the reason of Dr. Hinsdale's giving November 2, 1783, as the date of Washington's taking leave of the rank and file of the Continental Army? P. 267, "*Old Northwest.*"

(*j*). Why can't the next State Teachers' Association be at Put-in-Bay? [Because it will be at Toledo.—ED.]

(*k*). By whom was it first suggested that this State should be called Ohio? D. INQUIRENDO CANTONIS.

### THAT STATE BOARD PROBLEM.

Q. 10.—I cannot agree with any of the work given so far. The time used in finding the present worth is 3 calendar months, and must not be taken in days when not so given in the problem. My solution is as follows: Discount on $1 for 25 days at 6 percent=$\frac{5}{12}$ cent. $1.00—$ .00$\frac{5}{12}$=$ .99$\frac{7}{12}$. $1,226.53÷$ .99$\frac{7}{12}$=$1,231.662—. Int. on $1 for 3 months at 10 percent=$.025, and amount of $1=$1.025. $1231.662, amount of note, divided by $1.025=$1.201.62, face of note. W. F. PURDY.

*Irondale, O.*

According to our text-books on Arithmetic, or at least, those I have had an opportunity of examining, A. H. M.'s work and answer to query 10 are correct. I know that our text-books are sometimes not practical. Are they at fault in this? What is the method, in practical business, for finding the amount of a note before discounting? Are 30 days to a month counted? or is the actual number of days counted? W. D. DRAKE.

*Eagle Grove, Iowa.*

## QUERIES ANSWERED.

Q. 11.—The elevations of places above the level of the sea are generally determined by the barometer. Near the sea level the column of mercury in the barometer is about 30 inches high; on the mountains, it is much lower, hence the height of a mountain is determined by the fall of mercury in the tube of the barometer.

JOHN W. JONES.

To the same effect ASA RADCLIFFE, A. H. M, and JENNIE C. BOWER.

Q. 12.—The custom of decorating soldiers' graves with flowers appears to have originated with the Southern women, who, during the Civil war, annually, though without definitely organized societies, paid this beautiful tribute to the dead soldiers. The custom spread over the country after the war, and in 1868 and 1869 General John A. Logan, Commander of the Grand Army of the Republic, appointed the thirtieth of May for that purpose.

In 1871, Mr. Schenck, of Ohio, introduced a resolution in Congress to establish the 30th of May in each year as a public holiday (so far as Congress can create a public holiday), to be known as Decoration Day. The resolution was adversely reported in the Senate, and, so far as I know, no further steps have ever been taken by Congress in the matter. Most if not all of the States have, however, by action of their legislatures made this day a legal holiday within their respective jurisdictions. In Ohio the law making "Memorial Day" a legal holiday was adopted by the General Assembly in 1884.

*Ohio State University.* GEO. W. KNIGHT.

Q. 13.—The capital of Dakota was Yankton, for a time, but Bismarck is now the capital. ARA RADCLIFFE.

Same answer by A. H. M., R. A. LEISY, and E. M. T.

Q. 14.—The Chinese Wall, called Waugh-chang by the Chinese, was built by the first emperor of the Tsin dynasty, 220 B. C., as a protection against the Tartars. It is 1,250 miles long, 15 to 30 feet high, 25 feet wide at the base and 15 at the top. Towers occur every 300 feet. J. W. SHAFER.

Similar answers by L. A. BOOKWALTER and ARA RADCLIFFE.

Q. 15.—"Why, that I can not tell, said he," is a complex sentence, "that I cannot tell" being an objective clause. "Why" is an adverb, used independently. J. W. SHAFER.

Q. 16.—"Each," adjective used as a noun in apposition with "they," considered individually.

*Danville, Va.* C. S. WHEATLEY.

A. H. M. and E. M. T. give the same construction.

Q. 17.—"Could have kept" is subjunctive mode; "had been" is potential mode, "had" being used for *would have*, the common form.

*Irondale, Ohio.* W. F. PURDY.

Both in potential mode, if we recognize the potential mode. If not, "could have kept" is *subjunctive* and "had been" *indicative.* "Had been" is used in place of *would have* been. C. S. WHEATLEY.

Q. 18.—Let $x$=perpendicular; then $\sqrt{2,500-x^2}$=base. Multiplying half the perpendicular by the base, we have $\frac{1}{2}x\sqrt{2,500-x^2}=600$. The value of $x$ is found to be 40 or 30. Considering the perpendicular as 40, the base will be 30, and *vice versa.*

J. A. CALDERHEAD.

If to the square of the hypotenuse we add four times the area and extract the square root of the sum, we shall have the sum of the base and perpendicular; and if from the square of the hypotenuse we subtract four times the area and extract the square root of the remainder, we shall have the difference of the base and perpendicular. From these it is easy to find the two required sides.

*Middletown, Ohio.* L. PHILLIPS.

Correct results and a variety of solutions (some of them much too long for our space) by R. A. LEISY, C. S. WHEATLEY, A. M. BOWER, E. C. HEDRICK, JOHN W. JONES, L. A. BOOKWALTER, GEO. ABELL, E. M. T. and J. W. SHAFER.

Q. 19.—Placing the stakes 1½ feet apart, with one in each corner, allows of 11 rows with 11 stakes in each row; 11×11=121 stakes 1½ feet apart. By placing them 1¼ feet apart, 13 rows with 13 stakes in each row can be placed on the given space; $13 \times 13 = 169$ stakes 1¼ feet apart. GEO. ABELL.

*Wickliffe, Ohio.*

A little closer investigation would enable Mr. ABELL to see that, by a diagonal arrangement of the stakes, he could economize space and use a larger number of stakes. E. M. T. gives the number of stakes as 128 in one case and 180 in the other. J. A. CALDERHEAD gives a long discussion of the problem, for which we are sorry we cannot make room, showing conclusively, we think, that 128 and 180 are the correct answers.—ED.

Q. 20.—\$30,000×.03½=\$1,050 every 6 months, which is 4 percent of investment; \$1,050÷.04=\$26,250. \$30,000—\$26,250=\$3,750, gain at the time the bonds are due. Then I must pay, in addition to the \$26,250, the present worth of \$3,750 for 40 intervals at 4 percent, which is \$781.08; \$26,250+\$781.08=\$27,031.08.

*Burton City, Ohio.* R. A. LEISY.

JOHN W. JONES agrees with R. A. LEISY. A. H. M. and GEO. ABELL get \$26,250. How the difference arises may be readily seen by referring to MR. LEISY's solution.—ED.

## QUERIES.

21. Since the mouth of the Mississippi is farther from the center of the earth than its source, do its waters flow up hill? L. C. C.

22. Was Jefferson Davis guilty of treason? Is he now a voter? Does he receive a pension with the rest of the Mexican soldiers? J. W. K. W.

23. By what means, if any, may special school districts be legally formed in Ohio? G. A.

24. What are the *pros* and *cons* concerning public school exhibitions? A. R. D.

25. I dub *thee knight.* She was named *Mary.* Dispose of words in italics. W. D. P.

26. *What matter* how the night behaved? Analyze briefly and dispose of words in italics.

27. Do intransitive verbs have voice? Why? S. H. L.

28. A ball of silk, 100 cubic inches in volume, is to be shared equally by four persons. To what extent is the diameter diminished as each winds off his share? *

29. At what time between five and six o'clock is the minute hand midway between 12 and the hour hand? When is the hour hand midway between 4 and the minute hand? S. H. L.

[Contributions for this department received after the fifteenth of the month cannot ordinarily be used.]

# EDITORIAL DEPARTMENT.

*The* MONTHLY *is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

Hurriedly-prepared manuscript, an unlearned printer, and an absent minded proof-reader are not a desirable combination. The results of such a combination are anything but pleasing to a correct and refined literary taste. The trio got in some of their work while the last number of the MONTHLY was going through the press, and very bungling work it was. They made Bro. Treudley recommend "Mabley's" Netherlands, instead of Motley's, and the editor write of an "authorative definition" instead of an authoritative one, besides a somewhat promiscuous distribution of commas, apostrophes, etc. The greater share of the blame undoubtedly rests with the proof reader, and it would be some balm to the editor's wounded sensibilities to be able to pour out the vials of his wrath on the head of said proof-reader; but, unfortunately, editor and proof-reader are one and the same person. All that is left for him is to bite his lips and smother his wrath.

The MONTHLY extends thanks to its numerous friends for their kind offices in extending its subscription list. The names have been coming in, the past two or three months, by fives and tens and scores, and they are still coming. Another club of ten has just arrived from a remote corner of the State. And yet there is room. We can still furnish back numbers from the beginning of the volume; or new subscribers may begin with the current number if they prefer.

We are striving to make the MONTHLY worthy of the generous support of Ohio teachers. We think all our readers will agree that our bill of fare this time is a good one. And we have more of the same kind in store, waiting to be served; for which, too, we must not forget to thank our good friends. The ideal with which we started, of making the MONTHLY a medium of exchange for Ohio teachers, is beginning to be realized. Perhaps a word of apology is due to some of our contributors, whose articles have not appeared as promptly as we expected. We have been unable to find a way of putting two bushels of good wheat into a bushel measure at one time. We have one consolation: good wheat keeps well.

We have a request for a course of study and plan for grading a village school of about 75 pupils, with two teachers,—the course to include history of the United States, physiology, algebra, physical geography, and such other studies as should be taught in such a school. If some one who has had experience in a school of this kind will prepare such a plan and course of study, the MONTHLY will give it wings. It would be a real service to a good many teachers.

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This from the *Counsels* of an old schoolmaster of two centuries ago, is good modern pedagogy. The apostles of the "new education" have not improved upon it. It would be gratifying to know that in doctrine and practice they are able to attain unto it:

> "Let the teacher be careful not to lend his pupils too much help in resolving the questions that have been proposed to them. He ought, on the contrary, to invite them not to be discouraged, but to seek with ardor what he knows they will be able to find for themselves. He will convince them that they will the better retain the knowledge they have acquired by a personal and persevering effort."

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The ancient Israelites seem to have had an exalted notion of the teacher's office. Children were commanded in the Talmud to esteem their teachers above their fathers. The standard of teachers' qualifications was also very high. Among the qualities recommended were experience, mildness, patience, and unselfishness. One of the old Rabbins expresses his estimate of the value of maturity and experience, in these words: "He who learns of a young master is like one who eats green grapes, and drinks wine fresh from the press; but he who has a master of mature years is like a man who eats ripe and delicious grapes, and drinks old wine." Unfortunately, it sometimes happens that the pupil of an old master is like one that eats dried grapes which have lost their juiciness and sweetness, and drinks wine that has turned sour.

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Commissioner Dawson's last Report (1886-7) is probably one of the most satisfactory and valuable which the Bureau has sent out. It is admirably arranged; seems to be complete and accurate in every department; and has a very full index, covering more than sixty pages, and making it almost cyclopedic in character. Besides very complete and well-arranged statistics, and the Commissioner's Statement which fills nearly forty pages, there are discussions and papers on almost every imaginable phase of education, public and private. The Report is a credit to the Education Department of our Government.

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Luther's argument for compulsory education in the sixteenth century is good yet: "It is my opinion that the authorities are bound to force their subjects to send their children to school.........If they can oblige their able-bodied subjects to carry the lance and the arquebuse, to mount the ramparts, and to do complete military service, for a much better reason may they, and ought they, to force their subjects to send their children to school, for here it is the question of a much more terrible war with the devil."

He also held decided views on manual training, a subject which agitates the public mind a good deal in this day: 'My opinion is that we must send the boys to school one or two hours a day, and have them learn a trade at home for the rest of the time. It is desirable that these two occupations march side by side. As it now is, children certainly spend twice as much time in playing ball, running the streets, and playing truant. And so the girls can equally well devote nearly the same time to school, without neglecting their home duties; they lose more time than this in oversleeping and in dancing more than is meet."

And more than a century after Luther's time, there was not wanting some appreciation of the value of manual training as an element in education. Madame de Maintenon, in her management of the convent of Saint Cyr, both preached and practiced the gospel of work. "The girls," she maintained, "must be put at every kind of service, and made to work at what is burdensome, in order to make them robust, healthy, and *intelligent*. Manual labor is a moral safeguard, a protection against sin. Work calms the passions, occupies the mind, and does not leave it time to think of evil."

## NOT YET.

The Albaugh bill is dead. It came to a vote in the Senate, February 6, and was defeated by a vote of 17 to 11. The children in the rural districts of our State must wait. Each country school must go on in its own bungling way; and why? Because the twenty-two thousand school officials that the provisions of the bill would displace, are an array too formidable for the nerves of a good many of the little statesmen at Columbus. This, we understand, is the true inwardness of the case. Senators have said they would vote for the measure if they could do so, and yet spare the official heads of the school directors. Not a very high order of statesmanship!

We had indulged a hope that there would prove to be wisdom and patriotism enough in the present General Assembly to take some forward steps in school legislation; but it was a vain hope. The itch for petty office is all-absorbing and over-powering. The better organization, better classification, better management, and better teaching of the country schools are matters of minor importance. Ohio may take her place at the foot of the educational column, if only the political demagogues can manage to retain their places and continue to divide the spoils.

But the friends of good schools in Ohio must not despair. The darkest hour immediately precedes the break of day. The present cumbersome, inefficient, double-headed, sub-district township system of country schools cannot much longer survive. The younger states, profiting by our experience, all refuse to have anything to do with it; several of the older states, as Massachusetts, Pennsylvania, and New Hampshire, have thrown it off, and several others are now struggling to abolish it. Ohio will yet adopt the township system and provide for better supervision of her country schools.

## THE COMMISSIONER OF EDUCATION.

The Bureau of Education is the highest educational office in the United States and it should be filled by an educator of high standing and wide experience, and his appointment and continuance in office should be determined solely by *educational* considerations. The position should not be regarded as a political one. This was the view taken by the educators of the country in 1885 when, on the resignation of Commissioner Eaton, they, with such remarkable unanimity, asked the President to appoint Dr. E. E. White, of Ohio. The petitions for Dr. White's appointment were signed by over sixteen hundred leading educators, representing both political parties and all sections of the country. It was urged that the appointment of an educator of his standing to this office would be an example that would favorably affect school administration throughout the country.

It seems to us that these considerations are now against the removal of the present Commissioner for political reasons. It is true that in his appointment the wishes of the educators of the country were ignored and the high educational character of the office disregarded, but this fact does not justify a summary change. Commissioner Dawson is faithfully discharging the duties of the office, and he should be permitted to serve out the term for which he was appointed. His predecessor retired from the office, voluntarily, as we understand it, serving for nearly a year and a half under the Cleveland administration. We believe that the incoming Administration should ignore political considerations in determining the propriety of a change in the head of the Bureau of Education, and that there is no necessity for immediate action. If a change is to be made for political reasons, let the politicians have the full responsibility of it. The highest interests of education demand that no removal be made in this office except *for educational reasons.*

When the proper time comes, Ohio will be happy to furnish a man for this high position, pre-eminently fitted for it by natural endowment, education, and experience, in the person of Dr. E. E. White, of Cincinnati.

## CHEERFULNESS IN THE SCHOOLROOM.

Cheerfulness is as necessary in the schoolroom as fresh air. And just as the lack of fresh air will affect the pupil not only temporarily but permanently, so will the failure to train him to habits of cheerfulness effect all his life. We can scarcely mention any virtue that is more valuable in the schoolroom, unless it be the spirit of truth pervading everything.

A cheerful disposition improves even one's physical health. "Half the ills that flesh is heir to" are occasioned either by a fretful, peevish disposition, a high temper, or a melancholy disposition which broods over one's sorrows,—real or imaginary. A bad temper often gives the headache, by producing indigestion, if in no other way. The Christian Scientists, or Mental Scientists, whichever they may choose to be called, have certainly in their system a truth of great weight when they insist on the wonderful power of mind over body. Keep children cheerful if you would keep them well. It is not altogether the lack of sunshine, of physical warmth, of wholesome food, that gives children from wretched homes the pale countenances and weak bodies that they have; it is often that there is so little of the sunshine of cheerfulness, the warmth of love, or the sustenance of vital moral truth, brought into their lives. But the influence of cheerfulness is no less marked on the mental and moral health. One does not have to teach school many years to find out that there is such a thing as clouding the mental atmosphere so by crossness that the teacher thinks, and very probably exclaims, "that half his school can't see anything!" For daily preparation, daily recitation, and stated examination, what better assistant can conscientious pupils have than a tranquil, undisturbed mind? And yet some teachers worry them into a feverish excitement, inconsistent with any real development.

If it were not folly to prove self-evident truth, in order to show you that the greatest minds have ever been the most cheerful, I should point you to Shakespeare and Goethe.

When I come to consider the moral value of cheerfulness, I hardly know whether to show its value on moral culture, or to show how it is one of the fruits of moral development. An unselfish spirit, realizing that there are sorrows enough in this world without our adding to them, will try to make everything bright for those around us. The child cannot learn too early in life that by his evil temper he not only sins himself but leads those about him into temptation.

But aside from these greater considerations, cheerfulness has its value in improving the attendance of a school. It is the best magnet you can have with which to draw your pupils. I have seen schoolrooms where there was a great deal of earnest work accomplished in so happy an atmosphere that no one really liked to stay away. Reproof was given when needed and in terms easy to be understood, but there was no continual dropping like a rainy day. That good-nature which is the result not of indifference but of reason and duty removes the greater part of friction in school discipline.

This good quality must be in the teacher first of all. Children are peculiarly sensitive to the spirit which emanates from the one under whose control they are placed. If you doubt this, observe a little boy in one room under the care of a young lady firm in holding him towards trying to do right, but withal so cheerful in her disposition that he likes to have her "make him do things"; he may not always be quiet here, he may even do positive wrong; but when he gets down he is sorry for it, and, like a brave little fellow, under the influence of such a teacher he is soon up trying again to march forward. Now see him in another grade under the care of a teacher belonging to the same class as that one who once propounded in all seriousness the question, "Ought pupils ever to be allowed to laugh in school?"—one who has not learned that most helpful secret of school management,—how to have the laugh as thoroughly under control as any other exercise of the schoolroom,—and he is probably fast becoming restive, impatient, rebellious even to the point of doing things just to torment his teacher. Just as a particle of indigo makes all the water in the tub blue, so a blue teacher makes her spirit color all the little minds in the schoolroom.

But the teacher should be cheerful for her own sake, on account of the improvement it makes both in the quality of the work and in the ease with which she does it. Worrying over work is no sign of a conscientious teacher. Emerson says "Too much painstaking bespeaks disease in one's mind as well as too little;" and Shakespeare tells us

"Things done well, and with care,
Exempt themselves from fear."

The nearer one's work comes to an art, the more joy there is in it. One reason that some teachers accomplish so much more than others is that they do not waste any of their strength in complaining. Cheerful teachers never grow old in heart,—the saddest way to grow old. They bask in the morning sunshine of the young lives about them, and thus get much sweetness and strength.

But you ask, how is the teacher to acquire this happy disposition? Some persons are born with a tendency towards looking on the bright side, and it is a better fortune to inherit than beauty or wealth. Such persons do not need any help from me if they have not wasted or destroyed their precious gift. But because I know those who, naturally having had a high temper, have gotten it under excellent control, whose predisposition was towards melancholy (imaginary or slightly poetic it may have been), but who now know it no more than an occasional sickness easily cured, and this in spite of the fact that their lives have not been exempt from severe trials and bitter sorrows, I presume to give advice on the subject. Mental philosophers tell us that a habit is a condition of the mind which predisposes it to certain definite actions, and that this condition of the mind is brought about by repetition of certain acts. Now then, we reason that if one would bring about a cheerful condition of the mind, he must begin by looking for the best in everything about him, and persist in this looking on the bright side until the habit is formed. It will not, indeed, often hurt a teacher to see the humorous side of many incidents of the schoolroom. Another suggestion is to learn to avoid physical fatigue when nothing good is attained thereby. The highest economy of life demands the greatest amount of good with the least expenditure of vital force. Don't stand when you can do your work just as well sitting. Don't examine one more slate than is necessary in order to find how much your pupils are learning and what special errors need to be corrected in your teaching, or what things have needed more emphasis in the presentation than you have given. If parents realized how much inexcusable impatience on the part of the teachers, how much lack of interesting teaching, how much stunting of mental and moral growth, was due to the nervous condition of the teacher, brought about by unnecessary routine work of examining slates and papers day after day, week after week, month after month, year after year, they would rise and protest.

The last aid to cheerfulness on the part of the teacher, which we shall mention at this time, is study. Study is good for the body, the mind, and the soul. The certainty of this truth has not come to me just from reading or through reasoning, but from observation.

There is nothing, however, more reasonable than that the mind which is occupied by the wonders of nature, the beauties of art, or poetry, the problems of life as considered in the noblest fiction and most interesting history, the philosophy of matter and mind, reaching even to the study of the Creator of all, should be little disturbed by the petty annoyances of life.

Now, let us look for a moment at some of the means of training our pupils towards cheerfulness. We have already spoken of the all-powerful example of the teacher in this respect. In addition to this, it is his privilege to note every victory that a pupil gains over himself in this line and to extend hearty encouragement to the victor. He must also show disapproval of ill-temper. The teacher should never be indifferent to the manifestation of this vice and should not place it in the same category with things that are troublesome to him but not essentially wrong. He should teach his pupils not to worry, in much the same manner in which I indicated that he might improve himself n this respect. Injury for life is often inflicted by inducing the "fussiness" that some teachers seem to regard as a part of the preparation for a written examination. Pupils should be directed towards the reading of cheerful books. A book does not have to be humorous in order to be cheerful, although the child's education is neglected if he be not trained towards the detection and enjoyment of the most delicate humor. Many of the books that have been mentioned in the excellent lists recently published in the MONTHLY are of the nature desired. In fact, the greater part of classic literature is cheerful in its tone. This week, as my pupils were reading from the "Spectator" selections of their own choice, I could but wonder if we heard this gentle "parson in the tye-wig" as much as we should as one of the best preachers of cheerfulness.

It is an old saying that an idle person is never a happy one. Industry does much to promote cheerfulness; but the amount of work required from our pupils should not be so great as to keep them in a constant state of anxiety as to whether they can complete it in the required time. Let us keep them happily busy, and we shall keep them cheerful.

Earnestness and cheerfulness are not at all incompatible. In fact, the first constitutes the solid worth of the second, and the second gives to the first all its beauty and grace. What can there be in the home circle that is better than cheerfulness? What knowledge of science or mathematics or what skill acquired through manual training can compare with it? Indeed, as Montaigne says: "The most manifest sign of wisdom is continued cheerfulness."

MARGARET W. SUTHERLAND.

## O. T. R. C

FRIEND FINDLEY:—Please acknowledge through the MONTHLY the receipt of the following sums for membership fees, since my report of Jan. 22, 1889:

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| Feb. 3.—L. E. Funk, New Bedford, Holmes Co | $ .25 |
| " 12.—James A. Douglas, Waverly, Pike Co | 7.60 |
| " 18.—J. S. McKinney, Felicity, Clermont Co | 1.75 |
| " 20.—Miss Ida Haslup, Sidney, Shelby Co | 1.00 |
| Total | $10.60. |

There will be a meeting of the Board of Control at Delaware, March 15 and 16. The Board desires, as far as possible, to meet the wants of the teachers of the State. Any suggestions in reference to the future work of the Circle will receive careful consideration at this meeting.

Respectfully submitted,
E. A. JONES, Treas.

## STATE CERTIFICATES FOR TEACHERS.

The State Board of Examiners issues the following circular of information to persons desiring to become applicants for a State Certificate:

The Board will hold two meetings for examination during the year 1889. The first will be held in Toledo, Ohio, on Thursday, July 4th, in the High School Building, beginning at 1:30 P. M., and continuing July 5th and 6th. The second will be held at Columbus, Ohio, on Thursday, December 26th, in the High School Building, beginning at 8:30 A. M.

Under the law, the Board can issue none but Life Certificates. For the present, the Board will issue but *two* grades of certificates, viz.: Common School and High School.

Applicants for a Common School Certificate will be examined in Orthography, Reading, Writing, Arithmetic, Algebra, Geography, English Grammar and Composition, History of the United States, General History, English Literature, Physiology and Hygiene, Physics, Theory and Practice of Teaching, and such other branches, if any, as they may elect.

Applicants for a High School Certificate, in addition to the above named branches, will be examined in Geometry, Rhetoric, Civil Government, Psychology and its applications to teaching, and two branches selected from the following: Chemistry, Botany, Zoology, Geology, Astronomy, Trigonometry and its applications, Logic, Latin, Greek, German, and such other branches as may be accepted by the Board as equivalents.

Applicants for a certificate of either grade must file with the Clerk of the Board, at least thirty days before the date of examination, satisfactory testimonials that they have had at least fifty months' successful experience in teaching. These testimonials should be from educators well known to the Board, or from other competent judges of school work.

The holder of a Ten-Year Certificate from the State Board may receive a Life Certificate of either grade, by passing examination in all the additional branches, as above stated, and furnishing satisfactory evidence of continued success in teaching. Physiology and Hygiene is the only branch that will be added to a Ten-Year Certificate, and the examination in this branch will be without charge to any holder of such certificate.

Special Certificates in German, Music, Drawing, and Penmanship will be issued to such as are found, upon thorough examination, to have acquired special attainments in these branches, and to have attained great proficiency in the theory and practice of teaching them.

Eminent attainments in any particular line of study will receive due consideration in determining an applicant's qualifications.

As an essential condition of granting a certificate of either grade, or any special certificate, the Board will require evidence that the applicant has had marked success as a teacher, and has a good knowledge of the science and art of teaching.

Each applicant for a certificate shall pay to the Board of Examiners a fee of five dollars; and the Clerk of the Board shall pay to the State Treasurer all fees received.

Address all inquiries to the Clerk of the Board,

ALSTON ELLIS,
HAMILTON, OHIO.

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## OHIO TEACHERS' ASSOCIATION.

The executive Committee has fixed upon Toledo as the place, and July 2, 3 and 4, as the time of the next annual session. The program is as follows:

### SUPERINTENDENTS' SECTION.

Inaugugal Address, Supt. E. B. Cox, Xenia.

Discussion opened by Prof. W. A. Clark, Lebanon, and Supt. L. D. Bonebrake, Athens.

Paper.—Legislation for Country Schools, Supt. H. M. Parker, Elyria.

Discussion opened by Supt. R W. Mitchell, Alpha, and Miss Sadie Pflaumer, Springboro.

Paper.—What Shall the Public Schools Teach? Supt. H. W. Compton, Toledo.

Discussion opened by Supt. G. W. Welsh, Lancaster, and Supt. F. B. Dyer, Madisonville.

Paper.—Promotions without Stated Examinations, Prin. G. W. Carnahan, Cincinnati.

Discussion opened by Supt. Henry Whitworth, Bellefontaine, and Principal Reynold Janney, Chillicothe.

Paper.—Physiology, Prof. E. T. Nelson, Delaware.

### GENERAL ASSOCIATION.

Inaugural Address, Supt. C. W. Bennett, Piqua.

Discussion opened by Supt. O. T. Corson, Cambridge, and Supt. C. C. Miller, Ottawa.

Paper.—Industrial Education, Dr. L. R. Klemm, Cincinnati.

Discussion opened by Supt. Alston Ellis, Hamilton, and Prin. H. C. Adams, Toledo.

Paper.—Modern Methods in the Study of Geography, Miss Ellen G. Reveley, Principal of Normal School, Cleveland.

Discussion opened by Supt. W. R. Comings, Norwalk, and Supt. F. Gillum Cromer, Greenville.

Paper.—Special Methods in Civics, Supt. J. A. Shawan, Mt. Vernon.

Discussion opened by Supervisor E F. Moulton, Cleveland, and Supt. Arthur Powell, Barnesville.

Wednesday evening's session will be devoted to the Ohio Teachers' Reading Circle.

A Memorial Sketch of Dr. E. T. Tappan, by Dr. John Hancock, State Commissioner of Common Schools.

Report of Committee on the Relations of the Institutions of Secondary and Higher Education within our State, Supt. E. E. White, Chairman, Cincinnati.

Discussion opened by Dr. S. F. Scovel, Wooster, and Prof. H. C. King, Oberlin.

Annual Address.

Reports of Committees Election of Officers, and Miscellaneous Business.

## EDUCATIONAL INTELLIGENCE.

—A beautiful silver medal was awarded by the Ohio Centennial Exposition, to the Wadsworth schools, for meritorious work of pupils.

—Mid-year commencement exercises of the Cuyahoga Falls High School occurred Feb. 1. Two boys and four girls were graduated.

—The Logan County teachers' association held its third bi-monthly meeting at Rushsylvania, Feb. 9. A good program was provided.

—The schools of LeRoy, Medina Co., under the superintendence of F. D. Ward, observed Washington's Birth Day with appropriate exercises.

—Supt. D. P. Pratt, Paris, Ky., writes, under date of Jan. 25: "Our city school building burned to the ground last night. The Board will rebuild at once."

—At the mid-year commencement of the Akron High School, eleven girls and five boys were graduated. Regular promotions were made in all the schools at this time.

—A bill before the General Assembly of Illinois provides that no one shall be licensed as a teacher who has not attained the age of eighteen if a woman and nineteen if a man.

—We are informed that the Northern Ohio Normal school, at Smithville, is prospering finely under the management of its present principal, P. C. Palmer. The spring term opens March 26.

—The teachers of Wayne, Ashland and Medina counties will rendezvous at Orrville, March 8th and 9th. A popular lecture will be delivered on Friday evening by Rev. E. H. Votaw, on "Dreams and Day Dreamers."

—A meeting of the Franklin County teachers' association was held at High School Chapel, Columbus, Feb. 23. Superintendents L. J. Graham, R. E. Rayman, and C. C. Miller had the leading parts in the program of exercises.

—A large and enthusiastic meeting of Summit County teachers was held at Akron, Feb. 9. The exercises were enjoyable and profitable. At no other time in twenty years have the teachers of Summit County seemed so much in earnest.

—In France, the qualifications of teachers in private schools are as rigidly fixed by law as those of public schools; and children taught at home must be examined annually, by the school authorities, upon the subjects taught in the public schools.

—Have you a few hours' or a few days' spare time occasionally that you would like to turn into money? If so, then write quickly to B. F. Johnson & Co., of Richmond, Va., and they will give you information that will prove to be money in your pocket.

—The Ottawa County teachers' association held a meeting at Genoa, Friday evening and Saturday, Feb. 15 and 16. The evening session was devoted to a play entitled, "Schools in Olden and in Modern Times." A regular program was provided for Saturday.

—The commencement exercises of the twentieth graduating class of the Cincinnati Normal school were held Feb. 1. The class consisted of forty-two young ladies. Cincinnati does not seem to be preparing any of her young men for the work of teaching.

—The schools of New Carlisle (Clark County), under the supervision of J. J. Osborn, are in a prosperous condition. There has been no resort to corporal punishment for several months, and yet good discipline is maintained. The school grounds are said to be among the most ample and beautiful in the State.

—The teachers of Hamilton County held their regular meeting at Hughes High School, Cincinnati, Feb. 9. The principal features of the program were an address by Dr. J. H. Buckner, of Cincinnati, on "Physiology of Vision and Errors of Refraction," and an address on "Industrial Education," by Dr. Alston Ellis, of Hamilton.

—The directors of the Cuyahoga County Agricultural Society have elected Supt. F. P. Shumaker, of Chagrin Falls, Superintendent of the Educational Department of the county fair. A premium list is being prepared by Supt. Shumaker, which will include premiums for all grades of school work. When completed the list will be published and distributed among the schools of the county. It is the intention of the directors and officers of the fair to make the Educational Department one of the leading attractions of their future fairs.

—The regular bi-monthly meeting of the Shelby County teachers' association was held at Anna, February 9. M. F. Hussey read a paper on "Sensation, Perception and Attention"; Mrs. Jennie Hussey read a paper entitled, "The School of Life"; and Geo. Buchanan presented a paper on "Mental Economy." The enthusiastic manner in which these papers were discussed shows that Shelby is alive and much in earnest in the good cause. Anna entertained her guests quite royally. The next meeting will be held at Lockington the second Saturday in April. I. B.

—The color question, which at one time threatened to become an element of discord in the schools of Southern Ohio, seems, in some places, at least, to be quietly settling itself. At New Richmond, Clermont County, the white schools and the colored schools are in separate buildings. At the opening of last fall term, nine or ten colored pupils of various ages demanded admission to the white schools. They were received and placed in their proper grades; but before the end of the second week they all voluntarily withdrew and returned to the colored school, whose principal is a graduate of the Gaines High School, Cincinnati.

—It is announced that there will be held at Steubenville, Ohio, beginning July 9 and continuing three weeks, a summer school of methods, under the auspices of the Ohio Valley Superintendents' Round Table, with Superintendent H. N. Mertz, of Steubenville, as manager, and the following corps of instructors: Dr. B. A. Hinsdale, of Michigan; Prof. Alex. E. Frye and Supt. I. F. Hall, of Massachusetts; Prof. G. Guttenberg, of Pennsylvania; Miss E. M. Reid, of Massachusetts; Miss M. E. Coffin, of Pennsylvania; Miss M. W. Sutherland, of Ohio, and Miss Sarah L. Arnold, of Minnesota. This is an enterprize that ought to succeed, and we hope it will.

—The teachers of the Sunbury, Galena, and neighboring schools met on Saturday, Feb. 2, at Galena, with one hundred and thirty-eight in attendance, and organized a permanent association for the purpose of holding teachers' institutes. After a lively and instructive program the "Walnut Valley Teachers' Association" held an old time Methodist experience meeting in regard to school government. Adjourned to meet at Sunbury, Feb. 23. J. F. H.

—N. Coe Stewart, of Cleveland, President of the music department of the National Education Association, makes the following announcement:

The Department of Music Education of the N. E. A. earnestly desires the co operation of music teachers, public school superintendents, teachers and educators generally, to the end that the best interests of music in the United States may be promoted.

Suggestions as to the program of the Nashville meeting, the subjects to be discussed, the speakers, etc., etc., are earnestly and immediately solicited. Each interested person may consider himself personally invited to respond to this call, and to be present at the meeting.

—A meeting of the Cuyahoga County Teachers' Reading Circle was held in Cleveland, February 16th, 1889. There was a good attendance, and the exercises were entertaining and profitable, Pres. E. D. Lyon, of Berea, presiding. H. L. Rossiter, of West Cleveland, read a paper entitled, "Our Profession," in which he claimed for the teacher the highest place in professional life. Honor your profession and your profession will honor you.

This was followed by several essays prepared and read by pupils selected from various high schools in the county. These were all on the subject, "The Model Teacher," from the pupil's standpoint, and were interesting as well as instructive to the teachers. The subject was discussed by Messrs. Smith, Hayden, Loomis, Merrill and Shumaker.

Miss Lelia Cleveland, of Brooklyn, presented the complementary topic, "The Model Pupil" in a very pleasing essay.

R. T. Elliott, of Coe Ridge, read a paper on "The True Teacher," in which he related several anecdotes of teachers and the changes in methods of punishment. He considered the true teacher as very different from the model, as the best looking models, even of machines, do not always work well.

A spirited discussion on "Physical Exercises in School," was carried on by Supts. Loomis, Rossiter, Lyon, Smith and others.

Supt. Shumaker, of Chagrin Falls, spoke of the prizes offered to pupils of the schools, for the best manuscript work and the best essays and orations, by the County Fair Association. The awards to be made at the Fair to be held at Chagrin Falls in September.

The next meeting will be held March 23, 1889.

Minnie Ingham, Secretary.

—N. E. O. T. A.—The annual meeting of the North Eastern Ohio Teachers' Association was held at Cleveland, on Saturday, February 23, 1889. The day was one of the coldest of the season, and the lake winds were very penetrating; yet there was a goodly number—about a hundred—of the faithful in attendance. Fathers Harvey and McMillen were not there, and Parker, and Burns, and Fraunfelter, and a good many more were not there, and we missed them; but there was a fair attendance and a profitable meeting. The exercises were opened with prayer by Rev. Harris R. Cooley, one of our old Akron pupils, by the way.

Prof. Joseph Krug, of Cleveland, gave us a scholarly paper on "Methods of Concentration," the leading thought of which was that a child's education should consist of concentric circles, which should gradually extend and widen without limit.

"Methods of Language Study," by H. H. Powers, Professor of Modern Languages in Oberlin College, handled the so-called "natural method" without gloves, showing it to be illogical and unnatural. While it produces some immediate and showy results, it is not the true way of mastering a language.

By vote of the Association, both these papers were requested for publication.

Superintendent Day, on behalf of the standing committee on Manual Training, made a brief supplementary report.

Superintendent Treudley, of the committee on Civics, made a supplementary report at some length, recommending instruction in detail on township, county, municipal, and state government, suggesting plans and exhibiting samples of charts which might be prepared for the purpose. M. S. Campbell, E. A. Jones and others followed in the discussion.

Officers were elected for the ensuing year as follows:

*President*, L. W. Day, Cleveland; *Vice President*, Miss Mattie Maltby, Norwalk; *Secretary*, Chas. P. Lynch, Warren; *Treasurer*, F. D. Ward, Le Roy; *Member of Executive Committee*, Clara D. Umbstatter, Cleveland.

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## PERSONAL.

—Mrs. Emma Excell Lynn now has charge of the department of music in the schools of Cuyahoga Falls.

—Aaron Kesecker, principal of East House, Springfield, O., died Dec. 17th, after an illness of only a few days.

—Prof. W. S. Hendrixson, of Antioch College, has leave of absence, and is spending the year at Harvard in advanced study of chemistry.

—Dr. Alston Ellis has been re-elected superintendent of the Hamilton Schools, for a term of two years, at an annual salary of $2,700.

—W. N. Wight, for some years superintendent of schools at Niles, Ohio, has charge of the sale of Dr. Kellogg's anatomical, health and narcotic charts, in north-eastern Ohio, with headquarters at Canton. His card may be found in our advertising department.

—W. W. Evans has been unanimously re-elected superintendent of the West Milton schools for a term of three years with an addition of $100 to his annual salary. This will make fifteen years of service in this position, and the schools were never in better condition than now. T.

—H H. Spain, who has been superintendent of the Unionville schools for the past four years, will soon resign his place to accept a position with a Toledo firm as general agent for the People's Cyclopedia. He has made an engagement for three years at a salary of $1,200 a year and expenses.

—G. W. Felter, now in charge of the New Richmond schools, has taught in Clermont county since 1857—fourteen years of that time as principal of schools at Batavia. He is now in his ninth year at New Richmond, and has served nineteen years as county examiner. This is an honorable record.

—Prof. L. S. Thompson, well known in Ohio, and for a long time in charge of the art department of Purdue University, has accepted the position of superintendent of drawing in the public schools of Jersey City, N. J., and has entered upon his new work. We can assure the people of Jersey City that they are very fortunate in securing Prof. Thompson. He is a good teacher and a good man.

—A. C. Burrell, who recently left Ohio to take charge of the schools of Carson City, Mich., writes encouragingly of his new work. He says the Wolverines have a pleasant way of taking Ohio teachers in. They take them in on faith, though they have been known, in some instances, to turn them out on experience. The relations of high schools and colleges in Michigan are more harmonious and more in accord with the true interests of both than they are in Ohio. Mr. Burrell thinks this a matter to which Ohio should give special attention.

—President H. S. Lehr, of the Ohio Normal University at Ada, has had a housewarming. He and his family have recently moved into an elegant new house, and their friends and neighbors, to the number of three hundred, assembled to dedicate the new home. The mayor, in a few well chosen words, presented Mr. and Mrs. Lehr a silver tea set, a set of decorated china, and a handsome walnut desk. Mr. Lehr responded in fitting terms, and was followed by others in well prepared addresses. The occasion is spoken of by the local papers as one of the most noteworthy social events in the history of Ada. The good people of Ada seem to appreciate the earnest purpose and the persevering energy which has built up in their midst such an institution as the O. N. U.

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# BOOKS.

Preyer's *Development of the Intellect* constitutes Vol. IX. of the International Education Series, edited by Dr. Wm. T. Harris, and published by D. Appleton & Co., New York. This volume is supplementary to *The Senses and the Will of the Child*, by the same author, noticed in these pages some months ago. It is a careful record of observations concerning the mental development of the child in the first years of its life. The author gives a good deal of space to the development of the power to use language, deeming that the chief index to the unfolding of the intellect. He controverts Max Muller's position that there is no thought without language. Teachers and others interested in the study of child-growth will find interest and profit in the perusal of this work.

An American edition of *Sonnenschein's Cyclopedia of Education*, has just been issued by C. W. Bardeen, Syracuse, N. Y., in advance of the English edition. It is a convenient hand book of reference on the history, theory, and practice of education, containing articles written by such educational specialists as Sir Philip Magnus, Oscar Browning, Arthur Sidgwick, James Sully, etc. It has a decidedly English flavor, as was to be expected. It is an English work and treats all topics from the English stand-point. For this reason, we fear it will prove rather disappointing to progressive American teachers. Its many ably written articles contain much sound educational doctrine, but it would be more acceptable on this side of the Atlantic, if it were more modern and its style more vivacious. Price, $3.75.

*The New Biology*, or the True Science of Life, by M. J. Barnett, (published by H. H. Carter and Karrick, Boston) is a not very lucid exposition of the new doctrines of spiritual science. The basic principle is that the material is created by the spiritual—bodily conditions are but the outward expression of mental states. Bodily diseases may be removed by the correction of the corresponding abnormal mental states. "Old age has no existence for us, except among the falsities of our erroneous thought." The book contains some truth, mixed with a great deal of what to our thinking is transcendental nonsense.

The sixth and seventh volumes of *Alden's Manifold Cyclopedia* have reached our table. The sixth extends from Bravo to Calville, and contains 120 illustrations. The seventh begins with John Calvin and ends with Cevennes, containing more than 600 pages and over 100 illustrations. The articles vary in length from two or three lines to fifteen or twenty pages The variety and extent of the knowledge included, the compact and convenient form, and the marvellous cheapness, make this pre eminently *the* cyclopedia for the people. It is an unabridged dictionary as well as an universal cyclopedia, giving the derivation, pronunciation and signification of every English word. A half page is devoted to the preposition *by*. The publisher sends sample pages free, or a specimen volume, which may be returned, post-paid for 60 cents. John B Alden, Publisher, 393 Pearl Street, New York.

*Harper's Readers.* We noticed the first and second numbers of this excellent series a few months ago. The third and fourth books have appeared, and they are fully up to the expectations raised by the first two. The selections are very choice and well graded, the illustrations are beautiful, the type is large and clear, the paper is excellent, and the linen cloth binding is strong and durable. A valuable feature is the appendix to each book of notes and helpful suggestions in the preparation of the lessons. Harper and Brothers, New York. W. J. Button, 255 Wabash Ave., Chicago, general western agent.

*Elements of the Integral Calculus*, with a Key to the Solution of Differential Equations, and a Short Table of Integrals. By William Elwood Byerley, Ph. D., Professor of Mathematics in Harvard University. Second Edition, Revised and Enlarged. Boston: Ginn & Co., 1889.

In this revision, some chapters have been rewritten and enlarged, and entire chapters have been added, making what was already an excellent text-book more completely adapted to the needs of the classroom.

*Tom Brown at Rugby.* By an Old Boy (Thomas Hughes). Edited by Clara Weaver Robinson. Boston: Ginn & Co., 1889.

This number of Ginn's Classics for Children is well chosen. Let Tom Brown be read wherever there are boys to be trained into manliness. The publishers are doing a good service in putting such books within the reach of the humblest boy in town or country school.

*The Kindergarten.* Principles of Froebel's System and their Bearing on the Education of Women. Also, Remarks on the Higher Education of Women. By Emily Shirreff. C. W. Bardeen, Publisher, Syracuse, New York.

The author claims that mothers, the real kindergartners, should be familiar with the system of Froebel, that every home may be a true kindergarten, and undertakes to show how this early training can prepare for and lead on to the later training of the schools.

*Orthoepy Made Easy*: A Royal Road to Correct Pronunciation. By Marcella Wood Hall. Syracuse, N. Y.: C. W. Bardeen.

This little volume consists entirely of a series of exercises in orthoepy. A page or more of composition, containing words likely to be mispronounced, is followed by a key in which the pronunciation of all such words is indicated.

*Voices of Children.* Principles and Discipline through which they may be made Efficient in Speaking and Singing. By W. H. Leib. Boston: Ginn & Co.

This is designed to be a theoretical and practical guide for the training, protection and preservation of children's voices in speaking, reading and singing. Practical lessons and exercises are given by way of illustration.

*The Beginner's Reading Book.* By Eben H. Davis, A. M., Superintendent of Schools, Chelsea, Mass. J. B. Lippincott Company, Publishers, Philadelphia.

The author devotes some twenty pages at the beginning to an exposition of his plan of teaching reading. Script and print are combined. A chief characteristic is the large amount of easy matter for practice. Another noticeable feature is the introduction of the Mother Goose element. It is an excellent book of its kind. Few if any are better.

*Moffatt's Deductions from Euclid.* A Collection of Exercises on the First Six Books of Euclid, fully Worked out. Published by Moffat and Paige, Paternoster Row, London, England.

*Thirty-Fifth Annual Report* of the New York State Superintendent of Public Instruction, A. S. Draper. Transmitted to the Legislature, January 10, 1889.

*Thirty-Sixth Annual Report* of the Board of Education of the City of Youngstown, Ohio. F. Treudley, Superintendent.

## MAGAZINES.

Many educators, who would be glad to use science in the training of young pupils if they knew just how to go about it, will be interested in the practical directions given in an article on "NATURAL SCIENCE IN ELEMENTARY SCHOOLS," by J. M. ARMS, which appears in the March 'Popular Science Monthly." Mr. Arms writes with a full appreciation of the true aims of science teaching, and from an experience of ten years in the work.

*The Forum* for March contains a severe arraignment of our public school system by Cardinal Manning. He maintains that any system of compulsory state education can only result in the destruction of morality and religion. This first number of the seventh volume has a rich table of contents. There are several articles of large political and commercial importance. [*The Forum Publishiny Co., New York* ]

*Scribner's Magazine* for March opens with a very graphic description of the Railway Mail Service by Ex-Postmaster General James. Other leading articles are Economy in Intellectual Work, by Wm. H. Burnham, An Eye for an Eye, by Robert Grant, Mexican Superstitions and Folk lore, by Thomas A. Janvier, ending with an Animated Conversation, by Henry James. [Charles Scribner's Sons, New York].

—THE—

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, . . . . . . . . . . . . . . . . Editor.

Volume XXXVIII. APRIL, 1889. Number 4.

# BOOKS ON SCIENCE FOR WORKING LIBRARIES.

BY F. TREUDLEY.

## NATURAL HISTORY.

A large number of most excellent books may be found, bearing upon natural history, and adapted to the ages of all children. Among supplementary readers I may mention Wood's and Johonnot's. Each set numbers five or six volumes, and is graded as the ordinary reader. Both are highly interesting, and of Wood's the special merit can, I think, be claimed, that, as far as possible, the instruction tends to lead the child to ascertain for himself that of which he is reading. Both are highly illustrated, as is also a little series of books by Mrs. Tenny. This last may be purchased in any form desired, but for children it is better to get the six volume edition, in which form the books are small and easily handled.

To teach children something of natural science theoretically, is well, but to lead them to observe for themselves is better. Messrs. D. C. Heath & Co. publish a little book on Zoology by Colton, designed to meet this want, and in the hands of an energetic teacher with a natural taste in this direction, it ought to be a great help.

Among recently published books, I may mention three by Charles F. Holder, most sumptuously illustrated and well written: The Ivory King, Living Lights, and Marvels of Animal Life. There is also a little book published by Harper's, entitled, Animal Life on Sea and Land, which is very good.

Longmans, Green & Co. present some very valuable books in a series prepared by Hartwig. All that I have seen are highly illustrated and very attractive. They are as follows: The Sea and its Living Wonders, The Tropical World, The Polar World, The Subterranean World, The Aerial World.

There is another and cheaper series published by the same firm, based, I think, on these, and bearing the following attractive titles: Wild Animals of the Tropics, Sea Monsters and Sea Birds, Denizens of the Deep, Dwellers Around the Poles, Winged Life in the Tropics, to which I may add to complete the list, Volcanoes and Earthquakes.

Published by the same firm, is that set of highly illustrated books by J. G. Wood, with which so many are familiar, but which transform natural history into a sort of romance: The Branch Builders, Wild Animals of the Bible, Domestic Animals of the Bible, Birds of the Bible, Wonderful Nests, Homes Underground, Insects at Home, Insects Abroad, Homes without Hands.

Messrs. Van Antwerp, Bragg & Co. publish two very excellent books, and highly illustrated, entitled Familiar Animals, and Living Creatures, designed for third and fourth reader grades especially. They are very attractive books and well adapted for use as supplementary readers. For pupils in the upper grammar grades there is nothing better than Burroughs' books on birds, as Wake Robin and Winter Sunshine. With Thoreau, he stands in the front rank of American naturalists. Keen powers of observation are combined with clear and elegant language; so that the books of either of these writers are treasures. Of Thoreau especially can it be said that, though he died a comparatively unknown man, the solid growth of his fame is a guarantee of its permanence. Teachers especially will find nothing better than his Walden, Cape Cod, A Week on the Concord, Excursions, etc.

There seems to be no limit to which one may carry the subject of books. Mary Treat's Studies in Nature is recognized as excellent. Sir John Lubbock, that prince of observers, has several books on this subject, one of which is entitled Origin and Metamorphosis of Insects, another, Ants, Bees and Wasps; and he has recently published some further very curious investigations into the character of the life and faculties of insects.

Under the head of Natural History should be classed a part of that very interesting little book by Mrs. Buckley, The Fairy Land of Science, a book not only valuable in itself, but especially because it shows, by its own method, how to present science so that little children may come to understand and appreciate. She has written, also, Winners in Life's Race and Life and her Children.

Another excellent book is Ballard's Insect Lives. I make special mention of a series of natural history readers by Julia McNair Wright, entitled, Sea-Side and Way-Side. The central thought in these is to develop habits of observation, which, indeed, ought always to be the one thing in view. Little Folks in Feathers and Fur, and Queer Pets, by Olive Thorn Miller; Half-hours with the Birds, by Flagg; Half-hours with the Insects, by Packard; Friends worth Knowing, by Ingersoll; Garden, Woods, and Fields, Waste Land Wanderings, Upland and Meadow, A Naturalist's Rambles about Home, by Dr. Abbott; The Life of Audubon, Adventures of a Young Naturalist, A Naturalist's Wanderings in the eastern Archipelago, by Forbes; Hamerton's Chapters on Animals—of these and many others it may be said, there is nothing better for our children.

## BOTANY.

It is understood, of course, that the effectual pursuit of studies in botany is best carried on through well appointed text-books. To this end I suppose that Gray's, Wood's, Bessey's, Youman's, etc., stand at the head. But aside from text-books as such, Gray's How Plants Grow and How Plants Behave, and Wood & Steele's late book, in which a large number of our common plants are taken up and studied, as though by the student, are highly interesting. A most fascinating book is Chapters on Plant Life by Miss Herrick, also Wonders of Plant Life is good. Extremely interesting and suggestive are Sir John Lubbock's Observations on Flowers, Fruits and Leaves, and On British Flowers Considered in their Relation to Insects, and Hooker's Child's Book of Nature, of which the first third is given to plants, the second third to animals, and the last part to air, water, etc., is invaluable, for it presents these great facts of nature in a way so entertaining, so well adapted to the child's comprehension, and in such choice language, that there is nothing better. Bailey's Talks Afield is a good book, as also his Trees, Plants and Flowers, Where and How They Grow. Vegetable Life and Flowerless Plants, in the little set entitled Science Ladders, by N. D'Anver's, are good little books, while the series of science primers published by D. C. Heath & Co., and edited by Crosby, among which may be mentioned Concerning a Few Common Plants, are excellent for teachers. Harris's Wild Flowers and Where They Grow, and Rambles in Field, Meadow and Wood, M. and E. Kirby's Talks about Trees, Flagg's Half-hours with the Trees, Under-foot, Darwin on the Fertilization of Orchids, Pouchet's The Universe, or the Infinitely Great and the Infinitely Little, Mrs. Horace Mann's The Flower People;—all these are books valuable for any library and helpful to any sincere reader.

### GEOLOGY.

Dana's Geological Story Briefly Told, Winchell's Walks and Talks in the Geological Field, Kingsley's Town Geology, Shaler's First Book in Geology, Agassiz's Geological Sketch, Orton's The Andes and the Amazon, and Tyndall's Hours of Exercise in the Alps, are all excellent books.

Winchell's World Life, Reclus's The Earth, Miller's The Old Red Sandstone, Ingersoll's Old Ocean, Dyer's Ocean Gardens and Palaces, Clodd's Childhood of the World, Jacob Abbott's Water and Land, are worthy of places in one's library. Aside from these may be mentioned such books as Le Conte's Elements of Geology, Geikie's Geology, Our Native Land, by J. W. Powell, Dawson's Story of the Earth and Man, Ansted's The Great Stone Book of Nature.

Without attempting further classification, the following books are worthy of a place in any working library:—In the Sky Garden, Madame How and Lady Why, The Servants of the Stomach, History of a Mouthful of Bread, Natural History of Selborne, Agnes Giberne's Sun, Moon and Stars, Mrs. Buckley's Short History of Natural Science, Proctor's Half-hours with the Stars, Wood's Common Shells by the Sea Shore, Abbott's Heat, Light and Force, The Sea and its Wonders, M. and E. Kirby's Young People's Queries, Ideas, Whys and Wherefores, Four Feet, Two Feet and No Feet, Easy Star Lessons, by Proctor, Friends Worth Knowing, Wonder Stories of Science, Stories about Birds of Land and Water, by M. and E. Kirby, Silver Wings and Golden Scales, Field Friends and Forest Foes, Grandpa's Stories or Dame Nature, by Saintine, Our Common Insects, by Packard, Wild Animals and Birds, History of my Friends, by Achard, Grant Allen's Flowers and Their Pedigrees, Appleton's Chemistry,—one of the Chautauqua books, Johnson's Chemistry of Common Life, Tyndall's Lectures on Electricity, Sound, Forms of Land and Water, Warren's Recreations in Astronomy, Overhead.

For teachers endeavoring to make application to their school work of these elementary facts of nature, Paul Bert's First Steps in Scientific Knowledge, and his Primer, which is of the same character only more elementary, cannot be too highly recommended. The list of books has been sufficiently extended. Of the very large majority of the books mentioned my acquaintance with them or with their authors is sufficiently intimate to enable me to commend them in a personal way. Before leaving the subject, I wish to call attention to the work of the Agassiz Association, led by Mr. H. H. Ballard, editor of the Swiss Cross, which is the organ of the Association. The object of the effort being made is to awaken an interest in scientific matters among the young. Many teachers are familiar with it. For years, it used the St. Nicholas as its means of communication. Local chapters are organized, meetings are held, original investigations are carried on and reported. Thousands of young people all over the country are enrolled in this organization. Ample help is given to show young people how to collect insects, plants, minerals, etc., and to study them. Teachers cannot do greater service than to organize such chapters and put their young friends on the road to intimate communion with Dame Nature. My conviction is that the work of the public schools can in no way be more steadily advanced and its substance enriched, than by such teaching of what we call elementary science as will acquaint the youth of the land with the varied and beautiful forms of Creation about them, and create in them the disposition to investigate.

## COMPOSITIONS.

BY LEILA ADA THOMAS.

"The attacks on Stanley," the African traveler and explorer of the Congo, were due, according to Mr. W. H. Bentley, a recent writer, "not to hostility but simply to emulation. Each tribe heard that the tribe above had fought with the strangers, and accordingly they did the same."

Change a few words, and you have in the last sentence an explanation, in part at least, of the distaste which most scholars manifest for writing essays. It is hereditary. Each class hears the expressions of violent dislike for this peculiar task, given forth by the class above —nay, more, by the scholars of a previous generation, by mothers, aunts, and even grand-mothers. It becomes a sort of school tradition to hate compositions, and a new-comer no more thinks of making an independent stand in this matter, and saying what she really feels, than she does, if she is a D high-school girl, of refusing to patronize Dutch Joe, at the noon intermission. Every D high-school girl for thirty years has bought cakes of Joe, and why should she seek a better tradesman? It would be highly presuming and impertinent on her part.

If we trace this strong feeling back to its source, we find it springing from perfectly evident causes, which have, in an era of school progress, largely disappeared. Our grand-mothers hated to write essays, compositions, or themes, as they have been variously called, because they were given such subjects to write on as temperance, modesty, and the like; or, to borrow that one which Edward Everett Hale has already held up as an awful example, "Duty Performed is a Rainbow in the Soul?" Poor little things! I am sorry for them, even at this distance, and in spite of the fact that their locks have long since been bleached by far greater sorrows than any connected with essay writing, if indeed they have not grown golden again in the land where every tear is wiped away. But can't you see one of those girls now, with her short-waisted gown—her great grand-daughter wears one of the same pattern—and her pretty, perplexed face, sitting at the mahogany secretary, writing out with a quill pen, in a microscopic hand, her poor little platitudes, and crying over them afterwards? I can; and I repeat that I am sorry for that poor school girl, as I am for all people who have hunted on false scents. For they were on the wrong track, those teachers of seventy years ago, in this as well as some other matters, though, perhaps, in yet others they were keener than we.

Human nature is the same in all ages—*vide* the two-thousand-year-old caricature on the wall of that exhumed school-room in Rome—and our grand-mothers were not interested, especially in Virtue with a capital V, and they were interested, profoundly, in their Leghorn bonnets, in their mothers' tea-cakes and marmalade, in their school prizes, and in the boys whom they passed every day on their way to academy or seminary. I know this, because I know so well the Amys, Mauds and Myrtles whom I teach, and the Jennys and Katys with whom I went to school myself.

If our grand-mothers, then, had been given subjects in which they were really interested, whereon to write, instead of subjects in which the precisians of that day thought a genteel young woman ought to be interested, the essays would have been better, the tears fewer, the hereditary dislike would never have impelled the Edna or Pearl of 1889 to make a nuisance of herself to the entire family, on Thursday night, while she fretfully says, with fierce digs of her pen into her scratch-book, "I hate to write essays." If she does truly dislike this task in so much greater degree than any other, she must be one of those unfortunates whose teachers are still pursuing blindly the no thoroughfares of a century ago; giving their scholars no subjects at all, or subjects unfitted to a child's age and taste.

It *is* possible to obtain a written expression of original thought from the average boy or girl, which is not punctuated with tears. How shall we go about it?

In the first place, begin early. The pupil ought to write an essay every week, from the time he is eight years old, the length gradually increasing with his years. The difficulty of the subject should increase much more slowly, and with some children never at all. "Our Cat" is just as good a nucleus for the thought crystals of eighteen as for those of eight, though you will expect a different treatment from your pupil after ten years of mental development. Cowper, who wrote upon "The Sofa," taught us a lesson on this point. The strong mind can stoop to any subject and make it interesting. It is the straining up to a subject above the level of the weak mind that is fatal.

There is no branch taught (?) in the public schools, in which it is less possible to "lump" children, treat them in the mass, than this of essay-writing. Take any set of young ones you please, fairly enough graded as to arithmetic, grammar, and so on, and you will find them years apart in their capacity for compositions. What are you going to do about it? Why, let them go alone, each on his own path, slow or fast, according to his ability, and the stage of mental development and culture which he has reached. Some of them will never get beyond the description of simple natural objects, and the relation of the events of home and neighborhood; while others will pass from the objective to the subjective as gently and easily as moves the baby, who, after having learned to balance himself on his unsteady legs, requires of those members that they now take steps.

Next to that familiarity which breeds contempt of the difficulties of essay-writing, comes honesty—a sort of hard pan which you will find if you dig down anywhere in the work of a well managed school-room. Here is a feeble essay. What is the matter with it? It is saturated with falsehood. I do not mean that it is copied wholesale out of a book. If it were, it probably would not be feeble. Children, when they "crib" their essays are likely to go to authors of some reputation. (I had a composition handed in to me once that was taken word for word from "Wake Robin." Fancy any school girl being so deluded as to suppose that I would think she could write like John Burroughs!) No, this feeble essay is one which the author would protest was original. Its subject is "All Round the Year." The teacher who gave this heading is of a poetical turn of mind herself, and if she had written the essay it would have been a reflection of her own temperament. The pupil, a sturdy lass, with a tendency to giggle, and a liking for hearty meals, passed over the common-place subject which she was at liberty to take and selected the poetical one. Then, instead of treating it in a prosaic way, which she was also at liberty to do, and which would have been honest, she must needs maunder along with talk about "delicately tinted leaves," and the "Ice King reigning supreme," and "vernal spring-time"! What does she care for vernal spring-time? Probably she does not know what vernal means. Spring time to her is the time for a new hat—a time when the days get longer, and one can loiter on the way home from school, and hold endless conversations about nothing with another girl on the street corner. It means going for wild flowers and coming home too dead tired to study her lessons for the next day. Autumn means another new hat and short days. It means scuffing in the fallen leaves along the walk. It means rosy apples, nutting parties and Halloween tricks. Why didn't she say so? If she had she would have produced a good essay, *of its kind*, instead of a very poor one, and she might have secured a high mark instead of a low, for her teacher happened to know enough about literary values herself not to be deceived by high-flown nonsense, and, moreover, *she knew the girl.*

Still more dishonest than the sentimental is the goody-goody essay. Genuine religious feeling in any marked degree is very rare in a child. If he has enough to assist him in his efforts to mind his mother, do as he is bid in school, and not cheat at marbles or base ball out of it, we may well dispense with moralizing or rhapsodizing in an essay. The school girl, who, upon being asked to write about her favorite books, chose the Bible, doubtless did not mean to tell a lie, but doubtless did so. She was a minister's daughter. She had heard her father express emotions of affection and trust with regard to the sacred book. It was the one from which he might have said truthfully he would part last; and so she must needs make the strongest of assertions with regard to it, though it is likely that her real feeling for it was simply reverence and such interest as every child naturally takes in its narrative portions.

The viciousness of all this is that it cheapens the quality of the true religious feeling, small and dull in the healthy child, which is yet a vital seed, containing the marvellous possibilities of the full-grown plant. If we let it alone, surround it with silent, or at least gentle influences, and do not expect it to come to the surface every two weeks and assure us of its existence in an essay, it will furnish in its blossom and fruit sufficient evidence that slow, natural growth is better than any forcing process.

If no one but the writer and the teacher who corrects it, ever sees the goody-goody essay, the mischief it does stops with its production.

But in some schools all essays, in most a few, are read aloud in the presence of the assembled pupils. What effect must it have on other children to hear religious or moral sentiments from the lips of one to whose daily lapses in conduct they must be more frequent witnesses than any teacher can be! While every teacher of experience will testify that the writer of the goody-goody essay is not less subject than his mates to these lapses; that if any distinction exists between him and them it is not apt to be in his favor. Indeed I instinctively recoil from the child who is profuse in the expression of such sentiments as he thinks will please me; feel no surprise when I find him whispering behind my back; and trace a subtle connection between the tendency, in an immature mind, to gush about religion, and the tendency to cheat; both are symptoms of moral weakness, if not of disease.

Shall I, then, do you say, condemn not only every essay but every line and sentence that betrays the youthful moralist? Not at all. But check the tendency, frown upon it, use the ruthless pencil, make the child feel that his religious belief is best expressed by his daily walk in the school-room, and lastly, *never* mark high the goody-goody essay because it is such, when it has no literary merit, while you mark low its simple honest companion, whose writer has been either incapable of the expression of deep feeling, or incapable of pretense to a feeling of which he is unconscious.

Children stray into the enclosure of the dishonest essay by getting started on the wrong subject. No one can write well about a matter with which he is not thoroughly conversant. The less his familiarity, the less will be the weight of what he says. Now, to give a boy a subject of which he knows nothing, and then to require him to write three pages on it, is to repeat the historic cruelty of the Egyptian task-masters to the Israelites: very poor bricks they got, no doubt, and a very poor essay you will get, dishonest if not poor, for your boy will have been tempted to appropriate for his brick, the straw, that is, the words or sentiments, of other people. Nor is it only necessary to give to a division, say, a group of subjects, and allow the pupils to choose one for themselves. Child nature is instinctively lazy—or honest (you may take the choice of views, the optimistic or the pessimistic), and that subject is generally selected on which the scholar can write best because it is the one on which he can write most easily. But you cannot trust to this. I caution my scholars before they make their choice, "Take the subject about which you have some ideas already in your mind. Do not write on 'My Uncle' if all your relatives of that degree died or emigrated when you were a baby. Do not write about 'The Big Barn' if you never romped in one. Do not write about

'Street Sounds' if you have been brought up on a farm. If you find nothing in the list I have given you which is familiar, come to me and I will assign a fresh subject."

Why not let the child choose his own subject from the first? Because, strange as it may seem, he does not know so well as you upon what class of subjects he is best informed; because he is more comfortable when limited to two or three; because the temptation to hand in a production not his own is greatly lessened, since he will find it more difficult to beg, borrow or steal when confined to a few topics. I have found that scholars themselves, on the whole, vastly prefer to have their subjects given them. They distrust their own judgment and chafe under the burden of a too great freedom. "I like a strict teacher who will keep me good," I once overheard a small neighbor of mine saying. The well disposed child loves the restraining hand if it is gentle and skillful; he does not hate it nor wish to shake it off.

No text-book, no teacher can supply you with a list of subjects for your pupils which will be anything more than slightly suggestive, because the topics upon which they write should follow the lives of the children as closely as do their shadows their bodies. Subjects which are infinitely inspiring to "'long-shore" lads and lasses in Maine or Massachusetts, will be grief and despair to an Ohio child who has never even smelled salt water; while your Pennsylvania lad can tell you all about a coal mine (if he has not been down in one himself he has a father or brother who has, and out of whom he has pumped the last drop of information), and your Louisiana boy give you points on cotton, your California girl wax eloquent over the violets of her winter garden, and your Chicago lassie describe a great storm or a sunset on Lake Michigan vividly, because she has seen one scores of times.

Localize your subjects, then, as far as possible. Develop all the resources of the neighborhood in which you live, whether in the country or city; the ploughed fields, the brook beds, the fence corners, the beech groves, the bird flights, the barn dances, the maple-sugar frolics of the one; the stately, tree-lined avenues of the heaven-climbing towers and spires, the clipped grass plots and crocus borders, the toboggan slides, the ice carnivals, the "equine paradoxes" of the other. Let your pupil tell how he took his stranger cousin to see the Soldier's Home, Bunker Hill Monument, the Produce Exchange, the Indian Fort, or other local lion. You will be surprised to find that he looks cheerful when he hands his essay in, and that you feel cheerful while you are correcting it—which is even more to the purpose.

Next, domesticate your subjects, if I may be allowed the expression.

Bring out the records of the family dog and horse and the surprising traits of the family baby; elicit the history of the old house and the charming reminiscences of the old grand-sire who warms his heart and his hands at the family hearth. The prettiest set of essays I ever had was drawn forth by the subjects "My Grandmother" and "My Grandfather." (I told the girls they might take either parent, as some might be more deeply attached to and more familiar with one, and others with another). I can give the essays which ensued no higher praise than to say they were really a pleasure, not a bore, to correct—it is needless to add that the figurantes were genuine, not fictitious, grandmothers and grand-fathers, and hence had as individual an air as the characters in Sarah Jewett's or Rose Terry Cook's stories. It is fiction that is tasteless, not real life. That has always a distinct flavor of its own if one can only get at it; and it is surprising to find what first-rate writing an ordinary child can do, and what endless variety can be given to the despised essay, provided he will stick to realism and express himself simply.

Finally, appeal to the actual, not the ideal, experiences of your pupils—the evening round the camp-fire, the tramp after prairie chickens, the struggle with a kicking horse, the narrow escape from drowning of the boy, the mud pies, the beloved dolls, the first patch-work, the bread-making, the coasting episode of the girl. Make them feel that it is these actual happenings of their lives that furnish the best material, *from a literary point of view*, for their essays. Feel it yourself and do not exalt the imaginative or sentimental over the realistic; because, while each is excellent in its way, young people are naturally realistic, and it is natural writing that is always good writing.

Alas, the teacher himself is too often the stumbling-block in the way of the young writer. The impression prevails among trustees and directors that anybody can teach composition writing, just as fifty years ago it used to be thought that "anybody" could teach algebra or botany. Slowly have the powers that be come to see that the best work in these and other branches is secured from specialists—men and women who have cultivated a natural taste for a certain line of study, and who, because they enjoy that line themselves, are capable of inspiring enthusiasm with regard to it in others. The day of the man who "can teach everything" is fast drawing to a close, because he has been discovered to be the man who teaches most things very badly. Special fitness for his task is needed in the composition teacher quite as much as in the instructor in chemistry. The ability to analyze and solve by no means implies the ability to write accurate, much less readable, English; and many a teacher is correcting essays to day who could not write one that would be listened to with respect by a group of intelligent people. Who would set a man to teaching a child the solution of a problem which he could not solve himself? Yet here is your teacher excising or amending a bit of work when he cannot handle the tools that made it, or more frequently utterly neglecting this section of his labor because in his heart he is conscious of his incompetency. The result is the flood of worthless essays under which we stand and gasp every June, until the affliction be overpast. There is no excuse for them, and the time is coming when they will no more be tolerated than would be now the wretched scrawl of a score of years ago for which has been substituted the modern school-boy's legible round hand.

Nothing can be done to improve this state of things in an ungraded school; but in our large, graded city schools the remedy is plain. Put all rhetorical and composition work in the hands, or at least under the supervision, of a single teacher with a special fitness and love for the task; and if she have this love and fitness let it be entirely immaterial and unasked whether she can analyze or demonstrate or decline. It is as absurd to examine a teacher in mathematics, give her a high grade certificate and set her to teaching English composition as it would be to pick out a Normandy horse from his fellows and put him to racing. His very fine points as a draught animal are such as unfit him for speed; and her very excellencies as a mathematician are generally a sufficient indication of the absence of the literary talent. It is a curious fact, but one which can be vouched for by all teachers, that, as a rule, the "crack" scholars of the class are not its best writers; and that many a boy who never takes an honor and is conspicuously in the back-ground at commencements and exhibitions (where the parts are assigned for general excellence) can yet write English which none of his companions can "touch!" Now, it is from the element of your graduating class which such a lad represents, that your composition teacher should be selected, and when this is done—when those teach English writing who know how to write English, the weak-minded, feeble, halting essay will disappear. Every child cannot by any system be trained to produce brilliant essays, but I have seen so much accomplished in one year with proper treatment, that I believe every child, if carefully and slowly developed, can be taught to write common sense and to write it correctly.

Of all the acquisitions which our children are expected to make in their school career, none precede in importance the ability to speak, read and write correct English. Leave out, neglect the algebra, The astronomy, or the Latin, rather than the writing of essays.

Not one child in twenty will, in his after life, ever use an algebraic formula, not one in forty a latin word, yet every one will put in play each day of his life what he learned from his teacher in English composition. The men whom he meets in his commercial and social relations will use his written or oral language as a gauge to determine his quality. His whole career may turn upon a business letter. Teach him, then, I pray you, to think correctly and to put sound thoughts into fine, forcible and delicate words. Train to punctiliousness about periods and commas, paragraphing, penmanship, spacing, for the form of the essay is to the substance as the clean and comely body to the beautiful soul. As there are children whom one can teach to keep the hands free from dirt, though one cannot teach them to speak the truth; so there are children whom one can teach to punctuate, though one can not teach them to classify thought. All the scholars under our care have a right to attention from us as to these minor points of essay-writing, but especially should those pupils have that attention, who will never get from us anything more than the ability to put a capital letter at one end of a sentence and a period at the other.

*Dayton, Ohio.*

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## WHY?

BY NELLIE MOORE.

The why is an important factor in any study, but especially in history. The fact itself is the body, the mere outward form; the why is the soul and spirit of that fact. Teach a pupil who were the commanders on each side at the battles of Saratoga, the number of their forces, the dates of the actions, the number of killed and wounded, and other mere facts in the case, and you have taught him something a parrot could have learned and recited almost as well. But teach him to read between the lines, to look beyond the words to their meaning, to find the why which makes these facts worth remembering, and you have started that pupil in a line of work which will develop his best faculties.

The why is often the only thing worth remembering. The why is what helps you to remember. The why is the blow that clinches the nail; it is there, and there to stay. The mere facts of the battles of Saratoga may be learned in a short time, and forgotten sooner than they are learned. Teach the why instead; that Crown Point, and Ticonderoga, and Ft. Edward, and all that line of fortifications along Lake Champlain and Hudson River, controlled the water way between New York and Quebec. If the English could get control of that they could divide our country into two helpless parts. In that case each part could be easily subdued. Discuss the British Plans for 1777;—how General Burgoyne was to descend from Quebec by way of Richelieu River and Lake Champlain, while Clinton was to come up the Hudson to meet him. Determine why Clinton didn't come according to his agreement; why Washington stayed in New Jersey all that summer instead of going up to New York to help our forces there; why he gives more effectual help in remaining where he is, in seeming inactivity. Follow Burgoyne southward along Lake Champlain into the Hudson River valley. Have your pupils open their geographies and put their fingers upon each successive point of his progress. This will probably be quite a surprise to both pupils and teacher. Each will discover how little he knows about the location of the places they have been talking about, and how helpful geography is in understanding history. Geography has been called the sister of history. You will probably find the plan of having each pupil locate places in his own geography preferable to the system of one locating places on a wall map for the rest of the class, because when each one uses his own map each is thereby benefitted. At a glance, the teacher can see just who is familiar enough with the maps to find the places, and who needs help. When one locates the places on a wall map, that one is indeed benefitted; but with the other members of the class it is a matter of doubt. When each one does his own map work, each one is helped.

You will also be apt to find a good geography is better for the pupil than the maps in the histories, no matter how good they may be; because in the historical maps nearly all routes of travel are traced by dotted lines or otherwise marked. The work is all done for them, and the pupils are kindly left with nothing to do for themselves. When you get them into their geographies, each one must find his own way as best he can, and you'll see some pretty lively skirmishing to get their fingers down on the right point at the right time, until it finally dawns on them that geography is part of their history work, and it is never safe to study their history lessons or come to class without their geographies.

A raw recruit, who had not yet become accustomed to my method of conducting recitations, was once fumbling nervously over the map of South America in a frantic search for Mexico—we were then studying our war with Mexico. I said, rather impatiently, I confess, "Miss B., where is Mexico?" Whereupon Miss B. grows more nervous, wrings her hands in desperation for a couple of seconds, but suddenly a bright thought penetrates her brain, a relieved expression comes over her face, she rises with gratifying alacrity and proudly informs me that "Mexico is south of the North Pole," then sinks into her seat wholly unconscious that she has perpetrated a joke.

I exhorted this brilliantly original pupil to treasure that reply up in the archives of her memory; to drag it forth for every geography examination she might in the future be called upon to attend, and she would never fail to locate any place on the face of the globe.

While Miss B. was undoubtedly correct in her location of Mexico, yet you will find it advantageous to insist upon your pupils' being a trifle more accurate, as they follow Burgoyne into New York State. Have them know not only that he did send out forces, but why he sent out one force westward to ravage the Mohawk Valley, and another eastward into Vermont to capture Bennington, why both of these expeditions failed, and what effect their failures had upon Burgoyne. With judicious preparation, the students will become as eager to know how the battle goes at Saratoga, as they were to learn which side won the game of foot-ball out on the campus.

When you get them up to Saratoga, show them why that one battle-ground is known by the three different names of Saratoga, Bemis Heights, and Stillwater; more, have them show you on their maps.

When they come to the end, do not let them leave it by merely telling them that it was a great victory for the Americans, because so many men surrendered, so many arms and so much ammunition, but see to it that they understand why it was such a great victory; that they know this victory did not end there, but its influence reached out and helped us to gain other victories elsewhere; even crossed the waters and persuaded France to send us her sorely needed assistance, and induced her to recognize us as a nation—the first time any other nation had ever called us by our proper name of the "United States of America." This was indeed a great victory.

If you can get your pupils to look further and see why a victory is such a cause for rejoicing; that a success to-day is not one success only, it means many successes at future times and in other places; if you get them to recognize the fact that such must always be the history of their own successes; mastering a difficult lesson to-day helps them to-morrow, and the next day, the next year, ten years afterwards, to master a more difficult situation in the greater school of real life; then your pupils will go out from your history classes, not merely prepared to pass a county examination, which is by no means the chief end of historical study, though some appear to labor under that delusion, but they go out into the world armed and equipped with an experience which will stand them well in hand during their coming conflict with the world. Their ideas are enlarged. They have learned to look beyond words, and back of actions, to the motives which prompted them,—through the surface of all things to the why that lies beneath, and was the cause of all. Such a training is of itself an education.

Long live the "Why!" It is the live teacher's best helper. Whoever makes daily and hourly, and judicious use of our old friend "Why," cannot fail to have a wide-awake, hard working school.

*Defiance College.*

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## SOME METHODS OF TEACHING LATIN.

BY MISS M. S. NEWTON.

"*Non omnes omnia possumus*" is an old proverb. Insert "*in uno tempore*" in place of "*omnes,*" and it will express negatively my idea of teaching Latin. We cannot expect a class of pupils, no more mature than those usually in our high schools, to be able to be posted on all possible details of every day's lesson.

Of course, in the early stages, when a definite, short amount of grammar work is required, each detail must be thoroughly mastered and fixed by repeated drill in reviews. When the class is ready to take up Caesar, or any connected reading, for a time, translation, the getting at the author's meaning and expressing it in good English, is the thing aimed at. After some degree of readiness in this is attained, other things are looked after, one by one. Some days, the inflection of nearly every noun is called for, or the adjectives, or verbs. Then again, the class is told that the syntax of the nouns will be the grammar work they are to do for some lessons, the case (and rule) of every noun being likely to be demanded; then special attention to the adjectives or pronouns. This necessarily keeps fresh the inflections, as they must be familiar with the forms, to distinguish cases, etc., properly. Then, after a time, all this is dropped, and attention is paid almost exclusively to the subjunctives. The pupil has no better opportunity to study and drill on the subjunctives, so troublesome to almost every one, than in Caesar; and from the time that subject is taken up it is never dropped entirely. Of course, derivation of English words from the Latin, historical references, translation at sight,—all these, and more, have their time and place.

When the scholars take up Virgil, after some acquaintance with the author's style and vocabulary is acquired, we study scanning for some time, till the majority can more or less completely enter into the rhythm and beauty of the verse.. Syntax is not neglected, but after the few peculiarities of Virgil are noticed, comparatively little time is spent on case and rule. The similes, the proverbs, the pen-pictures, the epithets, the plants (especially appealing to any enthusiast in Botany for this last), the quotable passages, the customs, each in turn is made much of. In short, the effort is made to lead the class to enjoy the study as thoroughly as possible.

In Cicero, special stress is laid, now upon the composition, derivation, and force of words; now upon their position and arrangement in the sentence; now upon Cicero's choice of words, or upon some quality of his style. Attention is called to the political and social condition of Rome and the Republic; sometimes the pupils are requested to look up the matters of history referred to; sometimes, for fear of carelessness and forgetfulness, the inflection and syntax of nearly every word is called for, just as if the class were beginners.

These are some of the ends sought and the methods whereby those ends are, in a measure, attained.

*Norwalk, Ohio.*

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# THE SCHOOL PRINCIPAL.

SUPT. GEO. HOWLAND, BEFORE THE CHICAGO INSTITUTE OF EDUCATION.

Here is some good sense which we commend to both principals and teachers. It will bear more than one reading.—EDITOR.

Mr. Howland styled the principal as the teacher of teachers, claiming that the tone, the character, and the spirit of each school rests with the principal. To him the weary, worn and worried teacher turns for counsel and aid. Often when worn out with gum-chewing girls and troublesome boys, the teacher's thoughts will turn to that haven of rest, the principal's chair; but alas, for all aspirations for rest in a revolving chair in a city where the superintendent classes the "office principal" as a superfluity.

Instead of knowing one grade, the principal should be familiar with the work of all grades,—able to direct the efforts of the younger teachers and ascertain the cause of failure in the older teachers. He should be omnipresent but never intrusive, hearing and seeing everything, animating all with his spirit, for the school is just what the principal makes it. The school principal should know and plan his work as a general plans a battle on the field. In all his actions he should be wise, decisive, prompt, not weak and dawdling. He should know how to distribute the pupils so that his school will start off on the opening morning as promptly as the machinery of a great factory starts off when the lever is touched. He should be prepared for all emergencies that may arise. Tuesday morning should find a school in working order, with carefully prepared programs on every blackboard. With scarcely forty weeks in the school year, no time should be lost: the principal should be vigilant, alert and active.

The principal is the school, the one over a thousand. Here is his field, for through his teachers his efforts reach the pupils. He must be strong, systematic, upholding the weak and encouraging and appreciating the strong, for this brings loyalty. He should have discretion and discernment. A principal that cannot win the love and co-operation of his teachers is lacking in something.

The principal should be ever ready to render aid to those under him. Here Mr. Howland cautioned the teachers against sending pupils to the principal's office for trifles. No teacher should send a pupil to the principal in haste or in anger. He advised them to talk with the principal before sending a pupil to him for correction, which would often do away with the necessity. The principal should at all times sustain the teacher, even though she be in the wrong; he should help her to see her way out of her difficulty, and then advise her for the future. Too often upon entering his office the principal is encountered by a boy with "Teacher sent me." "What for?" "I don't know." "What did you do?" "Nothin'." If sent to his room unpunished the teacher feels that the principal has not sustained her. He also cautioned teachers against sending notes full of petty complaints to parents, and would approve of having all notes written to parents by teachers, inspected by the principal.

Things which may cause teachers sleepless nights and worrying days often seem trifling to doting parents, who look upon their children as good, the schoolma'am as a crank and the principal not much better. With the perfect teacher there are no incorrigible pupils. The principal should be ready to help the inexperienced teacher, the beginner, who comes into the school-room without definite aims, no special training, and without interest in her work. Here is a field for the school principal; happy he who knows his opportunity.

The principal should take a class himself, now and then, and always be ready to make suggestions. He should be alert, courteous, and always reliable.

No teacher should question the work of the teacher below her—never beat over old straw. Pupils should be kept back when not fully up with the class; the pupil who is sixteen years old before reaching the high school should prove a subject for investigation by the board of education. The outline course of instruction should be carefully followed under the direction of the principal.

The principal who is *surprised* by the failure of a class at the close of a year has been remiss in his duties. Where were his eyes? He should have been thoroughly aware of the character of the instruction given; he should have known enough of the advancement of the class and ability of the teacher to have promoted it without an examination. If he had a poor teacher, he should not have been surprised.

There was not a school but had some marked influence, some teacher that was doing excellent work. Assist the good by making it contagious. Let teachers visit; they will bring back some good report from other rooms or other schools in which the good work is done. Look for reasons of failure to principals.

Mr. Howland would not utter a word in regard to normal training. He fully appreciates the value of teaching good methods, and the reasons for facts, and the inspiration to and love for study which he styled as "the most ennobling and entrancing of our work." He feels convinced that our best teachers must be made in our own schools, by the aid of the principal. The principal's worth can be best estimated by his success in converting young teachers into efficient earnest workers.

## GEOGRAPHY QUESTIONS.

Submitted to Cleveland Normal Pupils, by SUPT. L. W. DAY.

1. Describe by outline map the general surface and drainage of Europe.

2. Compare Europe with the other grand divisions of the "Old World," (*a*) As to area and population. (*b*) As to political and commercial importance. (*c*) As to general culture, intelligence, and progress.

3. With London as a center, draw a map that shall include Copenhagen.

**Note**: Place in this and subsequent maps, (*a*) the names of countries represented in whole or in part; (*b*) the capital and other important cities; (*c*) principal mountain ranges and large rivers.

4. With Rome as a center, draw a map which shall include the kingdom of Greece.

5. With Paris in the north-east corner, draw a map which shall include the Iberian peninsula.

6. Write a paragraph concerning the productions of your last map.

7. Write a paragraph concerning the commercial and manufacturing interests of Great Britain and her colonies.

8. Trace a short water route from England to the most important British possessions in Asia.

9. Write a paragraph concerning important events transpiring within a year in Germany.

10. Name four countries in Europe that had much to do with early exploration and colonization in the "New World." Which furnished aid to Columbus? Which discovered the main land of N. America? Which discovered the St. Lawrence? The Hudson? Which aided the Americans in their struggle for liberty?

# PRIMARY DEPARTMENT.

SPECIAL CONTRIBUTORS.

**Mrs. Carrie Newhall Lathrop,** Principal Cincinnati Normal School.

**Miss Ellen G. Reveley,** Principal Cleveland Normal School.

**Miss Marie Jacque,** Institute Instructor and Principal Dayton Ward School.

**Miss E. E. Taylor,** Institute Instructor and Supervisor of Primary Instruction Bellaire, Ohio.

**Miss Mary Sinclair,** Institute Instructor and Primary Teacher, Leetonia, Ohio.

**Mrs. Sarah C. Lake,** Principal Bowen School, Akron, Ohio.

**Miss Nellie Moore,** Institute Instructor and Principal Model Department, Defiance College, Defiance, Ohio.

## AIDS TO PRIMARY GEOGRAPHY TEACHING.

Among other helps, not to be discussed here, are pictures of natural scenery. Small books of photographic collections, giving views of the St. Lawrence, Niagara Falls, the White Mountains, and many others, may be obtained for a small sum.

Children are always interested in the stereoscope and stereoscopic views. By using care in our selection, with a small expenditure, stereoscopic views of all the most striking and characteristic natural scenery in our own country, at least, may be put into the children's hands. Experience proves that they never tire of looking at such views.

But in these days of cheap and excellent wood cuts, so abundant, every primary teacher, with a little endeavor and care, may have a picture gallery to illustrate the lessons in Geography. What a charm to children living in a level country will such pictures possess, as Pike's Peak with Manitou Springs, Mount of the Holy Cross, Head Waters of the Arkansas, Curricanti Needle and Black Canon! These and many more may be found in circulars of travel. The illustrated papers also contain many pictures, valuable in teaching geography. These pictures may be mounted on cardboard, cut so as to leave a margin around the picture. Many pictures, mounted separately, may be utilized in the schoolroom better than pictures pasted in a scrapbook, because the interest of a greater number may be aroused in a given time. ELLEN G. REVELEY.

*Cleveland Normal School.*

## PRIMARY ARITHMETIC FOR COUNTRY SCHOOLS.

### III.

Addition and subtraction having been thoroughly taught, the class is now ready to commence the study of the multiplication table. Beginning with 2, the class count as follows: "2, 4, 6, 8," etc., to "24," and the reverse. When pursuing this work, use pebbles, or something answering the same purpose, as objective teaching is the most effective, even in teaching the multplication table. Arranging the pebbles in groups of twos, threes, etc., we say, "one two, two twos," etc., then skip about, not allowing consecutive groups to be recited consecutively.

As soon as the twos are learned, the class should begin to put their knowledge to practical use. Commence with such mental problems as this: "When apples cost two cents each, what will be the cost of 4 apples?" Require an analytical solution, no matter how small the problem. And the greatest care should be taken to secure accuracy in the process and the reasoning, as well as in the result.

Many teachers permit their pupils to form habits of slovenliness and inaccuracy, which are hard to break up, and seriously hinder them in their future course. No such solution as the following should be tolerated: "If one apple costs 2 cents, 4 apples will cost two times four, which are 8 cents."

As the pupils advance, more difficult problems should be given, and the same care in analysis should be kept up. When the slate becomes necessary in the solution of problems, it is well to require a general analysis of the problem before the work is performed. Throughout the subject of arithmetic it is my practice in recitation to require a general explanation of the problem before the performance of the work. In this way it may be seen whether the pupil knows what he is working for.

As the 3's, 4's, 5's, etc., are learned, let the pupils make practical application of their knowledge, as already indicated; and gradually introduce division in connection with multiplication, making practical application of division in the solution of problems, also.

For thorough grounding in multiplication and division, drill exercises like the following may be placed on the board:

$12 \times 12 = (\quad).$ $7 \times 8 = (\quad).$ $5 \times 9 = (\quad).$
$3 \times 6 = (\quad).$ $9 \times 6 = (\quad).$ $7 \times 6 = (\quad).$
$9 \times 8 = (\quad).$ $8 \times 7 = (\quad).$ $12 \times 7 = (\quad).$

etc., etc , using the whole table in every possible form. Follow with such exercises as this:

$144 = 12 \times (\quad).$ $56 = 8 \times (\quad).$ $77 = 11 \times (\quad).$
$35 = 7 \times (\quad).$ $72 = 9 \times (\quad).$ $72 = 6 \times (\quad).$
$48 = 6 \times (\quad).$ $63 = 7 \times (\quad).$ etc., etc.

Then:

$48 = (\quad) \times (\quad).$ $66 = (\quad) \times (\quad).$ $45 = (\quad) \times (\quad).$
$56 = (\quad) \times (\quad).$ $81 = (\quad) \times (\quad).$ $63 = (\quad) \times (\quad).$
$49 = (\quad) \times (\quad).$ $42 = (\quad) \times (\quad).$ etc., etc.

Or in this form:

$24 = 2 \times (\quad).$ $36 = 12 \times (\quad).$ $48 = 4 \times (\quad).$
$24 = 6 \times (\quad).$ $36 = 9 \times (\quad).$ $48 = 8 \times (\quad).$
$24 = 8 \times (\quad).$ $36 = 6 \times (\quad).$ etc., etc.

These drill exercises should be sufficiently varied to keep up the interest, and they should be used persistently, at least until a a fair degree of facility and accuracy are acquired.

*Aurora, Ohio.* ELEANOR PLUM.

## HOW WE TEACH READING.

### II.

We begin to teach the children to recognize and give sounds by pronouncing a word slowly and asking them to give the word, using the easiest and most familiar words first. They soon wish to give the sounds themselves; indeed, so eager are the little ones to do something new, that they often attempt to give the sounds with the teacher, without being called upon. When a new word has been sounded several times, they may give the word with the teacher, and they will soon gain the ability to sound the words alone, and that, too, without much conscious effort on their part, or concern on the part of the teacher. We begin with *a* and *t*. When these are learned we have a good foundation for many words which can be built by the addition of a single letter. Interesting rapid drill is frequently given by writing the last part of a word, as *at*, *et*, or *it*, on the board, write a letter, as *b*, before it, and have the children pronounce the new word quickly. Erase *b*, and write some other letter, changing the word as fast as one can write. New words are sometimes very easily learned in this way. The children are first given words with which they are familiar, and when they are deeply interested, and name the words with courage, a new word is introduced, and they are surprised and pleased to find they have learned a new word.

When we have learned, perhaps, seventy-five words on the board and charts, we begin the use of books. One class took books Thanksgiving, another the first of February. We use two readers at the same time, that is, we have one or more lessons in one book, then in the other, always using first the book which contains the easiest words and the least number of new ones in a lesson. When selecting the words of a new lesson to be taught first, we select those which can be used to best advantage with the words of the last one or two lessons.

The new words are now always taught first in script. Our reason for this is, no doubt, that of every other primary teacher. It affords a good opportunity to give as many different sentences as are necessary to make the child thoroughly familiar with the new words. Usually, but one new word is presented at a time, and its form is fixed in the minds of the children, by slow pronunciation and by spelling. A few sentences containing or describing the new word are given by the children. If they have used words which they can read in script, they may be written on the board and some other member of the class be called upon to read them. Short sentences containing the new word, and, if possible, the most difficult ones of the last lesson, are rapidly written on the board, and a pupil is called on to read without having any time to study. Sentences are written and instantly erased, and a pupil is asked to give the exact language. This is an excellent drill to gain and keep the attention of the class, and never fails to be a delightful exercise. Their eyes follow the crayon with great rapidity, and they seldom fail to read with good expression. Carefully prepared lessons placed on the board are good, and have their place, but it is more difficult to keep the attention of the class fixed on the sentence being read, as they can look ahead and read the other sentences. This rapid work requires the most careful preparation by the teacher.

Although we give but one new word at a time, yet we often learn three or four new words at one recitation; this depends on how easy the words are, much on the class, and very much on the enthusiasm imparted to the class by the teacher.

The children do not use their books until the words have been learned in script. Our classes are usually large—thirty-two in our present advanced class; but we much prefer to present new words for the first time to the entire class. If taught in divisions, it is almost impossible to keep those who remain at their seats so profitably and pleasantly employed that they will not know something of the words, and this spoils their interest when they are called to recite. When books or a previously prepared lesson on the blackboard is used, we can often obtain better results by dividing the class and hearing only a part recite at a time.

As soon as the children have learned to write all the words needed, they copy the lessons from the book. Great care is used in copying correctly the capitals and punctuation marks. Our experience in having them do the best they can in copying words before they have been drilled on the letters of those words, has not been satisfactory. We get better results by writing letters and single words for a time.

A child is not permitted to read a sentence unless he feels quite sure that he knows all the words in it, and we are sure he comprehends the thought contained in it. This can be ascertained by having him read the sentence silently and express the thought in his own language. A child should always have time to glance over a sentence before being required to read it for the first time.

The recitations should always be short and as interesting as possible. Better teach two or three words thoroughly and recite often, than attempt several words and confuse the children so that they are not sure of anything.

In the preparatory lesson, when the children do much of the talking, and it is desired that they give sentences containing certain words, it frequently requires tact as well as firmness to keep their minds on the lesson. If we do not exercise care, their sentences will have no relation to the lesson. This is certainly an excellent opportunity to teach them to fix their minds wholly on the lesson. It is difficult to do, but we can make a beginning, which is about all we can do with these little ones in any direction.

When we first initiate a class of little people into the mysteries of reading, it is necessary, indeed almost indispensable, that we have a collection of objects and pictures to use in presenting name words. Many other words must be acted. But there comes a time when all these may be dispensed with, as they hinder rather than help. When the written or printed word suggests the proper idea to their minds; when they are able, by the assistance of a printed character, to form a mental picture, and to have real pleasure in reading, objects are of no real value, but tend rather to distract the attention.

MARY SINCLAIR.

*Leetonia, Ohio.*

## GENERAL EXERCISES FOR LITTLE PEOPLE.

### II.

In a former article we tried to show that general exercises are a stimulus to punctuality, more general knowledge, and observation. The object of this paper will be to show that a good foundation for more advanced study can be commenced the first year or two of school, without books. We have gained quite a good bit of knowledge of natural history, in the last few weeks, from an "Animal Book" belonging to one of the little boys. I read about one or two animals, then closing the book, I ask for reproductions of what has been read, and also ask for information about what has been read on some previous occasion. Not unfrequently, some of the children tell what has been read, at home, and so impress it more deeply on their minds.

We are all required to include physiology and hygiene among the branches to be taught. While we are brightening ourselves up in this branch, why not give the children the benefit of our study, thereby giving them something of interest, and impressing the subject more vividly upon our own minds? Where is a better place to commence physiology than right here in the primary grade? To be sure, we must put it into language they can understand, but that is an accomplishment necessary to a good primary teacher—*simple language.* It must be remembered that children cannot comprehend all that older persons are expected to know; yet, they are, oftentimes, able to gain a better understanding than more advanced pupils, because the language used is easy to understand.

We find even the smallest children in the room interested in the charts representing the bones and different parts of the body. If you are fortunate enough to have a manikin, so much the better, for by means of this every part can be so nicely explained. Then I would advise every teacher to have on his desk Dr. Brown's books, "The Eclectic Guide to Health," and "The House I Live In." There may be others quite as good, but I speak of these especially because I find them so easily understood, particularly the latter, by the little ones. Their tone is pure and elevating, and special attention is paid to the effects of alcohol and tobacco upon all parts of the system. It is wonderful what interest the children take in this subject, and how eager they are to examine whatever will give them further knowledge on the subject. A few days ago, I explained the composition of the bones, and told how the animal and mineral matter could be separated. The next morning, a chicken bone was brought by one, a burnt (chicken) bone by another, and a little daughter of a physician told me her papa had placed a bone in acid for us. This was quite pleasing to me, as I had not asked them to do anything of the kind.

Botany is another subject which is especially interesting to the little ones. Of course, we do not attempt to use botanical terms that are far beyond the undeveloped minds; but a great deal can be learned without these. One little girl expressed our sentiments when she said: "Oh! I always loved the pretty flowers, but they seem ever so much nicer, since I know more about them. Even the dandelion, which I used to think too common to notice, is wonderful to me now."

It will be thought by some that these things are beyond the little ones. It depends upon how the subjects are presented, whether the little ones can comprehend what is being taught or not. I know children, not above the average brightness, *have been* very much interested in all the above subjects, during their first year at school, and while they were reading from the chart. The teacher with a class of little tots, without books, needs to have quite a nnmber of subjects, from which she can draw, to give variety, and keep busy these restless little folk, for five or six hours a day. ["These restless little folk" should not be kept in school more than four hours a day.—EDITOR.]

ANNA M. TORRENCE.

*Clifton, O.*

## NUMERATION.

T.—John may lay one splint on the table. Mary may count ten splints and tie them in a bundle. How many splints has Mary?

P.—*One* bundle.

T.—How many splints in a bundle?

P.—*Ten* splints.

T.—As there is *one* bundle of *ten* splints we may call the bundle *one ten*. Mary may lay the *one* ten on the table at the left of the *one* splint. Harry may count out one hundred splints, and we will tie them in bundles putting *ten* in a bundle. How many bundles do the hundred splints make?

P.—Ten bundles.

T.—What have we called a bundle of ten splints?

P.—One ten.

T.—You may tie the ten bundles, or ten tens together. How many large bundles do they make?

P.—One large bundle.

T.—How many splints in it?

P.—One hundred.

T.—Then we may call the big bundle *one* what?

P.—*One* hundred.

T.—How many tens are there in a hundred?

P.—Ten tens.

T.—Harry may lay the one hundred at the left of the one ten. All may name the kinds of ones we have learned about.

P.—*One* splint, *one* ten, *one* hundred.

The teacher may now require pupils to group other objects until all clearly see the value of the different orders up to thousands or higher.—*S. W. Journal of Education.*

## NOTES AND QUERIES.

### MNEMONICS.

"It is possible to form systems of mnemonics which aid the memory very much, though many reject them and depend altogether upon what is known as the Law of Association. For our part, we use both."—*A. M. Bower, February Monthly, Page 77.*

"Two processes are involved in every act of memory. We first impress and then Associate."—*David Kay.*

[We recall ideas only by association and every system of mnemonics known to the world is based on false notions of the Laws of Association].

"All so-called mnemonic helps only serve to make more difficult the act of memory. This act is in itself a double function, consisting of, first, the fixing of the sign, and second, the fixing of the conception subsumed under it. Since mnemonic technique adds to these one more conception, through whose means the things we have to deal with are to be fixed, it makes the function of remembering three-fold, and forgets that the connecting link and its relation to the sign and the subsumed conception—wholly arbitrary and highly artificial—must also be remembered."

"Lists of names, also numbers, dates, etc., ***must be learned without aid.*** All indirect means only serve to do harm here, and are required as self-discovered devices only in case that interest or attention has become weakened." — *Rosenkranz, Philosophy of Education.*

Accepting Kay and Rosenkranz as authorities, it would seem that Bro. Bower, like the rest of mankind, depends "altogether upon what is known as the Law of Association in recalling ideas, and that his systems of mnemonics tend rather to injure than aid the memory.

"Frightful bugbears" are not easily terrorized by artificial devices.

*Lodi, Ohio.* B. F. HOOVER.

### MAKE THE SCHOOL-ROOM ATTRACTIVE.

I once remarked, in the hearing of one of my directors, that I was going to polish the school-house stove. I noticed a smile on his face, and asked him what he was laughing at. He replied: "That stove has stood there for fifteen years, and has never seen a bit of polish." The looks of the stove corroborated his statement. This incident illustrates a common mistake of teachers and school boards. Some folks think that, if the roof keeps out the rain and the stove gives sufficient heat, that is all that is required. School houses may be made very attractive or very tiresome to little folks. It is in their younger years that their tastes as well as their habits of study are formed. If the school-house walls are bare, if the floor remains unswept, if they find their seats covered with dust in the morning, and the stove looks more like a storm-beaten bake-oven than a modern heating appliance, it is not surprising that "they do not take to their books kindly." School-rooms should be kept well swept and dusted. The walls should be beautified by bright-colored picture cards. There is nothing so attractive to the eye of a child as bright colors. When a child notices that a room is neat he is more apt to be careful of his personal appearance, and to clean his boots upon entering a room. Teachers who attend to such matters are the successful ones. And as it is our duty as teachers to attend to everything within our power that molds the child's mind for good in after life, it is necessary that we pay particular attention to the condition of our school-rooms.

*Le Roy, O.* PHILIP DARNLEY.

### WENTWORTH'S ALGEBRA.

The February number of the MONTHLY contains a criticism of this well-known text-book, the point of criticism being that the problems in the chapter on Chance are calculated to familiarize pupils with cards, dice, lotteries, and other means of gambling and swindling. Dr. Aaron Schuyler's Complete Algebra is open to the same objection.

But is the objection well taken? The exercises in these chapters afford good algebraic drill, and as these abstruse subjects are studied only by students of considerable maturity, there seems little danger of any immoral tendency. With most classes in our high schools, it would probably be wiser to omit the whole subject of chance; but it seems desirable to have it in the book, for sake of those who may have time and strength to grapple with it.

A. M. BOWERS.

*New Harrisburgh, Ohio.*

### COURSE OF STUDY FOR VILLAGE SCHOOLS.

**In response to the request in our last issue for a course of study and plan of classification for a village school having two teachers, we have received two such courses of study; but there is no explanation, in either case, of how the work is divided between the two teachers, how many pupils each has, how many recitations, etc. These are the points of real difficulty. How can the work of ten or eleven school years be planned, so as best to utilize the efforts of two teachers? Where does the teacher of the lower department leave off? Where does the teacher of the more advanced department begin, and what is his plan of work? Perhaps a daily program for each of the two departments would meet some of the difficulties. We shall withhold the courses of study received, for the present, in the hope of receiving something a little more definite.—ED.**

### QUERIES ANSWERED.

Q. 21.—"We are said to be going up hill when we increase our distance from the center of the earth, and as the mouth of the Mississippi is more than four miles higher than its source, it may rightly be said to flow up hill."—See *Maglott's Manual.* L. R. K.

It is about thirteen miles farther from the surface to the center of the earth at the equator than it is at the poles, hence, rivers that flow toward the equator have their mouths, theoretically speaking, higher than their sources. We may then ask, does the Mississippi, or any other river flowing toward the equator, flow up hill? We are said to be going up hill when we increase our distance from the center of the earth, and as the mouth of the Mississippi is more than four miles higher than its source, it may rightly be said to flow up hill. This strange paradox, as we may call it, is explained as follows: The centrifugal force of the earth causes the water of the earth to flow toward the equator (as it also caused the earth's crust to bulge out at the equator), and by this force, rivers flowing toward the equator are made to flow up hill. It is true that all rivers flow toward the level of the sea, but the sea level is not what it would be if the earth did not rotate; it is higher at the equator and lower at the poles. Should the earth's rotation on its axis cease, the waters of the Gulf would flow back through the channel of the Mississippi, northward; the regions about the poles would be covered by the sea, while in the equatorial regions the bottom of the ocean would appear as dry land. The surface of the waters would be everywhere equally distant from the center of the earth.

*New Pittsburgh, Ohio.* D. E. GLASGOW.

If up and down are defined farther from and nearer to the center of the earth, then it would be proper to say that the Mississippi River flows up hill, for its mouth is about 2⅔ miles farther from the center of the earth than its source. But *up* and *down*, in reference to the flow of water on the earth's surface, has reference to the surface of equilibrium, which at any point is perpendicular to a plumb-line. The prolongation of a plumb-line at the equator or poles would pass through the center of the earth. This is not true of a plumb-line at any other place. The Mississippi River does not flow up hill, neither does it flow in a loxodromic curve.

*South Bloomfield, Ohio.* J. W. JONES.

Answers by J. A. CALDERHEAD and JENNIE C. BOWER.

Q. 22.—According to the Constitution, Jefferson Davis was guilty of treason. He is not now a voter. J. W. JONES.

Jefferson Davis, having violated Section 3, Artlcle 3, of the Constitution, was and is a traitor. And not having had his political disabilities removed, as prescribed in Section 3, Article 14, he is not a citizen of the U. S., and cannot vote or receive a pension.

PHILIP DARNLEY.

Answers by E. M. T. and I. F. PATTERSON.

Q. 24.—**The only answer received seems to have been written under a misapprehension of the query.**

Q. 25.—"Thee," direct object of "dub." "Knight," attributive object of "dub." "Mary," attributive object of "was named."

A. N. FAIR.

"Mary," nominative, predicate, with passive verb "was named."

C. E. BERRIDGE.

Answers by L. R. K., W. T. H., JENNIE C. BOWER, J. A. CALDERHEAD, and GEO. ABELL. Most agree with A. N. FAIR as to "thee" and "Knight"; all agree with C. E. BERRIDGE as to "Mary."

Q. 26.—In natural order, "How the night behaved [is] what matter"? Complex interrogative sentence. The whole sentence is the principal proposition of which the subject is the clause, "How the night behaved." "Matter" is a predicate noun, nominative. "What" is an interrogative adjective, modifying "matter."

L. R. K.

**E. M. T., W. T. H. and Jennie C. Bower agree substantially with L. R. K.**

Q. 27.—Intransitive verbs have voice (the active); because they have the *form* of verbs whose subjects act. So says Holbrook. This view is also sustained by the Latin grammars of Harkness and Bartholomew.

A. M. Bower.

*New Harrisburgh, Ohio.*

They have not. They have no object to become the subject of a passive.

L. R. K.

**Here we have the two views, and perhaps it would be as well to leave the matter there, allowing every one to take his choice. We add only a few words. Voice seems to have reference to the activeness or passiveness of the subject. When a verb expresses an action *performed* by the subject, the verb is said to be in the active voice; when a verb expresses an action *received* by the subject it is said to be in the passive voice. Some verbs are used only in the active voice; as, "He rose early." "Rose" is in the active voice, but is never used in the passive. But we are not anxious to have the last word.—Ed.**

Q. 28.—$\sqrt[3]{100 \div .5236} = 5.75$ inches, the diameter. When the first person winds off one-fourth of the volume, the diameter of the remainder (75 cu. in.) will be 5.23 inches. 5.75 in.—5.23 in.=.52 in., the extent to which the diameter is diminished. By the same process, it is found that the others wind off respectively .65 in., .95 in. and 3.63 in.

J. A. Calderhead.

**Similar solutions and same results (approximately) by George Abell, C. E. Berridge, R. A. Leisy, A. M. Bower, E. M. T. and W. T. H.**

Q. 29.—At five o'clock the hands are twenty-five minutes apart. In order to fulfill the conditions of the problem the minute hand must pass over $12\frac{1}{2}$ minutes, plus $\frac{1}{2}$ the whole distance to be passed over by the hour hand. Also, the minute hand will pass over 12 times the distance passed over by the hour hand. Hence, $12\frac{1}{2}$ minutes$=12-\frac{1}{2}=11\frac{1}{2}$ times the distance to be passed over by the hour hand. $12\frac{1}{2} \div 11\frac{1}{2} = 1\frac{2}{23}$ minutes=distance passed over by the hour hand. 12 times $1\frac{2}{23}$=minutes$=13\frac{1}{23}$ min.=distance to be passed over by the min. hand. Hence it must be $13\frac{1}{23}$ min. past five o'clock.

To comply with the conditions of the second part of the problem, the minute hand must pass over 30 minutes plus twice the distance to be passed over by the hour hand, and, as before, it will pass over 12 times that distance. Hence, 30 minutes$=12-2=10$

times the distance to be passed over by the hour hand. 30÷10=3 min.=distance moved by hour hand. 12×3=36 minutes=distance moved by minute hand. Therefore it must be 36 minutes past five o'clock. E. C. ROGERS.

Let 1 unit space=distance hour hand is from V. Then $\frac{1}{12}$ of ½ of (25 min. spaces + 1 unit space)=1 unit space; from which one unit space=$1\frac{2}{23}$ min. spaces. Then the time must be $1\frac{2}{23}\times12=13\frac{1}{23}$ min. after V.

II.—Let 1 unit space=distance hour hand is from V. Then $\frac{1}{12}$ of (30 min. spaces + 2 unit spaces)=1 unit space, from which 1 unit space=3 min. spaces. Therefore, 12×3=36 min. after V.

*Burton City, O.* R. A. LEISY.

Credit, also, to W. T. H., L. R. K., J. A. CALDERHEAD, GEO. ABELL and P. U. SOMMERS. The two last named failed to apprehend the last part of the problem.—ED.

QUERIES.

30. How many Governors has Ohio had? Who was the first one? L. G.

31. This sentence occurs in the *Journal of Education*: "The cultivation of the moral faculties is the most important work of man." Will some of our psychologists tell us just what is meant by the "moral faculties?" H.

32. "Seven laws of teaching" are sometimes spoken of: What are they? E. P.

33. The slowest man in Quito is said to travel through space 1,600 miles farther each night than the day following. How is this? ADELAIDE.

34. "The staff of his spear was *like* a weaver's *beam*." "He ran *like* a *deer*." Dispose of words in italics. E. M. T.

35. "Much *which* I have heard *objected* to my friend's writings was well founded." Dispose of words in italics.

NELLIE HUDSON.

36. "*His being* a young *man* was in his favor." Dispose of words in italics. NORMA.

37. Find three perfect cubes whose sum is a cube. B. F. F.

38. A stone weighing 40 lbs. is to be broken into 4 such pieces that they can be used as weights on a balance for weighing any number of pounds, from one to 40 inclusive. What must be the weight of each piece? S. A. S.

39. The number of acres in a circular field is just equal to the number of rails required to enclose it, allowing 16 rails to the rod. Required the number of acres. F. M. H.

40. Which is the better investment, and how much the better, Michigan 7's of 90, at 115, or Missouri 6's at 112.

*Bear Lake, Mich.* CLARA HART.

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Do not forget that contributions for "Notes and Queries" must be in the editor's hands by the 15th of the month. Write only on one side of the paper, and give your signature with each item.—ED.

# EDITORIAL DEPARTMENT.

*The* MONTHLY *is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

We are under obligations to Hon. A. S. Draper, Superintendent of Instruction for the State of New York, for a copy of the last (thirty-fifth) Annual Report of his Department. It is a very voluminous document, covering nearly 1,300 pages, and embracing a wide range of topics.

*The Student*, the educational organ of the Society of Friends, published at Philadelphia, speaks of the *Ohio Educational Monthly* as "one of the most thoughtful and original of the educational journals." *The Student* and the *Monthly* are alike in that it is the aim of both to prove all things and hold fast that which is good. The Student is one of our most valued exchanges. It is the advocate of a sound and liberal Christian education, and eschews all sensational clap-trap. Is this a mutual admiration society?

The policy of state supervision of all schools, public and private, seems to be making headway. The public mind is impressed that the interests involved are too great to be left to suffer either neglect or perversion. The spirit of the age seems to be coming into harmony with the sentiment expressed by Fenelon, 200 years ago: "Children belong less to their parents than to the Republic and ought to be educated by the State. There should be established public schools in which are taught *the fear of God, love of country, and respect for the laws.*" On what better foundation could a system of free schools be built? Such a *trivium* would constitute a platform broad enough and strong enough for all friends of education to stand upon.

The faithful teacher has his rewards, not least of which is the joy of earnest endeavor. The retrospect of a life of earnest teaching is full of delight. It may have been spent in quiet and obscurity; its pecuniary reward may have been meager; yet no language can adequately express the genuine satisfaction experienced in looking back over an earnest life spent in the schoolroom. The greater the unselfish devotion, the higher the degree of satisfaction. The "well done, good and faithful servant," is no arbitrary dictum, but a just judgment which the faithful one's conscience joyfully approves.

No human life is perfect. The most earnest and devoted soul is often most painfully conscious of imperfection. But the encouraging thing about it is that time dims and even obliterates the defects in an earnest life, and magnifies and brightens all that is good and noble.

The teacher has great incentives to diligence and faithfulness. His chief reward is not his salary, however large or small it may be, nor yet the gratitude of his pupils; but, more than all else, the j yful retrospect of a life of faithfulness.

## EDITORS BROWN AMD VAILE.

Editor George P. Brown, of the *Illinois School Jovrnal,* and Editor E. O. Vaile, of *Intelligence,* do not seem to love each other with a very intense love; at least, they do not speak of each other in strong terms of endearment.

There is a teachers reading circle in Illinois. The *School Journal* is, in some sense, the organ of the management, and *Intelligence* is not. Mr. Vaile made an effort to secure the adoption of one of his publications, the *Week's Current,* as a part of the reading course, but was unsuccessful. He attacks the Management of the Reading Circle; Mr. Brown comes to the defense of the Management; "and that's the way the fuss began." The verbal missiles fly thick and fast. Vaile thinks he understands Brown's motives. He (Brown) was once a traveling agent for a book firm, and was treated " handsomely" by his "house," etc., etc. His partiality for his old "house" is very manifest in that he editorially puffed one of their publications as the very perfection of a text-book, when in fact it is a "horrible book," "the most abominable piece of text-book work." Moreover, Brown's "dreary, oppressively profound 'Outlines and Suggestions' upon the Reading Circle work, month by month," serve only to provoke a smile.

But Brown, not to be outdone in this fashion, inquires: "Who does not know that, had he (Vaile) obtained his desire for the admission of his *Week's Current* to the Course, he would now be cooing like a dove?" "The fact is, not a single vote was cast in favor of the *Week's Current,* when the subject was first presented. But 'Mr. Vaile rode two of the members so hard,' between the first and second meeting, that they moved the reconsideration of the question." But on the second hearing "the vote to reject was unanimous." Then Vaile said (so the report is), "I will give them (the Board) ——" (a familiar hot place).

Furthermore, Brown's pages bristle with such uncomplimentary insinuations as, "a dismal failure in everything he has undertaken," "crowded out or kicked out of every position he ever filled," "acquired the reputation of a common scold," "warmed in the bosom of some sympathizing friend, only to sting him when assistance was no longer needed."

It may be that, in meddling at all with this unseemly quarrel, we are "like one that taketh a dog by the ears," and we may be in danger of being bitten; but we cannot refrain from some small effort to convince these brethren that their conduct in this matter is unworthy of themselves and the positions they occupy. They are both engaged in good work, for which they are well fitted; and it seems a pity that they should mar their work and weaken their influence by such venting of spleen.

There may be wisdom in the old Quaker's advice to the man who swore profanely in his presence: "Go on, friend; thee should get all that bad stuff out of thee." But if these editorial brethren do feel the need of following the Quaker's advice, their own sense of propriety should lead them to seek some retired place. The public spectacle they are making of themselves is certainly not a pleasing one, and we doubt very much whether, in after years, they will read their own editorials concerning each other with emotions of satisfaction and pride.

We exhort you, brethren, to "follow after the things which make for peace, and things wherewith one may edify another."

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## AN IMPORTANT DECISION.

The Supreme Court of the State rendered a judgment on the 26th of February which ought to be of great interest to school authorities. The following is the case and the syllabus of the decision:

1530. The State ex rel. Attorney-General v. Philip Shearer et al. Quo Warranto.

Spear, J.

1. A law is not necessarily of a general nature, by reason simply of its being upon a general subject.
2. Special legislation upon a subject matter in its nature local, is not prohibited by section 26 of article 2, of the constitution, which provides that "all *laws* of a general nature shall have a uniform operation throughout the State," notwithstanding the subject matter is the subject of a general law.
3. The subject of dividing territory into school-districts, is, in its nature, ocal.

Hence, the formation of a special school district from territory within the limits of a township, by special act, is not in conflict with section 26 of article 2, of the constitution. *The State vs. Powers*, 38 Ohio St. 54, overruled.

The State v. Powers above referred to was a case which grew out of the organization of the township of New London, Huron County, into a special district by act of the legislature. The township under this organization was doing a noble educational work. A township superintendent had been employed, and the people aroused to a greater interest in their schools. An action of *quo warranto* was brought against the board of the district, and under this action, the law creating the special district was declared unconstitutional, and the text of the decision was made broad enough to cover all special districts made by special act of the legislature.

This decision having been overruled, the legislature has now full authority to go on with the work of creating special districts. But the overruling decision has a wider significance. All the special districts created by the legislature heretofore, where there has been no special action against them, are revived, and occupy the same position they would have occupied had the decision of "The State against Powers" never been made. Among these, the district of the township of New London is probably an exception, since its case was decided directly by a court of last resort. This, of course, does no prevent that township again getting a special act through the legislature.

John Hancock, Com'r of Com. Sch.

## SCHOOL-BOOK TRUST.

The following is taken from the March number of the *Indiana School Journal:*

> "There is much being said nowadays about 'school-book trusts.' Some of the talk is wise, but most of it is otherwise. A great many people are doing a great deal of talking without understanding what they talk about. A 'trust' in its ordinary sense means a combination for the purpose of controlling *prices* of some commodity. In this sense there is no book-trust. The association of school-book publishers has to do solely with the *introduction* of books, but has nothing whatever to do with the *prices* of books. The articles of association expressly provide that each publisher shall be free to fix his own prices and his own discounts, and there be no restraint as to the number of books published.
>
> While the rule of the association will not allow one house to use its influence and its agents to put out the books of another house in the association, any school board is at liberty to examine books for itself, and can put out the books of any house and put in the books of any other house. Since the formation of the present book association, six years ago, the price of not a single school-book has been advanced, and on the contrary the prices of many books have been reduced.
>
> Owing to the fact that agents are not allowed to displace books, changes of books are much less frequent than formerly, and in this way the people have been specially favored. In no respect does this association interfere with the liberty of free choice of books, and in no case does it enhance the price of books; but on the other hand it in some ways is a positive benefit to the people.
>
> The *Journal* believes that too much money is spent in making some of our school books, and in some cases the prices are too high, but it insists that the so-called 'Book Trust' has nothing whatever to do with it."

This we believe to be a true statement of the case. We have read with some care the agreement entered into by the leading publishers, five or six years ago, about which so much has been said, and we find not a line nor a word which hinders any publisher from fixing his own prices.

There have been abuses in connection with the business of supplying the schools with text-books, which none are more desirous of having corrected than the publishers themselves; and it is altogether probable that publishers who are well established in business could afford to sell their goods at a smaller profit than they now receive. The same might be said of manufacturers of agricultural implements, sewing machines, type-writers, musical instruments, and many other things extensively sold and used. Open competition is the best regulator of all such things. That the State should engage in any branch of manufacture or merchandising, with a view to regulating and controlling prices, is too absurd to be seriously considered. A member of the present General Assembly of our State put one view of the case well when he said, "The State is not a success in a business way." Whatever may be done by legislation to secure and maintain free competition in an open market, is legitimate and proper; but the State cannot safely take the business into its own hands. All the schemes looking to that end are impracticable and mischievous.

There is one feature of the present agitation of the text-book question, on which we have a word to say. The perversions, misrepresentations, and slanders, to which some of the champions of state text-books seem to find it necessary to resort, are an unmitigated evil, worse than any of which they complain. A cause must be weak indeed which requires such support.

There lies before us a printed copy of a speech recently made in the lower branch of the Ohio Legislature, by one of the text-book reformers. We have not space to enumerate its exaggerations, misrepresentations, and groundless insinuations. Its general character may be inferred from a single sentence, which we quote, as follows:

"We have teachers of great reputation in this State who have managed to make a regular income, some of them larger than their salaries as teachers,by selling themselves to book rings."

This statement should either be substantiated or branded as a base calumny. If it is true, the teachers referred to should be exposed, and driven from the profession. If it is untrue, and we believe it is, its author should be branded and known as a slanderer.

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## AN EXAMINER'S EXPERIENCE.

At a recent county examination of candidates for teachers certificates, an attempt was made to test the ability of the applicants to read a short passage of plain English distinctly, so as to get and give the sense. Of a class of twenty-four young ladies, with an average age of twenty years, about one-sixth read well and gave readily, in the reader's own language, the sense of the passage read; while about a third more showed fair ability to read and give the sense. The remaining half of the class showed very little appreciation of the thought, some seeming scarcely to get an inkling of an idea.

The selection used was Horace Mann's Report to the Ohio Teachers' Association on "Intemperance, Profanity and Tobacco." The following passage seemed to be one of special difficulty, very few of the applicants being able to grasp at once the thought it contains:—

"It is no extravagance to say that the sum-total of prudence, of wisdom, of comfort, of exemplary conduct and of virtue, would have been, today, sevenfold what they are, throughout the world, but for the existence of intoxicating beverages among men; and that the sum-total of poverty, of wretchedness, of crime and of sorrow, would not be one-tenth part, to-day, what they now are, but for the same prolific, ever-flowing, overflowing fountain of evil."

The ease and grace with which some of the young ladies read a passage and reproduced the thought in their own language was very gratifying; the utter failure of others to give any semblance of the thought was correspondingly painful.

We have two ends in view in referring to this little piece of examination experience. The first is to suggest to examiners the value of some such test, in determining the qualifications of teachers. The ability to read, in the full sense—that is, the ability to *get* and *give* the sense of a piece of good plain English composition—is an essential factor in the make-up of a teacher. To hear an applicant read and, perhaps, answer questions about articulation, emphasis, inflection, etc., is not a sufficient test. One may articulate well and pronounce words fluently, without being a good reader. If it is desired to go to the heart of the matter at once, let each applicant, separately, read a carefully selected passage of good English, and then give the sense in his own words. To those who use this test for the first time the results are apt to be disappointing.

But we wish, also, to make this the occasion for repeating some things we have said before, in another direction. It should be the chief concern of every common school teacher to teach his pupils to read. Reading is by far the most important branch taught in common schools. It is the chief corner stone in the foundation of a good education. There is no doubt that the failure of many students in high schools and colleges to make satisfactory progress in their studies could be traced to their defective instruction and training in reading. Rightly taught, reading involves more of development and discipline of the powers than any other single branch of the school curriculum; and it should hold the first and chief place in every grade of public schools. Even in the high school, it would be greatly to the advantage of a large majority of pupils, if from one-fourth to one-third of the time, throughout the course, were spent in the reading and study of good English. This is not hyperbole: it is a deliberate judgment, the result of life long experience and observation.

It is not elocutionary effect for which we plead, nor voice culture—though each is desirable in its place. The thing most to be desired is the ability to *see* completely and correctly what was in the mind of the writer, as the eye follows his words on the printed page—the ability to think and feel with the author. It is no mean attainment. It is, of itself, a good education. In this view it is clear that, to make progress in reading, one must advance in intelligence; and the question, how to teach reading well, involves the question of developing, informing and disciplining the mind. All other studies are, in some measure, auxiliary to reading, inasmuch as they tend to increase the intelligence. Whatever increases the mental grasp of the pupil tends to the improvement of his reading.

There is little danger of laying too much stress upon this matter.

## LETTER WRITING.

A friend, in a recent letter, suggests several good ideas in regard to letter-writing, and then says, "Ah! I have it! Would it not be a good thing for you to elaborate this topic in the MONTHLY?" The strange thing is that shortly before I heard from my friend I had been turning over in my mind the two subjects, "Cheerfulness in the Schoolroom" and "Letter-Writing"; and in deciding upon the former had only put the latter aside for another time.

To study the general subject, "Letters," would be very fascinating; but with only a glance at some letters that have greatly interested us, we must restrict ourselves more particularly to the subject in its connection with the schools. All great authors have not had the same gift, or the art of letter-writing in the same perfection. The charm of naturalness is wanting in many letters. It is said that Pope's letters were prepared with a view to their publication.

Such letters will be like show windows,—striking, but always giving the impression of having been prepared for effect. But I have not read Pope's letters, so I must proceed to those that I have read.

Cicero's letters always interest, and that is a quality never to be underrated. This winter I have not been reading them in the original, but in the intensely interesting articles connected with his life and the times in which he lived, which have appeared in the *Atlantic Monthly*.

I do not agree with those who would put Charles Dickens in a list of good letter-writers. Of course, he may have written a bright letter once in a while, but nearly all his genius for composition went into his stories and novels. At least, I have never been able to read his letters for an hour or so without fatigue. The letters of Thackeray are entirely different. Even his notes have a grace about them that is almost incomparable. If he accepts an invitation to spend an evening with a friend, he does it in such a way that I think his friend must feel glad that he has been invited, even before he comes. Lovers of good letters must have been thankful for the necessity that had at least its weight in inducing a friend to sell to the publishers of *Scribner's Magazine* so many of Thackeray's letters that had been so long withheld from the public.

Charles Lamb's letters have a delicious humor about them which makes us very thankful that he did not live in so busy a decade as ours,—that all which is most characteristic of the writer did not have to be crushed out in the business style of correspondence which makes such letters, when sent from one friend to another, appear very much like the foot of the Chinese woman, cramped until all the beauty and symmetry are destroyed.

George Eliot's letters, while they have not the sparkling wit of Thackeray's, sometimes running into rollicking fun, nor the quaint charm which gives to Lamb's letters a flavor which we nearly always recognize, show earnest thought and deep affection. They give us an insight into her reading, into her daily life, into her keen appreciation of the beauties of art and nature during her various travels, into her manner of working at her own high art; they impress us so deeply with her earnest conscientiousness about all her writings, that we cannot be too grateful to the hand that, with the delicate, gentlemanly way in which he edited her letters, made her life appear so clearly outlined to those indebted to her for much enjoyment, much inspiration. I have very honestly told you the letters that I like best, for, although I have read all the letters of Emerson, as given in Cabot's "Memoir of Emerson," because, admiring his poetry and essays, and reverencing the life so in keeping with the best he has ever written, I could not leave anything untouched that had come from his pen, I can but feel that he was not at his best in his letters.

Have I let my delight in these letters carry me on until the charge can be made that I am not giving you something practical? If I have, I do not intend to apologize, for two reasons:—one, that if I think very earnestly about any subject it burns within me until I speak or write about it, and if I write for the MONTHLY every month I can't find much time for writing for other journals; the other, that I want teachers to be interested in these letters, that they may read them for the sake of improving their own style, and that they may read some of them to their pupils, if they have pupils of an age sufficiently advanced to be led,—perhaps it may be very gradually,—to appreciate them. You know it has been said that we catch manners from those around us, somewhat as we catch contagious diseases. We certainly catch conversational forms in much the same manner; and good letters may impart some of their own spirit to their readers.

More attention is paid to the subject of letter-writing, particularly in good high schools, than was formerly paid. I infer this from the fact that the majority of pupils from these schools can write better letters at graduation than three-fourths of all the teachers who have not had such preparation. I have an excellent opportunity to judge of the letter-writing abilities of high school graduates; for no work I have ever done in the line of mental training has been a richer investment than the instruction given in letter-writing. Some of my pupils have been among my correspondents for some time, but I have received letters from many others whom I do not number among my correspondents. It is a rare thing for my pupils to go away to school or college without writing me a letter expressing gratitude so kindly that I feel, "Oh! If I could have been more useful still!" and telling me of new surroundings, new studies, and new teachers, in such a way that I seem almost to see what is described.

I may be wrong, but it seems to me that not enough is done in this line in the ungraded schools, in the graded schools below the high school, and in the colleges. Of course, I do not mean that the high school is perfect in its work,—far from it—I have improvements to suggest there. The ungraded schools frequently fail in teaching even the correct forms of address and of subscription. We know this from the fact that pupils come from those schools well prepared in arithmetic, fairly prepared in the other common school branches, showing a good deal of general intelligence (you see I have in mind the best pupils from these schools), but without the ability to write a correct letter.

It makes me impatient when I think how much time is spent in the grammar grades of some of our city schools in parsing and analysis, and yet know that pupils often leave these schools without any practical knowledge of letter-writing. It is wrong; the enemies of our schools who have found this out, have certainly touched a weak spot that needs strengthening. Of course, I know that there are many good schools in Ohio where these things are not neglected; but I also know how many fall short in this matter. And why do I make the assertion in regard to colleges? Because many college graduates do not write good letters. One pities an intelligent friend whose handwriting has the appearance of one trying to learn to write,—one taking pains. Indeed, most of us would prefer a really bad handwriting if it were only legible. In the same way, one must either write letters until he writes them without effort, or he must acquire the skill to disguise his effort. It may be that the colleges take it for granted that this work is done elsewhere and, therefore, give it no attention. However it may be, cases are not rare, like one I have in mind at the present time. Several years ago, when two boys came under my care in what we call our "C Class," the second year of high school work, they were unequal in English composition and letter-writing; X, who had greater advantages at home, being superior to Y. X was in every respect one of the best scholars in the class. In the beginning of the next school year, the family of X removed to another city, and he entered college. I ought to say that part of his work was in the preparatory department and part in the Freshman class. Towards the close of the second year of his absence, I saw several letters that he wrote to members of his old class, and was struck with the fact that they were not nearly up to the average letter of the class in which he had formerly been a leader.

Pupils should not merely receive instruction in regard to writing business letters, but they should be exercised therein. The care to be taken in the address should be emphasized. Time is also an important factor in business affairs, and no unnecessary delay should be occasioned by want of care in this respect. While pupils are taught that no unnecessary words should be used in business letters,—the reason for this is easily shown,—the fact must be emphasized that everything necessary for clearness should be written. I found many pupils in a class of mine this year sacrificing clearness to brevity. I asked the members of this class some time in December to write a letter sending a subscription to some literary magazine. It was in ordering the *Century* that the greatest number of mistakes occurred. A great deal of interest was shown in the class work when these various letters were criticised. This work can be done in the grammar grades. Let the teacher suggest the circumstances giving rise to the writing of the letter; and then when the pupils have written the letters commend all that are specially worthy of it, and point out at the blackboard the errors that are common. To give exercise in condensation, one superintendent told me that he had his pupils practice the writing of telegrams. We afterwards tried this in our school with a great deal of interest.

Proper forms of invitation, of regret, or of acceptance, are legitimate subjects for consideration in the schools. Not a great deal of time need be taken, but let your pupils have some drill in this style of writing, and then let them feel perfectly free to ask your advice whenever they are in doubt as to any points where the courtesies of life demand the writing of such notes. These do not seem to me matters of little moment. A lack of knowledge of the proper form may make one feel very awkward; and a consciousness of awkwardness often causes unhappiness. Besides this, whether justly or unjustly, one's degree of refinement and cultivation is often judged by his notes and letters.

Nor must we neglect to give our pupils practice in writing letters of friendship. The fact that the letter is to be criticised, may stand somewhat in the way of its spontaneity, one of its best qualities. But I think the younger pupils can almost be beguiled into forgetting the criticism; and with the older pupils, such a pleasant relation can be established, so much confidence is felt in the judgment of the teacher, that it is sought rather than shunned.

Don't be severe upon anything except writing for effect. A little ridicule of that (not making public the name of the one who has offended) is wholesome. A good letter is never a learned treatise or a formal essay. It must be something like the best type of conversation, and as conversation is allowed to glance from one subject to another, as the association of ideas suggests, so in a friendly letter one is not limited to one topic as in an essay. My friend suggests, in the letter to which I alluded in the beginning of this article, that the pupils should be allowed to write voluntary letters to the teacher or to other pupils. I would add that a letter to a relative or friend absent from home might be corrected by the teacher and allowed to take the place of some other work in English. It is not a good plan to have the letters always written to imaginary persons, or dated at some future time. It takes away the air of reality. It precludes that which we want to foster at an early period in the child's life,—an interest in the topics of the time and an ability to express his thoughts in regard to them. There is much more to be said on this subject, but remembering that our editor said in his last issue that he had many good things waiting for space in the MONTHLY, I feel almost ashamed of having said so much now.

Knowing the pleasure and the inspiration that come to me in letters from my friends,—friends that are generous enough to send me sparkling wit and kindling thought, instead of keeping it all for the press, or the platform, I should like many others to have the same blessing.

MARGARET W. SUTHERLAND.

### O. T. R. C.

EDITOR MONTHLY.—Please to acknowledge through the MONTHLY the receipt of the following sums for Reading Circle fees since my report of February 20th, 1889.

| | | |
|---|---|---|
| Feb. 28. | —W. B. Carter, Lake, Stark Co | $1 00 |
| Mar. 11. | —Clarence M. Smith, Lucasville, Scioto Co | 1.00 |
| " 22. | —W. C. Wilson, Bellbrook, Greene Co | 5.25 |
| | Total | $7.25 |

*Massillon, O, March* 22, 1889. E. A. JONES, Treas. O. T. R. C.

## EDUCATIONAL INTELLIGENCE.

—The Eaton High School graduates a class of seven four boys and three girls.

—Institute committees can be put in communication with good instructors by writing to the editor of this journal.

—The Warren High School closed the winter term very pleasantly with a declamation prize contest, on Friday evening, March 22.

—Two new Webster's Unabridged Dictionaries have been offered, by Executive Committee of the Perry Co. Institute, for the best speller and best pronouncer.

—The Uniontown High School held its first graduating exercises March 22. Two boys received diplomas. Dr. J. J. Burns delivered an address. W. B. Carter is principal of the schools.

—The Beacon Publishing Company, of this city, is well prepared to do all kinds of school printing, such as diplomas, promotion certificates, etc., etc. Our readers will find them reliable and accommodating.

—The fourth bi-monthly meeting of the Logan County Teachers' Association was held at Huntsville, March 30. A good program was provided. H. L. Frank, of West Liberty, is chairman of the Executive Committee.

—The teachers of Ross, Fayette and Highland counties held a meeting at Greenfield, March 22 and 23. There was an excellent program, containing the names of Commissioner Hancock, Alston Ellis, D. S. Ferguson, J. D. Shoop, E. S. Cox, N. H. Chaney, and others.

—The Preble County Teachers' Institute will be held the last week of August, with W. G. Williams and Margaret Sutherland as instructors. If the teachers of the county generally wish it, the week before will be given to institute work also, with the examiners and other home talent to instruct.

—The South-Western Ohio Teachers' Association holds its spring meeting at Batavia, Ohio. Dr. Hancock, A. B Johnson, Alston Ellis, Alex. Sands, Albaugh, of Albaugh Bill fame, J. P. Cummins and E. P. Vaughan are on the program. The meeting will be held April 25. J. P. Sharkey is President and C. S. Fay is Corresponding Secretary.

—THE WEEK'S CURRENT for March 25, April 1 and April 8, is largely devoted to an admirable collection of material for Centennial Exercises of April 30: containing much more and better matter than any similar collection. The three issues will be sent for ten cents in stamps. Five copies of each issue, 30 cents. Send at once to E. O. Vaile, Oak Park (Chicago), Ill.

—An Industrial Exposition of unusual interest is to be held at Atlanta next Autumn. It is designed to exhibit the industrial progress of the colored race in the last 25 years, and it is to be open to the colored people in all parts of the world. The products of colored labor and skill will be displayed, and it is intimated that there are already indications of a very creditable display.

—The teachers of the Ohio Valley will assemble at Martin's Ferry, April 5. in three meetings: Primary, Grammar and High School. In each gathering no formal program will be followed, but simply an open discussion of methods will be the order. The morning hours will be spent in visiting the School Industrial Exposition which will be open then. The Superintendents' Round Table will meet in the same place on the evening of that day. E. E. S.

—The Wayne-Ashland-Medina Tri-County Teachers' Association held a profitable meeting at Orrville, March 8 and 9. The evening lecture, "Dreams and Day-Dreamers," by Rev. E. H. Votaw, was highly entertaining. The inaugural of Pres't J. L. Wright, "Some Essentials in Teaching Geography" by D. F. Mock, Sebastian Thomas's "Education and Common Sense," and Miss Shamp's "Social Duties of the Teacher," were all praiseworthy.

—Perry County seems to be alive to educational interests. There is a well-organized county association which meets bi-monthly, the last meeting being at Junction City. Papers of special interest were presented by M. W. Wolf and John M. Dennison, which were discussed by J. T. Thomas, W. M. Wikoff, Ida Hitchcock, and others. The schools of the county are generally in good condition, several of the townships being under township supervision. The graded schools of New Lexington, Corning, Thornville and New Straitsville are especially worthy of mention. W.

—The Eastern Ohio and Western Pennsylvania Superintendents' and Principals' Round Table held the fifth meeting at New Castle, Pa., Friday evening and Saturday, March 29 and 30, L. W. Day, of Cleveland, presiding. The following is the program:

"The Superintendent." Discussion opened by SUPT. TREUDLEY, of Youngstown.

Report of Superintendents upon Spelling Tests.

Conference upon "The Teachers Meeting."

"Normal Schools as Educational Factors," Opened by SUPT. KINSLEY.

"Industrial Education."

Question Box.

"Work for Pupils at Home," led by PRIN. J. A. LEONARD.

"Examinations."

"Mission of the High School."

—CURRENT EVENTS. Do you wish to make a trial of having your school study them ? For this purpose THE WEEK'S CURRENT is making a special trial offer of 20 copies to any one name for any ten weeks of the present school term for only $2.00 The cash must acompany the order. This a rare opportunity. If you want to take advantage of it order at once from E. O. Vaile, Oak Park, Chicago, Ill.

—GUERNSEY COUNTY.—Among the most delightful experiences of a teacher's life are the opportunities afforded for acquaintanceship and the interchange of ideas. It was my privilege to spend Friday afternoon, Feb. 22, with the teachers of Cambridge, and Saturday following with those of Guernsey County, at Senecaville. We found everything alive and moving. Cambridge has shaken off the dust, and is making substantial progress. Her electric lights, abundance of natural gas, boundless supplies of coal, and the cordiality of her citizens, impresses the fact that Cambridge is a "booming" town· "Hotel Berwick" would be a credit to any city. But with her material progress she has not forgotten her schools. The new building in the east end is a model in its arrangements for the health and comfort of teachers and pupils, while the new office in the old building, with its Brussells carpet and growing library, is in marked contrast with the dingy old office on the second floor.

All of these things must exercise a wholesome influence upon teachers and pupils; in fact, they bespeak a board of education that will have none but the best. From superintendent up to first primary teacher, Cambridge has as sound a corps of teachers as any city need ask. Not only are they working for the good of the schools of their own city, but they are contributing to the success of the country schools as well. An indication of the general interest may be seen in the fact that the C. & M. R. R. sent an engine and car to bring the Cambridge teachers back from the Senecaville meeting. Guernsey County is alive in educational matters. With Superintendent Corson at the head of the public schools, and Prof. John McBurney in charge of the "*Ohio Teacher*," things *must move* and they do move. X. Y. Z.

—The Southern Ohio Teachers' Association held a meeting at Portsmouth, Feb. 22 and 23. After music and prayer, Supt. E. S. Cox, of Chillicothe, was called to the chair, and W. S. Lanthorn, of Lawrence County, was chosen Secretary.

After referring in a touching way to the death of Commissioner Tappan, the president introduced his successor, Dr. John Hancock, who gave a brief history of the Ohio school system, referring particularly to the excellent supervision of our city schools and the lack of supervision in the country schools. He discussed the relative merits of county and township supervision, refuted the fallacy that county superintendency is necessarily inefficient, and said that both county and township supervision would be most effective. He maintained that united effort on the part of the teachers would secure the much needed supervision of all the schools.

M. F. Andrew, of Piketon, presented a paper in which he discussed the question, "Are We Educating?" holding that we are "filling up" the minds of our pupils rather than educating them. He condemned the present system of examining and certificating teachers—especially the feature of persons without experience in teaching serving on examining boards, and advocated the teaching of drawing and the better teaching of reading in all the schools.

The discussion was continued by Messrs. Ball, Kinnison, Wallace, Dodds, Janney, Vickers, and Dr. Hancock.

After singing America, the Association adjourned to meet again in the evening.

At the evening session, Dr. Thomas Vickers, delivered an address on "High School Education." The audience was further entertained with several recitations and music by high-school pupils.

Saturday's session was opened with prayer. C. H. Stetson, of Ironton, read a paper on "Civics in Common Schools," which was discussed by Supt. H. B. Scott, of Ashland, Ky., Rev. — Work, Dr. Reader, Mr. Connell and others.

Supt. J. W. Jones, of Manchester, read a paper entitled, "Thoughts for Young Teachers." Prof. Lowes, Aaron Grady, H. B. Scott, Mr. Ball, Mr. Douglas, and M. F. Andrew followed in the discussion.

A resolution favoring county supervision, reported by a committee appointed for that purpose, was adopted by the Association.

J. E. Kinnison, of Jackson, read a paper on "Patrotism in the Public Schools."

The report of the committee on nominations was read by the secretary and adopted, as follows:

*Pres.*, E. S. Cox; *Vice Pres.*, R. Janney, M. F. Andrew, C. H. Stetson, E. J. Jones, J. W. Jones, W. A. Connell; *Recording Sec.*, Miss Emily Ball; *Cor. Sec.*, J. E. Kinnison; *Treas.*, Miss Rebecca J. Hutt; *Ex. Com*, Dr. Thos. Vickers, R. S. Page, J. E. Kinnison.

Excellent music was furnished by Portsmouth teachers and pupils of the High School. After singing "Auld Lang Syne," the Association adjourned to meet at the call of the executive committee. W. S. LANTHORN, Sec.

## PERSONAL.

—Dr. S. J. Kirkwood, of Wooster University, has gone to Europe, where he expects to spend the summer.

—G. P. Coler, an Ohio teacher, for past two or three years at Johns Hopkins University, is now at Leipsic, Germany.

—F. G. Shuey, of Elderado, is just closing one of the most successful years in the history of the schools of that village.

—W. M. Wikoff, superintendent schools at Thornville, has been appointed superintendent of schools for Thorn township.

—P. C. Zemer, Principal of the Ansonia schools, has recently been appointed a member of the Board of School Examiners for Darke county.

—M. W. Wolf, one of the Perry county examiners, has resigned his position as teacher at Dicksonton, to accept a position as book-keeper with a firm at Zanesville.

—W. V. Rood, principal of the Akron High School, has been granted temporary leave of absence, on account of serious illness. He expects to spend some weeks at Marietta, Georgia.

—J. A. Shawan, of Mt. Vernon, delivered an address before the Guernsey County Teachers' Association, at the February meeting. "Excellent" is the adjective used by our correspondent.

—W. H. Morton, agent for VanAntwerp, Bragg & Co., has met with a sore affliction in the death of his daughter, Mary Belle, fifteen years of age. She died Feb. 21, at the home of her parents, near Cincinnati.

—H. C. Minnich, of Delaware, Ohio, was recently elected superintendent of the schools at Hutchinson, Kansas, at a salary of $1,500. Thus the bright boys of Ohio leave us. Mr. Minnich assumed his duties March 11th. H.

—Mr. Henry A. Ford, of No. 393 Second Avenue, Detroit, Mich., desires us to announce that his wife, Mrs. Kate B. Ford, well known in parts of this State as a successful institute worker, is at present totally disabled by ill health, and will be unable to accept engagements for this year. He will be glad, however, to receive invitations to similar service in Ohio. Mr. Ford has been an institute conductor and lecturer for twenty-two years, was formerly editor of the *Michigan Teacher* and the *Northern Indiana Teacher*, and resided for a time in Cleveland, engaged in literary and educational labors.

—H. B. Parsons, for a number of years principal of the Zanesville Business College, has removed that institution to Columbus, Ohio, where it is his purpose to entend the curriculum until it shall include the mechanical arts, engraving, wood carving, architectural work, designing, modeling and also crayon, painting in oil and water colors, in short, until the institution shall become a thoroughly equipped training school for both young men and young women. Prof. Parsons is strongly endorsed by Zanesville people as a man of good christian character and a very capable and successful educator.

## BOOKS.

*The Government of the People of the United States.* By Francis N. Thorpe, Ph.D., Professor of History and Political Science in the Philadelphia Manual Training School, and Lecturer on Civil Government in the University of Pennsylvania. Price, 90 cents. Published by Eldredge & Bro., Philadelphia, Pa.

This is a very neat and substantial volume of 300 pages. It traces the roots of our free institutions back in British soil, and follows and describes the transplanting, the cultivation and growth in the fresh western soil, until the great tree of liberty, with its blossoms and fruitage of human rights, stands out in beauty and grandeur. It is more philosophical, and more completely a history of the development and growth of our government, than most of the text-books and manuals on the subject. We heartily commend it to our readers.

The eighth and ninth volumes of *Alden's Manifold Cyclopedia* more than sustain the very favorable opinion we have expressed of preceding volumes. The titles of volume VIII are from Ceylon to Club-foot, and those of Vol. IX from Club-rush to Cosmogony. Each volume has over 600 pages. Turn where you will, and you find concise, accurate and valuable information. It is an unabridged dictionary and a storehouse of information on almost every conceivable topic—science, art, history, theology, geography, biography, etc., etc. Turning to the title "Constitution," we find the Constitution of the United States in full, including the preamble and all the amendments. The more we see of the work the more we are pleased with it. Any of our readers can see a sample volume by sending 60 cents to John B. Alden, 393 Pearl St., New York, and money will be refunded if volume is returned.

*Elements of Analytical Geometry.* By A. S. Hardy, Ph. D., Professor of Mathematics in Dartmouth College Boston: Ginn & Co. 1889.

This work is designed for beginners pursuing an ordinary mathematical course in college. Particular attention is given to those points which experience has shown to be the chief sources of difficulty to the young student. He is led to see that the subject-matter of investigation is not essentially different from that which engaged his thoughts in his previous study of geometry; that which is fundamentally new is the method. The typography, paper and binding are excellent.

*Shall We Teach Geology?* A Discussion of the Proper Place of Geology in Modern Education, by Dr. Alexander Winchell, takes a broader sweep than the title implies, covering the whole ground of controversy between the sciences and the classics. The book has special interest to all interested in watching the tendencies of modern education, as well as to teachers. (Published by S. C Griggs & Co., Chicago).

*Outlines of Lessons in Botany.* For the Use of Teachers, or Mothers Studying with their Children. By Jane H. Newell. Published by Ginn and Co., Boston.

The lessons outlined are suitable for children twelve years old and upwards. The book is not designed to be put into the hands of children, but to furnish suggestive help to teachers and mothers in training children to observe and tell what they see. It is finely illustrated.

*The First Three Years of Childhood,* by Bernard Perez, is a critical study of the dawning of intelligence in the child and its development and growth for three years. It is not a mere biographical sketch, but a faithful record of wide observation of infant ways. The domain of infant life, in all its phases, has a peculiar interest for the educator as well as the psychologist; and the eminent qualifications and excellent opportunities of M. Perez for making observations give value to this work. The price ($1.50), will prevent an extensive sale. It ought to afford a good margin of profit at 75 cents. (Published by C. W. Bardeen, Syracuse, N. Y.)

*An Introduction to the Poetry of Robert Browning.* By William John Alexander, Ph.D. Boston: Ginn & Co. 1889.

This is not a mere description but a study of Browning. It consists largely of extracts, with critical analyses and discriminating comment, whereby the student is led to an understanding and appreciation, and to profitable study, of the works of a poet confessedly, at first, dry and uninteresting. The student gets far off views,—he realizes something of eternal verities. It is a study that sets one's soul aglow.

*The Sixth Natural History Reader,* by Rev. J G. Wood, is the last volume of an admirable series, published by the Boston School Supply Company. Starting with simple facts about the most familiar of the animal creation, the young reader is led on by degrees to understand the necessity for classification and the principles on which it is based.

*A Healthy Body* is the title of an elementary text-book on Anatomy, Physiology and Hygiene, published by John C. Buckbee & Co., of Chicago. The author is Charles H. Stowell, M. D. It seems to be characterized by accuracy, clearness and simplicity of statement. We have not seen a better treatment of the subjects of alcohol and narcotics in any text-book.

*Elementary Chemical Technics*, by George N. Cross, Principal of the Robinson Female Seminary, is designed as a handbook of manipulation and experimentation for teachers of limited experience and schools with limited appliances. Published by the Eastern Educational Bureau, Boston. The price ($1.25) is exorbitant.

*American History Stories*, by Mara L Pratt, M. D., 2 volumes. Educational Publishing Co., Boston and New York. Admirable in conception and general plan. The style is rather stiff and strained, as though the author labored (rather unsuccessfully) to get down to the level of the reader. Nevertheless, the book is to be commended, and deserves a place among the good books for young people.

*Simple Experiments for the School-room*, by John F. Woodhull, is designed to introduce young pupils to a knowledge of elementary science by experimental methods, and arouse in them a spirit of inquiry. Most of the experiments are inexpensive and easily performed. Teachers will find this little book suggestive and helpful. E. L. Kellogg & Co., New York and Chicago.

One of the very best books of memory gems is Charles Northend's *Choice Selections*, published by D. Appleton & Co., New York. It contains about 600 extracts from more than 200 authors, varying in length from a line to a page, and every selection is a gem.

*Shinn's Commercial Speller:* A Practical, Complete and Concise Treatise on Orthography and Pronunciation. By W. L. Shinn, published by J. R. Holcomb & Co., Cleveland, Ohio.

Confessions d'un Ouvrier. Par Emile Souvestre. Edited by O. B. Super, Ph. D., Professor of Modern Languages in Dickinson College. Paper cover. Boston: D. C. Heath & Co.

*Cooking and Sewing Songs and Recitations*, for Industrial and Mission Schools. Edited by Mrs. J. B. Romer. New York: J. W. Schermerhorn & Co.

100 *Choice Pieces* for Reading and Speaking: Pathetic, Tragic, Humorous, Narrative, etc., etc. By Frank H. Fenno. No's 5 and 6. 25 cents each. Philadelphia: John E. Potter & Co. Paper cover.

*Jeanne d'Arc.* By A. de Lamartine. Edited with notes and a vocabulary by Albert Barrere. Boston: D. C. Heath & Co. Paper cover.

100 *Lessons in English Composition.* By W. H. Huston, M. A. Paper cover. 25 cents. Boston: New England Publishing Co.

Teacher's Handbook of Arithmetic by G. C. Shutts, of the Whitewater Normal School, Wisconsin, contains helpful suggestions for teaching arithmetic, throughout a nine years' course. Ginn & Co., Boston.

The Teachers' Publishing Company, of New York, are issuing a variety of teachers' helps in paper. Among these are *Suggestive Opening Exercises for Schools; Suggestive Questions in Arithmetic*, for all grades; and *Suggestive Questions in Geography*—all prepared by W. M. Giffin, Principal of the Lawrence Street School, Newark, N. J.

*Story Cards for Primary Classes* is a package of 20 cards, each 5x8 inches. On one side of each is a pretty picture and a story, and on the other side ten words in both script and print for a spelling lesson. Published by Eastern Educational Bureau, 50 Broomfield Street, Boston. 25 cents.

—THE—

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, . . . . . . . . . . . . . . . . Editor.

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# "THE ONE THING NEEDFUL"—A NATIONAL UNIVERSITY.

BY ALBERT HAUPERT.

"*The main hindrance to literary and scientific progress in the United States, is the want of a great central university.*" In this manner did Dr. Dollinger, one of the ablest scholars and theologians in Europe, recently speak before the Munich Academy of Science. I was so struck by the remark that many thoughts about the matter have been awakened by it. The Doctor thus, not only furnished me with a text, but inspired an entire discourse.

The teacher, who happens to be the main reader of the *Ohio Educational Monthly*, may be at a loss to see in what manner the subject has a direct bearing on him and his work. Although this bearing must be seen later, yet it seems to me that a teacher has a feeble grasp of the idea of education, if he does not interest himself in anything beyond his own schoolroom. The trouble with him is simply that he does not look back at the starting point of those boys and girls under his care, nor at their destination. A parallel case may be found in the engineer who surveys the road-bed for a great railway without keeping in view the point from which he started, and the one at which his survey is to end. And, indeed, our educational system may justly be compared to one of our great trans-continental trunk lines, of which our common schools are a great essential *division*; not a *line* in themselves. So are our various higher institutions of learning a great essential division; not a line in themselves, as some would be pleased to look at the matter. This unity is the very idea underlying the subject.

/ The main weakness of our educational system, as a whole, is its fragmentary, disconnected character. Just herein, then, is the main necessity for establishing a great central national university to be found. Such an institution would at once become the most powerful factor for unity in the entire system, and form the great center for all educational aims and movements. This is what we pre-eminently need at present,—unity in the whole structure, from the humblest schoolroom in the country to the most celebrated university class room—consistency, unity. /

This weakness is apparent to all who will simply look at the matter as it is. The high school is much resolved upon living a life of educational celibacy, which is still more the case with the college. As a result, there is a gap between them, and close union is impossible. In short, the end of one and the beginning of the other is so shaped that they fail to fit each other. In some studies, they far overreach each other; in others, they are far from reaching, as for instance, Latin and Greek. The college, therefore, does not build directly on the firm foundation which should be laid by the common school, but more to the side of it. A young man's completed education is not so much the result of that steady, continual growth, as here in Germany. The higher schools often tear down what is built up by the lower schools; the latter shape their pupils in such a manner as to be unable to enter the college doors, having a mythic parallel in the ancient wooden horse of Troy. We will not stop here to blame one or the other, by saying that the Greeks made their jointless horse too large for the Trojan gates, or that the Trojans made their gates too small for the Grecian steed. At all events, one thing is clearly beyond doubt, — that the horse and gates did not fit each other very well. The same is true in regard to the matter in hand.

However, there is a remedy for this, just as positively as the German school system is not crippled by this weakness. A person is not liable to become so painfully aware of the disconnected character of our schools in their entirety until he spends some time here in Germany, where the educational, as well as the military system, is the most complete in the world. What is its distinguishing characteristic? *Thoroughness.* How secured? Through *con-*

*sistency* in the entire course, from the time a child enters the common schools (Volks—or Gemeindeschule), until he leaves the college (Gymnasium), ready to enter the university. None of our breaks in passing from lower to higher grades. The growth is steady, the movement forward. The student does not share the drunken man's anxiety about the *width* of the road. The *Gemeindeschule*, *Gymnasium*, and *Universitat* are simply divisions of one extended complete course, just as the New York, Harrisburg, Altoona and Pittsburgh divisions form the great Pennsylvania Railroad. But it does, by no means, imply that several rails must be missing between these divisions, as with us. There is no occasion for surprise, then, that many high school graduates are wrecked right here. The simple inevitable. Many a young man and woman would be in college to-day, if it were not for these missing rails; if they could pass from one to the other without interruption.

Hear what Prof. Lord, of Dartmouth College, says about unity in German schools: "It is impossible that teachers of different grades should be ignorant of the methods and principles that guide each other. *They are all members of one body and work in a common plan.*" In this union lies the strength and superiority of German education.

However, since I am here, I am strongly inclined to think that the general American idea about German schools is an over-estimation rather than an under-estimation. Taking our various schools by themselves, there is sufficient evidence to think that we have better facilities for educational work; that we do more practically in bringing out (educating) the pupil's mind; that there is a stronger popular feeling as the living soul of our schools, and more consultation among workers through institutes and the press. Education in the United States has also a glaring *strong* side. What we need yet, is to secure the great excellence of German education, and we will be in a position to challenge the world. Our *divisions* are probably stronger than the German; but we are loose in the *joints*, like the immortal Ichabod Crane, whom our dear Irving describes as having "a frame loosely hung together." Our mission now is, not so much to gather and polish bones, as to put together what we have gathered and polished, so that the long withheld verdict must be, "fearfully and wonderfully made."

This, then, not only should be, but actually is, the great question before us. If I am not mistaken, the gap between the lower and higher schools was a subject of lively discussion at the last meeting of the *Ohio Teachers' Association*. As stated before, there is a remedy, and it must be applied through earnest co-operation on the part of all. The matter will not be much improved as long as public school and college will place themselves on opposite sides of this chasm and try to shove the blame over on the other. That kind of self-righteousness is the avowed enemy of improvement. The two goats on the narrow ravine passage, head against head, is a sad spectacle. Brotherly hands must be joined in reforming the entire system to such an extent, that out of fragments will emanate a complete, united, consistent system, the like of which can be seen only in Germany. Genuine reformation is the best kind of criticism.

/ Before concluding this part of the subject, I would only emphasize the statement that a great central university would be the most potent general factor for harmonizing the various eccentric movements in our schools, and then we would have removed the reproach which Dr. Dollinger has so justly cast upon us. What have we as a nation to compare with the University of Berlin, Oxford or Vienna? We could secure a combination of talent which would become the pride of the nation, and rival the greatest seats of learning in Europe. Then so many American students would not be compelled to go to Europe, because they are not satisfied with the attainments of the average student at home. This institution is bound to come into existence sooner or later, and I am surprised that our government, whose generous heart is so ready to respond to the welfare of the people, has not taken steps with regard to the matter. Probably the question has never been urged or brought to its notice. It is worthy of the teacher's consideration, to be brought before the people and to our national throne of grace. "Let us be up and doing," is the practical point of what I have said. Yes, it would be gratifying indeed, if the teachers of the old Buckeye State, who, as a class are in the front rank, would inaugurate a movement to culminate finally in this "great central university." Then our educational system, like the great solar system, would have a sun and a center of gravity, around which all the planets and their satellites would revolve in unity and unbroken harmony. /

### THE UNIVERSITY OF BERLIN.

In order that the reader may gain some insight into the character and influence of a great central university, I will append a short sketch of the University of Berlin.

"The University of Berlin is the largest in the world, and should by all means be visited by an American student. Provision is made for all departments of human knowledge and art. There is nowhere such a combination of talent and learning, educational institutions and advantages as in the metropolis of the German Empire." With these words Dr. Philip Schaff, of Union Theological Seminary, introduced the subject in the New York *Independent.* It is a university in every sense of that term, a grand temple of learning, not only of Germany, but of the world.

Contrary to what a person might think, this is actually the youngest university in Germany, Heidleberg being old enough to be Berlin's great grandfather, or great grandmother, if the feminine gender suits the reader better. As the year of its auspicious birth, it can point back no further than 1809, a date which also marks the time of Prussia's deepest political depression. This institution at once became a most powerful factor in preparing the people for the repulsion of Napoleon's despotism; and in all the renowned subsequent struggles of Prussia, its influence was felt only with increased power. Thus the country and the school have advanced arm in arm, until they now hold commanding positions in the political and educational world. It must not be thought for a moment that this was a school where political schemes were hatched and scientifically executed, or as the Germans would express it, *Politik treiben.* It kept itself strictly in the educational sphere, but the influence which it exerted in this sphere was so powerful that it reached over into the political as well as every other sphere of life.

The building in which this seat of learning has taken up its abode was formerly a royal palace, until some good spirit tapped Frederick the Third on the shoulder, whispering into his ear that he should set it apart for its present purpose. Its location is in the most important and attractive part of the city, on the famous street, "Unter den Linden." Directly opposite are the Emperor's Palace and the Royal Library in the same building; and when a person looks over at the northeast corner window of the Palace, he still seems to see the aged Emperor William smiling and nodding to those who happened to pass by. Between the two buildings, in the middle of the wide street, rises the gigantic equestrian statue of Frederick the Great, to a height of forty-five feet, where the Emperor reviews the great military parades. The beauty of the place will suggest itself by the fact that a person can count over one hundred and fifty statues in the near vicinity, some of them in fine groups. Fourteen of these gracefully line the top of the university building. The two brothers, William and Alexander Humboldt, sit at the main gate, in the form of large marble statues. The length of the building is five hundred feet, two large wings project-ing toward the street at each end, leaving a square between, open towards the street, where the students enjoy a promenade between class hours. Its size and appearance will at once arouse the stranger's curiosity. The surroundings are very quiet, although in the very heart of a great city. The six symmetrical Corinthian pillars which adorn the main entrance give it an air of dignity, which, combined with all other things, will soon bring the stranger to the conclusion that this must be the cradle in which much of German intellectual greatness is rocked and nourished. And then, whether he happens to be a Latin scholar or not, by imagining and guessing a little, he can easily fathom the mystery, after translating the following large inscription on the frieze above the pillars into plain English: VNIVERSITATI LITTERARIÆ FREDERICVS GVILELMVS III REX A MDCCCIX. As large as the building is, it does not offer suitable accommodations to all the students. For this reason, in a few days a rebuilding will begin, in parts, so as not to disturb usual arrangements.

Since the formation of the German Empire in 1871, with Berlin as its capital and metropolis, a city of far over a million inhabitants, the growth of the University has been especially rapid. Since then, the number of students has doubled, so that at present, the big hen gathers about 7,000 little chickens under her wings during the year. Think of that number! Many towns are anxious to have themselves called *city*, with scarcely more than half that number of inhabitants. From morning until late in the evening, there is a slow, steady movement to and from the building. A person is here blessed with the student's feeling of humility, when, looking at himself and then at the crowd, he remembers that he is only *one* in a multitude. There is reason to suppose that every civilized nation, as well as uncivilized ones, has its representatives here. For instance, I have noticed a number of Japanese in the class-rooms. Between class hours the halls are almost blockaded, and the confusion of the strange tongues vividly transports the imagination to the ancient tower on the eastern plain. Of this number, over 700 are theologians. America is represented by about 300 of her sons. Most of the students, especially the foreigners, are graduates from other universities and colleges, and have come here to supplement their studies in one or another direction. It will be seen at once that the general standard, though quite free and unforced, is very high, the University taking up the work where the average college leaves it.

The professors and instructors number 290. The most prominent men in the theological faculty are Drs. Bernard Weiss, Dilmann, Piper, Kaftan, Pfleiderer and Strack. Of these, Weiss is the best known, and is at the same time the favorite of American students, of whom he is said to hold a high opinion. He has most influence in filling vacant theological chairs in German universities. As a lecturer, he is at the same time pleasant, earnest, enthusiastic and profound ; in his theology, he is orthodox, being unmerciful, especially in his telling sarcastic thrusts at the Tubingen or rationalistic school. When he enters the *Auditorium*, in which there are generally about two hundred students, the latter applaud in thunder tones with their feet. Our Professor makes a graceful bow to his pupils and then proceeds with "Meine Herrn," etc. The lecture lasts forty-five minutes, when most of the disciples show evident signs of running over. When the time has expired, a gong is sounded three times in the hall, to warn the Professor against making the close too heavy. He rises, gives us a few sweeping closing remarks, gives his benediction in the form of another bow, and the disciples thunder forth an *Amen* by raising the dust again. This noise with the feet is a bad habit, for various good reasons, and serves no good purpose, unless to arouse drowsy students at the end of the lecture.

Besides the Theological, there is also a Law, Medical and Philosophic Faculty. This last includes mostly the studies pursued in our colleges, and is therefore the most varied and comprehensive. That all studies are thus managed in four groups is quite a natural division, because their bearing is either on man's spiritual, social, physical or mental welfare. Even in this very thing, the unity of design in German education reveals itself.

An important feature of university life, especially in southern Germany,—duelling,— is strictly prohibited here. Yet in defiance of the prohibition, two duels have been fought this term. The first was interrupted by the police, who followed the victims of wounded honor into the woods, putting them under arrest after one shot had been exchanged without injury to either party. In the second case, one of the duellists was killed. The unfortunate one is said to have been engaged in twenty-three sword skirmishes. Much more might be said about various customs and societies, which, however, would not be directly consistent with the purpose of this sketch, and must therefore be omitted.

The greatness and influence of any institution must be sought in the men who once labored within its walls. I will mention a few of the names which adorn the University of Berlin, which names will speak for themselves. In theology, Schleiermacher, Neander, Marheineke, Twester, Nitzsch and Hengstenberg ; in jurisprudence, Eichhorn and Savigny ; in philosophy, Fichte, Hegel and Schelling ; in philology, Boeckh, Lachmann and Bopp ; in geography, Karl Ritter ; in history, Leopold von Ranke, who died recently, and who was probably the greatest historian that ever lived. Nor should we pass over in silence the two brothers Grimm and the Humboldts, of which Alexander richly deserves the name of second discoverer of America. It may be interesting to note that the most talented teacher of history at the University, Prof. Treischke, is totally deaf ; yet his lectures are extremely interesting, although his deafness effects his articulation considerably.

This is the University of Berlin, as far as this meager and fragmentary description will aid the reader in forming an idea of it. We are far from having an institution that will compare with it, and the "one thing needful" must be apparent to every one who will give the matter careful consideration. When we look at the large number of students in the United States and the high scholarship which is more and more demanded by the professions, besides at many other favorable things, is there a single reason why we should not claim an institution like the one described, as our own ?

*University of Berlin, February, 1889.*

## BOOKS FOR WORKING LIBRARIES.

BY F. TREUDLEY.

To one thoroughly interested in the training of children and believing in the power of books, will come much satisfaction and real help from a careful reading of Chapter VI of Rosenkranz's Pedagogics. Space will not permit a complete outline of the thought, but a few extracts from the main text and the comments of Dr. Harris will serve the present purpose.

"The proper classical works for youth are those which nations have produced in the childhood of their culture.. These works bring children face to face with the picture of the world which the human mind has sketched for itself in one of the necessary stages of its development.

"This is the real reason why our children never weary of reading Homer and the stories of the Old Testament."

"The best literature, designed for the amusement of children from their seventh to their fourteenth years, consists always of that which is honored by Nations and the World at large. And just as indestructible are the stories of the Old Testament, up to the separation of Judah and Israel. For the very reason that the shadow side is not wanting here, and that we find envy, vanity, evil desire, ingratitude, craftiness, and deceit among these fathers of the race and leaders of God's chosen people, have these stories so great an educational value. They furnish types of human character, and types of human situations, a knowledge of which constitutes wisdom. The conception of the characters of Cain, Joseph, Samson, David, Saul, Ulysses, Penelope, Achilles, and the like, furnishes a ready classification for special instances of character that we encounter in our experience."

Again, in the main text occurs the following statement: "There may be produced also, out of the simplest and *naivest* phases of different epochs of culture of one and the same people, stories which answer to the imagination of children, and represent to them the characteristic features of the past of their people."

In his comments upon this, Dr. Harris says: "The Germans possess such a collection of their stories in their popular books of the Invulnerable Sigfried, of the Heymon Children, of Beautiful Magelone, Fortunatus, The Wandering Jew, Faust, Leonard and Gertrude, etc." He further adds, "Every child should read, as indispensable, the stock of stories which furnish these general types of character and situation, Robinson Crusoe, Gulliver's Travels, Don Quixote, the Arabian Nights, Plutarch's Lives, Homer's Iliad and Odyssey, and the dramas of Shakspeare, should be read sooner or later."

Finally, I quote the following from the main text: "The commonest form in which the childish imagination finds exercise is that of fairy tales; but education must take care that it has these in their proper shape as national productions, and that they are not of the morbid kind which artificial poetry so often gives us in this species of literature, and which not seldom degenerates into sentimental caricatures and silliness."

I have quoted thus freely because I believe there prevails much misconception as to the effects of imaginative tales upon the nature of children. History, biography, travel, etc., are appealed to, as though only the actual is the real, and as though a fairy tale had no embodiment of truth. The solid enjoyment afforded by the world stories of the past, in itself, is proof of their value, and in their loss childhood would find the sources of its enjoyment and profit greatly impoverished.

Aside from these, I wish to mention specially a few books coming under this general character. Among them are the Swiss Family Robinson, Hawthorne's Wonder Book and Tanglewood Tales, Andersen's and Grimm's Fairy Tales, as also those of Laboulaye and Mace. The name of Mrs. Craik is a sufficient guarantee of the excellence of her Our Year, A Child's Book, and The Fairy Book. E. E. Hale's or Dr. Samuel Elliot's Arabian Nights, Lodge's Popular Tales, in two series, Scudder's The Book of Fables, The Book of Folk Stories, Dream Children, Seven Little People, Stories From My Attic, The Children's Book, Miss De Morgan's On a Pincushion, Alice's Adventures in Wonderland and Through a Looking Glass, Kingsley's Greek Heroes, are abundantly worthy of recognition.

"We sped the time with Stories old,
Wrought puzzles out and riddles told,
Or stammered from our school-book lore,
'The chief of Gambia's golden shore.'"

## FICTION.

As to what extent fiction should be admitted into school libraries, differences are likely to arise. There is much to be said on both sides, but to exclude it entirely seems to the writer unwise for many reasons, among which may be mentioned, 1. The high value residing in fiction as a means of cultivating the imagination, of refreshing the jaded mind, of grasping in a realizing way the real historical significance of times and events long past, when presented by a writer who has the power to combine historical knowledge, keen imagination and power of delineation. Bulwer's Last of the Barons, Scott's historical novels, Eber's novels, have wrought great service in the historic line.

"It is through the gates of story that we enter into literature. 'Once upon a time' and the children gather about the knee at once."

"When the breeze of a joyful dawn blew free,
In the silken sail of infancy,
The tide of time flowed back with me,
The forward flowing tide of time;
And many a sheeny summer morn,
Adown the Tigris I was borne,
By Bagdad's shrines of fretted gold;
For it was in the golden prime
Of good Haroun Alraschid."

2. Because, if we ignore the charms of fiction and fail to teach a discriminating use of it, it has power to assert its claims and in

its baser, feebler forms work incalculable mischief. The schools should do what the home ought to do. A love for and appreciation of good wholesome fiction of the character referred to and as found in the Leather Stocking tales of Cooper, in certain works of Mrs. Charles, in Miss Yonge's Little Duke and The Heir of Redclyff, in Kingsley's Hereward, in Hawthorne's Legends of the Province House, in Dickens's Tales of Two Cities, in Hughes's Tom Brown at Rugby, in Hale's Man Without a Country, etc., are not without the promise and realization of great good.

Strong, vigorous novels serve an important purpose. I object to multitudes of novels, of which those represented by the Oliver Optic series, the Castlemon series, etc., are examples. They do not lead to the production of a sound taste. Great care, therefore, is needed in the consideration of books of this kind.

Says the Rev. Mr. McCulloch, "In 1836 Mr. Bronson Alcott wrote: 'It would not be easy to form a library suited to the wants of the young from modern works. We have few, very few, that nurture the spiritual life. A dozen volumes perhaps would include all that are of quickening, sustaining power. On subjects of mere fact and fancy we have many; but these, if read too exclusively, too often dissipate the minds of the young and materialize their spirits.' "

Froebel said: "Let us live for our children." May we not add, Let us read with our children. Like mercy, this is twice blessed.

### POETRY.

The love of poetry should be cultivated from an early age.

"The best books of poetry will be enjoyed by children of eight. They are written by the best minds; by the simple, fresh minded, and will be appreciated by such."

"Robert Burns's mother crooned old Scotch ballads to him when he was in the cradle. Out of the stories told by the Ojibways, Longfellow wrote the Hiawatha. So story comes first in juvenile literature, prose or poetry; and out of it develops the knowledge of history, geography, science.

Especially is narrative and ballad poetry valuable. The old English and Scotch ballads, the poetry of Scott, make for a good wholesome taste while ringing trumpet-like tones in the hearts of children." I believe that much of Longfellow's, Whittier's, and certain of Tennyson's are entirely within the range of our pupils.

There are some collections very admirable, and I know of no better daily practice than that of the reading some good poem in an expressive manner by the teacher. Among these, I heartily recommend Whittier's Child Life in Prose, and Dr. Elliott's collection of poems adapted for children. The names of Miss Brackett, L. J. Campbell, Charles and Mary Lamb, Lucy Larcom Palgrave, Coventry Patmore, appear on the title page of other collections, perhaps of equal and superior merit to the first two.

The Standard Poetry Books, published in six numbers, and to be obtained of the Boston School Supply Co., are most admirable, being graded to the varying capacities of children and full of brightness and spirit.

Macaulay's Lays of Ancient Rome, Scott's Lady of the Lake, etc., and multitudes of other poems that might be mentioned have within them the possibilities of great good for our children.

In a valuable course of reading, for grammar grades and high schools, outlined in *The Academy*, for March, 1887, Tennyson's Enoch Arden is put in as suitable for pupils in first year grammar grade, Evangeline and Snow Bound, second year, Lady of the Lake and Hiawatha for third year pupils.

I do not pretend to know all that is good, nor to what extent the great poetical productions of the world, by suitable presentations, may be adapted to the development of the spiritual natures of children. What I know is, that enough in this direction is not done. There is in genuine poetry that which is in a peculiar sense adapted to purify, to charm, to elevate. In a peculiar sense, much of it may be made to appeal to children as being of those who present responsive characteristics of simplicity and purity. Aside from its elevated sentiment, there is the harmony of movement, the perfection of rythm, the clear, keen expression vying with the thought for mastery in excellence. It is Frederick Harrison who counsels the daily habit of reading some choice poetical selection for its softening, elevating influence upon the daily life.

In presenting these lists of books, with current observations on them, I know full well that what we read is, in a sense, a matter of less weight than how we read. A library of books, perfect in selection may become a very inefficient tool in the hands of a poor and unsympathetic teacher. A child may read in such a manner as to derive greater harm than good. On the other hand, a collection of books poorly selected may, under right guidance, become a means of great good. If one thing has been clearly established above another, it is that of the great value of what may be described as the thorough absorption of good books.

Plutarch's Lives have fructified and ennobled the lives of multiudes of men and women. There are some books whose appearance can fairly be claimed to constitute an epoch in the world's history. These studied, read, absorbed, bring life to those in search of life. The teacher, who, aside from the duties of instruction, by wise counsel and persistent energy, lays the foundation of a love and discriminating taste for good books, performs a service which, at some time or other, will come back to impress anew the old saying, "It is more blessed to give than to receive."

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## THOUGHTS.

BY FENTON GALL.

**From an address before the Highland County Teachers' Association.**

"Thoughts shut up want air, and spoil like bales unopened to the sun."

No thoughts are new. "We think the same thoughts our fathers have thought." The best writers, poets and essayists have been accused of plagiarism. But thought unexpressed is dead; it becomes a factor in the world only when put into words, and its consequence depends mainly upon how it is expressed, and "'tis his at last who says it best." Horace Mann might have said, "It is well to think well; it is divine to speak well," and it would have been no less a truth. Carlyle would have us "Speak, Oh, Speak!" for unless our thoughts are spoken, howsoever noble they may be, they die with us, and are as naught. While "many a gem of purest ray serene" is in the bottom of the sea, and "many a flower is born to blush unseen," far more numerous are the gems of thought unspoken, smothered in the recesses of the brain, that might have inspired many a soul for a higher and better life. For mind grows not as a vegetable, fed upon dead inanimate matter, absorbed, changed and secreted to become a part of it, but by contact with *spirit*—"thought kindling itself at the fire of living thought."

It is well to hold communion with the physical world and, with *Byron*, linger yet with nature. "For," he says, "the night hath been to me a more familiar face than that of man; and in her starry shade of dim and solitary loveliness, I learned the language of another world." Longfellow writes, "Go to woods and hills! No tears dim the sweet look that Nature wears." Yes, Nature enraptures men of great souls and nothing can inspire to nobler thought. She, indeed, speaks a "various language" to him who holds communion with her visible forms. Who has not looked upon the glorious canopy of the starry heavens and been lifted above his surroundings? But he alone was benefitted by his thoughts. Only a Longfellow would say, "Silently, one by one, in the infinite meadows of heaven, blossomed the lovely stars, the forget-me-nots of the angels." How many have been soothed and delighted by the calm moonlight, but few of us would say aught of it save "Isn't it beautiful?" "Nature," says Wordsworth, "never did betray the heart that loved her." Yes, list to Nature and her teachings, but beware you do not become a Rip Van Winkle, loving only her solitude. Bryant is the poet of Nature. He sings of the sylvan woods and cloud-clapped hills. Lowell is inspired to write of man's duty to man, but Longfellow's poems are to the "harp of a thousand strings." He is the poet of the people, for he took his own advice, "Look, then, into thine heart and write! Yes, into Life's deep stream! All forms of sorrow and delight, All solemn voices of the night, That can sooth thee or affright—Be these henceforth thy theme." Longfellow is beloved wherever he is read. He enters into the sorrow and delight of nearly every educated English home.

As man's proper study is man, so man's proper companion is man. We can say with Milton, "Accuse not Nature, she hath done her part; do thou but thine." And thine is to seek Nature for repose, but give thy time and thoughts to man. It is sympathy in one another's longings, aspirations, struggles and failures that makes life worth living. All thoughts, all feelings, desire utterance. They are not happy till they are evolved in words. It has been said that "Language was given us that we might say pleasant things to each other," and it is nearer the truth than some suppose. At least, it was given us that we might aid and comfort our fellow man, for man cannot live by bread alone. "We think in words; and when we lack fit words, we lack fit thoughts," says White; yet how few of us can express our thoughts! Our appreciation of virtue, beauty, or a work of art, is comprised in the word *so*, or among the more careful, in *very* or *quite*. I think it *so* nice or *so* beautiful, *so* good, *so* genteel or *so* delightful.

Our feelings, our thoughts are warped by our inability or disinclination to put them into words. What power that person wields who can express perfectly his finest thoughts! See the man in the pulpit or the forum, holding spell-bound his fellow-men, his opponents, perhaps, yea changing them to his own views—simply because he can give expression to his thoughts. His mind has made use of its communication with the outer world—the only way it could be distinguished from matter. One of his hearers may have been a stronger partisan than he; indeed, he may have had a better understanding of the subject, but, useless, it lay with him as so much unmarketable commodity. The crude form in which the facts were fixed in the minds of the hearers, gave way to the clear living—for only expressed thought can be called living—argument of him who could "speak."

Expression of thought is neglected. Few people are good conversationalists. Yet the whole aim of education and civilization is the happiness of man through contact with man, and it is one of the duties of man to make himself agreeable. Franklin made this a study. Finding himself too overbearing in his arguments, he learned to modify his manner of address, and would preface his remarks with some such phrase as "You doubtless remember." The old saying that "children should be seen, not heard," has retarded the growth of many a child for years. While they should not be obtrusive, the parent that does not in the long wintry evening listen attentively to what his child has to tell him is making a great mistake. It soon acquires a habit of abrupt talking, of speaking quickly and carelessly. In how many of our homes, especially in the country, is there habitual respectful attention given to words spoken by members of the family. The speaker rather looks for interruption than otherwise, and habits are formed which years of education cannot entirely destroy. Education is self-possession, for in self-possession one has play of all his faculties. A child that has had the advantage of being raised in a refined family, that can speak when spoken to, and has learned its grammar as the fashionable young lady said she had learned hers—by absorption, has at least an equivalent to an academic education of one who has been denied this privilege.

After all, what is the end of education? Is it not the expression of thought? Is not this one of the main uses of a mathematical course, or of studying the sciences? Then why not commence at the cradle and learn it by natural means rather than from rules in books?

The person that can express his thoughts is educated. By this I do not mean what is known as "small talk," for many a school girl is an adept in this, but an expression of abstract thought—the ability to discourse on all topics in public audiences and private socials. He that can command his language at all times and in all places possesses a power which few can acquire by a scholastic education. He is the true moulder of character, the true companion of man. A Newton, was a blessing to the world, but if all men were as he the world would not be an inviting place. But Franklins and Longfellows would make it an ideal habitation. Newton, the student of nature's laws, was useful. Longfellow, the student of the human mind and heart, wields a far more potent influence. Who can measure the encouragement given to his countrymen in his "Psalm of Life"? What an incentive to lagging footsteps has been "Let us then be up and doing, With a heart for any fate, Still achieving, still pursuing, Learn to labor and to wait." Great men, it has been said, are the best teachers. But the greatest men are men of thought. Lowell said nothing new when he said, "They have rights who dare maintain them," but who has not gained greater respect by hearing it? And Cromwell, who is made to say, "No, Hampden! they have half way conquered Fate who go half way to meet her," has braced many a wavering heart.

When the time shall come when we shall not be *too* happy like the inebriate, or too full like the gormand, *to express* ourselves,—when we shall have no thoughts too deep for utterance, then man will learn fully to sympathize with man, and the world will feel akin. Shakespeare was able to put himself in anybody's place, and great must have been his heart to be able to do so. He has more pithy sayings than any other author. Maybe he studied man more, or had a greater insight into human nature. It matters not; this we know, he could tell what he knew and felt. His thoughts were not bound as by an iron cage, but free and in all their beauty, he gave them to the world, to make it weep, to make it laugh, and to cause it to love justice. Who has not read, "This above all, to thine own self be true; And it must follow as the night the day, Thou canst not then be false to any man," and become firmer in his duty to himself, as not only due himself but his fellowmen? And what a picture does he draw when he exclaims, "How poor is he that has no patience!" Go to the great thinkers, teacher, for consolation and inspiration. Learn from Spurgeon "to carve your name on hearts and not on marble," and that "a good character is the best tombstone"; and from George Eliot, that "Our deeds determine us as much as we determine our deeds." Feel the truth spoken by Clarke: "To grow higher, deeper, wider as the years go on; to conquer difficulties and acquire more and more power, to feel one's faculties unfolding, and truth descending into the soul—this makes life worth living."

Does Longfellow's "Be not like dumb driven cattle, Be a hero in the strife" condemn or approve you? Have you not felt with George Herbert that "the consciousness of duty performed gives us music at midnight?" Have you not learned that "man must be either the slave of duty or the slave of force?" Or this truth from

Sydney Smith : "In order to do anything in this world worth doing, we must not stand shivering on the bank, thinking of the cold and the danger, but jump in and scramble through as well as we can." Goldsmith has well said, "Our greatest glory consists not in never falling, but in rising every time we fall." Johnson tells us that he who waits to do a great deal at once will never do anything; and Longfellow adds, "The talent of success is nothing more than doing what you can do well, and doing well whatever you do, without a thought of fame." Gilpin writes, "I hate to see things done by halves. If it be right, do it boldly; if it be wrong, leave it undone." Franklin tells that he that rises late must trot all day and scarce overtake his business at night; while Laziness travels so slowly that Poverty soon overtakes him.

How often in your daily duties have you felt the truth of "Be noble ! and the nobleness that lies In other men sleeping but never dead Will rise in majesty to meet thine own"; and many a day you could repeat with profit Longfellow's "Some days must be dark and dreary." Who can repeat "A boy's will is the wind's will, and the thoughts of youth, are long, long thoughts," and not have greater charity for their waywardness?

But these gems of thought are not for us alone. The children appreciate them. I have found that they greatly prefer committing a verse to memorizing definitions; and I have for a few years written on the board daily a verse to be committed by the Fourth Reader class. Such verses as Garfield's epitaph, "Life's race well run, Life's work well done, Life's crown well won, Now comes rest;" or Alice Cary's "True worth is in being, not in seeming, In *doing* each day that goes by Some little good, not in dreaming Of great things to do by and by," are easily committed, and although their full merit is not appreciated yet, in this, as in all other things, the future will show the work of the teacher not barren. A neighboring high school had for a time a quotation class, and I was told by the instructor that it was one of his most interesting classes. Although we are told "whosoever keepeth his tongue keepeth his soul," and we are often warned of that harmful member, we are glad to see that there is a tendency to have less of arithmetic in our high schools and more attention to language. Milton might have been sincere in saying that he did not educate his daughters in the languages, because one tongue was enough for a woman; but an educated tongue (especially if educated in our English language) is as easily controlled as one that speaks the most homely vernacular. Mathematics should be less taught in our schools, unless it be to kill two birds with one stone—to strengthen the reasoning and aid the power of expression. In no better way can correctness of expression be taught than by geometry. But to "write and speak," will be the watch-cry in education in the future,—a practical age notwithstanding.

"We should take our bearings carefully." "We should be wary, then, who go before a myriad yet to be." We, as teachers, should guard our acts and our words. "Boys flying kites haul in their white winged birds; You can't do that way when you're flying words. Thoughts unexpressed may fall back dead; But God himself can't kill them when they're said."

The subject of this paper is Thoughts, and perhaps you think the latitude is great. So it is, but here are my closing thoughts. The first is that we teachers are too guarded, or at least too reserve, in our manner. A teacher, from habitual reserve, is thought by some to assume dignity, but he feels it as it is, and although able to converse on any subject, can scarcely be one of a company. My second thought is that neither your actions nor your pupils should be otherwise than free, and rather than repress your pupils' actions or conversation, direct them into a proper channel. My third is not mine but George Eliot's—You must love your work, and not be always looking over the edge of it, wanting your play to begin. My fourth is not for teachers, but for "friends of education," and is borrowed from Robert West: Nothing is easier than fault finding. No talent, no self denial, no brains, no character, is required to set up in the grumbling business. But those who are moved by a genuine desire to do good have little time for murmuring or complaint. My fifth you will recognize: "Let us have faith that right makes might, and in that faith, let us to the end dare to do our duty as we understand it."

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# THE RELIGIOUS ELEMENT IN POPULAR EDUCATION.

As a valuable contribution to the discussion of this question, we reproduce without change the concluding part of Prof. G. P. Fisher's reply to Cardinal Manning, in the April number of *The Forum*.—Ed.

The limits of space at my command will only enable me to touch briefly on points of special moment pertaining to the general subject.

1. The American state is impartial and neutral as regards the

several Christian bodies. It tolerates religious bodies that are non-Christian as far as they keep within the bounds of the morality—the essentially Christian morality—which animates our laws, and as long as such bodies do not interfere with peace and order. Because thus neutral, the state is not to be stigmatized as "godless." Says Chief-Justice Cooley:

> "The Christian religion was always recognized in the administration of the common law; and so far as that law continues to be the law of the land, the fundamental principles of that religion must continue to be recognized in the same sense and to the same extent.

2. It is the right of the state to require that the whole people shall be taught in early life the rudiments of learning, and to provide effectual means to this end through public schools to be sustained by general taxation. If this is what is meant by "compulsory education," it is righteous and wholesome. It does not follow, however, that the privilege of educating children in private schools not established or supported by the state should be denied. Nor is it in fact, save in exceptional cases, denied in the United States. Yet the state has a right, through official inspection or by other suitable methods, to be assured that the work when undertaken by private schools is really done.

3. There is nothing to hinder the inculcation, in schools sustained by the state, of the principles of Christian morality which underlie our political system and our Christian civilization. But even if there were no formal, explicit teaching of ethics in schools, *they* ought not for that reason to be stigmatized as irreligious. If the teachers manifest in their intercourse with their pupils the *spirit* of truth and the spirit of love, if they are diligent and faithful in imparting instruction in the branches taught, and present *daily* an example of practical goodness, their moral influence will not fail to be salutary.

4. It is true that the strongest incentives to the practice of morality are the motives presented in the religion of the Gospel. But even if the state does not provide for distinctively religious instruction, when divisions of religious opinion among the people render it impracticable to do so, the church and the household are left perfectly free to undertake it. By their agency the work can be most effectually accomplished. Instruction in religious truth may be given by them more successfully than when it is made a part of the routine of the school-room. If the teaching of the secular branches of study, as they are sometimes called, and the teaching of religion are mingled together, it is not always to the advantage

of either the one or the other. Dr. W. T. Harris, in a suggestive essay, after remarks of a like tenor with the foregoing, adds:

> "The utmost care should be taken to surround religious instruction with the proper atmosphere. The subject should be approached through solemn preparatory exercises such as the church has established in its ceremonial. The time and place should be made to assist instead of distracting the religious impression. With regard to the example of Germany, Austria, and other states, that place religious lessons on the regular school program so many hours in a week, I boldly appeal to the experience of all who have inspected the results of such teaching, and inquire whether they do not confirm the theoretical conclusions here deduced. Do not the pupils, well taught in secular studies, learn to hold in contempt the contents of religious lessons? Do they not bring their critical intellects to bear on the dogmas, and become skeptical of all religious truth? Is not the Germany of to-day the most skeptical of all peoples? Is not its educated class famous for its 'free thinking,' so called? Then there is France, where the church had its own way with religious instruction until recently. Is there another class of people in the world so abounding in atheism as the French educated class? In other countries where religion is taught in the schools, does not the authoritative and dogmatic method of religion do much to render inefficient the instruction in the secular studies? Is not this apt to be the case in parochial schools?"

5. To begin the session of the common school by brief devotional exercises is a good and wholesome custom, provided the service is appropriately conducted. If, however, there are objections raised on the ground of peculiarities of creed or ritual on the part of a considerable number of pupils or their parents, it is not worth while to cling to a practice which, if insisted on, becomes for this reason of doubtful advantage. The question whether the Bible shall be read in the common schools is but briefly considered by Cardinal Manning, although he makes it the title of his article. He rejoices, be it said to his credit, that the Bible continues to be read in the board schools in England, "even without a right interpretation"; but he does not see how it can be consistently retained in American schools. The question to be determined is this: Is the authorized English version of the Bible to be justly regarded as a Protestant work, and many Roman Catholics on this account reasonably object to the reading of it in schools where Protestant and Catholic have equal rights? It is true that some of the Roman Catholic readers admit that, even if King James's Bible were excluded, and the Douay version, or lessons from it approved by their church, were to be introduced in place of it, their opposition to the public schools would not be one jot abated. But suppose that Roman Catholic parents protest, from whatever motive, against this use of King James's Bible in devotional exercises in schools which

their children attend. The question must be settled by applying the golden rule. If Protestant parents would, deem it, under like circumstances, a wrong for a Roman Catholic majority in a school board to demand a like use of a Roman Catholic translation, then they must do as they would be done by. The battle for common schools must be fought on a broad ground. Apart from the question of principle, it is expedient to make such a contest turn on a narrow, and, at best, a doubtful issue.

The value of devotional exercises in their place, no religious mind will ever question. It is well that our legislative bodies, and, to some extent, our courts of law, open their sessions with prayer. At the same time, the vague notion that secular occupations, whether of a higher or lower grade, when dissevered from the clergy or from rites of worship, are somehow tainted with evil, is a Jewish and mediæval notion of which it behooves Chistians to disabuse themselves. To repeat what I have written on another occasion, a bank is not "pagan" or "godless," provided it is honestly managed, even if it is not opened and closed with daily prayer. A shoemaker is not "godless" because he refrains from pronouncing the benediction when he delivers a pair of shoes to his customer. Enough that his leather is good, his thread strong, his work thorough, and his promises are punctually kept. The same principles apply to a schoolmaster. As long as he does his proper work of teaching aright the branches of knowledge committed to him, and in his intercourse with his pupils conforms to the spirit of Christian morals, there is no taint of profaneness to be attached to him or to his function.

6. There is a question concerning text-books. No serious difficulty exists on this point as regards elementary schools. The difficulty arises, if it arise at all, in connection with schools of a higher grade. Mr. Gladstone, in his plan for universities in Ireland, proposed to exclude from the course of study philosophy and history. A university without these two studies would be like a man without eyes. It is in the domain of these branches, if anywhere, that the opinions of the different religious bodies may clash and give rise to trouble. In the high school, however, philosophy, save possibly in the rudiments, where there is little to provoke sectarian differences, is not taught. The field of history is the arena where doctrinal disputes are more likely to be kindled. Of course, as between Protestants and Roman Catholics, there should be in the instruction which is given, whether orally or by the text-book, strict impartiality and a studious avoidance of statements that might with

good reason give offence to the adherents of either form of religion. Facts should be honestly stated, no matter where they may strike, but never in a way to make a false or one-sided impression, or to wound the religious sensibilities of reasonable Christians professing either of the two creeds. For example, the Roman Catholic doctrine of indulgences should not be erroneously defined, but should be explained as the remission, not of guilt, but of penances, and what is meant by penances should be correctly explained. The abuses connected with the disposal of indulgences just before the Reformation should be referred to; but when this reference is made the statement should be coupled with it, in justice to both sides, that the Council of Trent solemnly condemned such abuses and undertook to prevent their recurrence. The truth is, that where there is a sincere disposition to maintain the schools, at the same time that things objectionable in the teaching and in the text-books are weeded out, no serious or lasting collison between Roman Catholics and Protestants is likely. But if there is a settled hostility to the schools and a desire to break them down in order to set up parochial schools in their place, there will be no end to captious criticism. New occasions for discontent and assault will be hunted up and imaginary grievances will be multiplied. It becomes the supporters of the system of common schools to see to it that in the ordering of them nothing is introduced that fairly warrants complaint, and, having done this, to repel every sectarian attack, from whatever quarter it may emanate.

It is a thousand pities that a contest of this nature should arise. What may be termed the traditional and unintelligent hostility to the Roman Catholic religion has been passing away from the minds of educated people in this country. There has been a growing tendency to appreciate what the Church of Rome has done, and is doing, in behalf of our common Christianity and of all the interests of society which good men have at heart. But if the battle for our free, secular schools must come, it is a consolation to reflect that the contest is one in which all civilized nations, Roman Catholic or Protestant, have a share. Our allies are in all enlightened lands. It is an additional comfort to know that there is no real danger of defeat. The only hope of the adversary must lie in the desire of politicians to catch votes; and these will soon learn, if they do not know by instinct, that in taking wrong ground on this vital question they will lose vastly more votes than they can hope to win.

## DATES IN HISTORY.

BY J. M. MULFORD.

Dr. Burns, at the last Warren County Teachers' Institute, vigorously opposed the memorizing of a large number of dates, and suggested that we could select twenty dates in United States History that would be sufficient.

Some of the teachers, acting upon his advice, carefully selected a list of twenty dates and submitted them for discussion, at a subsequent meeting of the Association. The teachers indulged in a free discussion, severely criticising each list and agreeing upon none.

Those of us who submitted lis's, no doubt, reconstructed them after the discussion. I herewith present my reconstructed list, not as a model, but with the hope that it may prove suggestive to some of my fellow teachers: (1). 1492.—The discovery of the New World by Columbus. (2). 1607.—The settlement of Virginia by the English. (3). 1614.—The settlement of New York by the Dutch. (4). 1619.—The meeting of the first legislative body, House of Burgesses. (5). 1620.—The settlement of Plymouth by the Pilgrims. (6). 1630.—The settlement of Boston. (7). 1776.—The Declaration of Independence. (8). 1777.—The surrender of Burgoyne at Saratoga. (9). 1781.—The ratification of the Articles of Confederation. (10). 1783.—The Second Treaty of Paris, defining the extent of the United States. (11). 1787.—The Constitutional Convention and the Ordinance ot '87. (12). 1789.—The beginning of the National Government under Washington. (13). 1793.—The invention of the cotton gin, by Whitney. (14). 1807.—The successful voyage of the "Clermont." (15). 1813.—The battle of Lake Erie. (16). 1842.—The Webster-Ashburton treaty,—Northeast boundary. (17). 1844.—The invention of the telegraph. (18). 1846.—The settlement of Northwest boundary trouble. (19). 1848. —The treaty of Guadaloupe Hildago,—Southwest boundary. (20). 1863.—The Battle of Gettysburg.

No reason need be given for the use of the first two dates.

The influence of New York (3d), Boston (6th), and that exerted by the character of the Pilgrim Fathers (5th) have been so marked that these dates outweigh any such date as that of the Pequod War, or the settlement of South Carolina.

The year 1776 (7th) is not only the date of the Declaration of Independence, but with it closes the *first era* of our history, in which we were "exploring, colonizing, consolidating." The *second* era closes about 1848 (19), the date of the discovery of gold in California, which led to the rapid colonization of that territory, hastened the demand for the right of statehood, and gave another twist to the slavery question. Lincoln and the Rebellion were but a few years off. This seems, therefore, to be a good date with which to end the era of nationalization and begin that of reformation.

Our independent history is divisible into revolutionary and constitutional, the dividing date being 1781 (9th), when Maryland ratified the Articles of Confederation. The year 1789 (12th) divides *Confederate* Constitutional from *National* Constitutional History.

For "War dates" I have selected those which mark the most important events of each war.

The 10th, 16th, 18th and 19th are "Treaty dates," marking those points where we either acquired territory or settled a dispute over a boundary. These are surely important.

Last, but not least, are the "Peace dates," 1793, 1807, 1844, which mark events that have completely revolutionized our industrial and commercial methods.

I have thus given the reasons for my choice of dates, and I fully believe that I am doing better work in history, as a result of the thought I have recently given to this matter of dates.

*Harveysburg, O.*

# PRIMARY DEPARTMENT.

SPECIAL CONTRIBUTORS.

**Mrs. Carrie Newhall Lathrop**, Principal Cincinnati Normal School.

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## NATURAL TONES IN READING.

More skill is required to teach a little child to read properly, than to teach any study in the college curriculum, and in no other branch are poor results so deplorable.

It used to be supposed that occasionally a child was born with he ability to become a good reader; but that the rest of mankind must be content to stumble on in a slow, laborious way, spoiling their own vocal organs, and rasping the nerves of all who must listen to their harsh, unnatural tones, till such time as they are able to devote months if not years, and a small fortune, to special training in this direction. But it has now been demonstrated beyond a doubt, by many primary teachers, that the poor reader ought to be the exception and not the rule, and will be when parents and boards of education realize the need of experienced teachers in the lower grades.

One great objection to the old a b c method is that it is almost impossible in that way to make fluent readers. The mind is trained to feel its way along, a letter at a time, instead of grasping an idea or a complete thought at a glance. I have seen children that had been taught in the old way, who could not even keep the place in their books. Others who had been in school a much shorter time could read a paragraph in the time it would take them to spell out a sentence. It is impossible for a child to read a sentence as he would say it, if his whole mind is taken up in finding out what the words are. Let a grown person try to read aloud in an unfamiliar language, and he will find himself reading in this same word-at-a-time way that the child thus taught uses.

This labored style of reading can be prevented by giving at first only short sentences, composed of words that the child can readily recognize at sight, and even then, each sentence should be read silently till the pupil can answer any questions regarding it, and has not only the thought but the form well in mind. Then, when the teacher says, "Now tell me what Mary said," or "What did John do then?" there will not often be any trouble about the right expression.

I would like to emphasize this matter of the silent study of each sentence before the oral reading, not alone for the sake of the expression but because in no other way can so much individual work be obtained, each child thus having the opportunity to get the thought for himself. The attention of *all* is more easily secured, and a paragraph that has been well studied in this way need not be read over and over aloud till all know the words by heart and can read as well off as on the book. I have said to a class ready for this silent work, "You may rise and read, with lips closed, the next sentence (or paragraph) till you can tell me all about it, then turn, or be seated." Thus the teacher easily detects those to whom especial attention should be given, as they are among the last each time to turn or sit. Children soon learn to read for the thought, and with care on the part of the teacher are in no danger of learning the sentence incorrectly. Of course, enough preparatory help should be given so that no one will be driven to guess-work.

Another difficulty in the way of natural reading is the child's want of familiarity with rightly constructed sentences. If he has always heard and used such expressions as, "The cat run," "He has got my hat," and, "I hain't got none," he will not read in a natural easy way even such easy sentences as, "The dog ran," "The man has a pen," and "I have no ball." They sound stiff and bookish to him, and will be read accordingly.

The remedy for this must be language work preceding the reading lesson. Let each child in the class tell you something he has, something some one else has, something he has not, etc. One child may run a few steps, and the others tell what he did. These exercises may be varied from time to time to prevent monotony, but should be persistently followed up till the correct form sounds familiar to their ears, and is readily used by them.

Every teacher who takes one or more classes each year through the same books remembers certain lessons that, owing to their peculiar form or to the presence of unfamiliar words, always troubles the pupils to read with the right expression. If these lessons be preceded by a suitable language drill, time will be saved reading the lesson, and more satisfactory results will be obtained. The writer has a vivid recollection of this sentence on Appleton's chart: "Do see that hen on Dan's back!" which never failed to be the cause of much vexation of spirit and annoying delay, as the children, thinking a question was asked, would read it with the rising inflection, till I invented a little story of a boy on a fence calling to his mamma, "See, Mamma, do see me!" and as he gazed about him, "Do see that hen!" etc., the words in quotation being written on the board and read by the class as we came to that part of the story. Then, when we came to the lesson on the chart, they recognized the exclamatory form, and the right inflection followed as a matter of course.

Another thing that prevents good reading in many schools is the great amount of concert exercises, in a loud sing-song tone. A child ought never be allowed to repeat a table or answer a question in any other than a conversational tone. I believe that, with care in the beginning, tables may be repeated and words spelled in concert —if spelling be taught orally—and yet keep the low, natural tone

If a class has already acquired "a tone," it would be better to drop all concert recitations, for a time at least.

Some teachers compel their pupils to read in an unnatural tone in order to be heard all over the school room. I believe this, too, is wrong. If either the quality or the quantity of the voice is to be sacrificed, by all means let it be the latter. Time and careful training will remedy this defect sooner than the other.

Let us, as teachers, be ever on the alert to "cast up the highway and gather out the stones" before the tender little feet, that we may not cause one of these little ones to stumble.

*Medina, Ohio.* SARAH W. SMITH.

## DEVICES IN LANGUAGE TEACHING.

One of our greatest difficulties in teaching language is in finding an interesting variety. Children's minds cannot be kept for any length of time upon one subject, nor upon one phase of a subject, unless it be made attractive: hence, the need of something new each day, or, at least, of some new way of presenting an old subject.

One of the most interesting as well as most instructive lessons which we have found is the study of animals. Take, for example, the beaver. Place upon the blackboard the subject and a list of words relating to it of which pupils are to find the meaning. Give such words as quadruped, aquatic, incisors, teeth, gnawing, rodent, houses, food, fur color, tail, toes, etc. Call attention to the words in a general way, and give your pupils such books to read as will enable them to find out the nature and habits of the animal. Keep this list of words upon the board until they have had time to make all needed preparation for the lesson.

First, it may be a lesson in oral language. Require each word to be used in a sentence. In this way we may get their ideas of the meaning of the words, and also secure correct pronunciation and intelligent expression. Next, have the same words used in written sentences to be corrected by the teacher. This preparatory work may occupy the time of one, two, or even three, lessons, but it is necessary that it be thoroughly done, as the next step is connected sentence writing.

Here call upon each pupil to write about the beaver, giving in his own language the knowledge he has gained. In a lesson of this kind, not long since, a pupil wrote five pages of foolscap without a misspelled word or an incorrect sentence. Besides the language drill which such an exercise affords, pupils are obtaining a fund of information, acquiring a taste for reading, and the power of observation is exercised and developed.

Another device is one known to our teachers as amanuensis work. The teacher goes to the blackboard, dictates a sentence, and calls upon some member of the class to tell her how to write it, she writing as the pupil directs. When a pupil fails to spell a word, or fails in the use of a capital letter, another is called upon to finish the sentence, or to spell until he, too, makes a mistake. For instance, use such a sentence as the following: "Mr. McDonald bought twenty-three cents' worth of bologna." Here the pupil is tested in pronunciation, the use of capitals and the use of the apostrophe. We usually give five sentences in such a lesson and they are often left upon the board to be carefully copied by the class and, later, dictated by the teacher for a spelling lesson. These sentences may be selected from the reading lesson, or taken from some previous lesson in language. ELIZABETH TAYLOR.

## PRIMARY FRACTIONS.

BY W. M. GRIFFIN.

In dealing with fractions we must not be any more confused than when dealing with units. Thus we say one-half of four units is two units; one-third of six books is two books. So, also, we say, one-half of four-sevenths is two-sevenths; one-third of six-ninths is two-ninths; and yet the writer has often asked teachers, "What is one-fourth of four books?" The answer is given, "One book." "What is one-fourth of four-ninths?" The answer is given, "One-fourth of four-ninths? Why, one-fourth of four-ninths is—why, it is four thirty-sixths!" Sure enough, it is four thirty-sixths. But did the teachers who so answered think of numbers or figures? Why did those teachers say four thirty-sixths? Was it not because they had been faultily taught the subject? Did they think of a division of something, or of some operation they had learned when children? If uot the latter, why did they not say one-ninth?

The writer has often heard teachers say they would like very much to follow many of the suggestions which they read in the different educational papers, but that it is impossible for them to do so, as many of the articles are written by teachers of the city graded schools, which have all the apparatus furnished that is necessary for such work. In this article I mean to try to give some live hints on how to teach "primary fractions," or, in other words, fractions simple enough for any primary pupil to understand. The apparatus that I am going to use is some imaginary pies, which are to be drawn on the blackboard by the teacher. She stands before the class and tells them that she is going to draw a picture on the blackboard of something they all like to eat; and if she wishes she may set their minds to work by having the pupils try to guess what it is, thus arousing their curiosity; and at the same time many opportunities to test good points in language may present themselves. An error in grammar corrected at such a time may be more lasting and beneficial than a score of rules learned by rote.

But to go back to the pie,—the teacher draws it (a large circle).

"What are we to call this, John?"

*John.*—A pie.

"What part of a pie, Mary?"

*Mary.*—A whole pie.

"Yes; now look and see what I am going to do with the pie—(dividing it in halves). What have I done, William?"

*William.*—You have divided it into halves.

"How many halves, class?"

*Class.*—Two halves.

"Now look again, and see what I do this time" (Dividing one of the halves into halves). "What is it, Sarah?"

*Sarah.*—You have divided one of the halves into halves.

"Yes, what do we call one of these parts, Thomas?"

*Thomas.*—One-half of one-half.

"Sure enough, that is what it is; but we have a name for it—who can tell? I see William's hand is up; what do you say, William?"

*William.*—One-fourth.

"Right."

The teacher may continue to divide the pie; we will suppose she has until it is divided into eighths,—when such questions as the following may be asked: Into how many parts is the pie divided? If each of two boys receive ¼ of the pie, how many *pieces* will they have? If John has it all, how many eighths will he have? How many pieces? How many eighths in a whole one? Mary has one piece; what part of the pie has she? William has ¾ of a pie and John has ½ of one; which has the greater number of pieces? How many more pieces has William than John? How many eighths in ¾ of one? How much greater is ¾ of one than ¼ of one, etc., etc.

I have heard my vice-principal conduct an exercise like this, when there was not a child who was not thinking, and I am sure you agree with me that it was very advantageous thinking at that.

Let me next call the attention of those of my readers who are young teachers, to the manner in which my first questions are put. Notice that the question is asked each time before the pupil is named. This, my friends, is not so by *chance;* thoughtful teachers do not teach in that way,—*i. e.*, by chance. My object in putting the questions as they are is *not to name the pupil who is to recite, before asking a question;* because if I do the rest of the class, knowing that the question is addressed only to the pupil named, will lose interest; while if the *question is asked first*, all will give attention, not knowing who may be called on to answer it.—*Central School Journal.*

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## NOTES AND QUERIES.

### QUERIES ANSWERED.

Q, 30.—Ohio has had thirty-nine Governors, two of whom were Territorial Governors. Arthur St. Clair was the first Territorial Governor, and Edward Tiffin the first State Governor. A. H. M.

Thirty-four Governors and Acting Governors, not counting those re-elected. Edward Tiffin was the first State Governor. See Ohio Educational Monthly for Dec., 1883. U. G. GORDON.

Answered also by N. COLLINS, J. A. CALDERHEAD, W. H. STAHL, G. W. HENDERSON, and J. BERRIDGE.

Q. 31.—The psychological elements of morality are four in number, viz.: The intuitive idea that there is such a thing as right; the judgment, which determines whether any particular thing is right; conscience, that moves us towards the right; and will, that chooses or refuses the right.—*Hewitt's Pedagogy.*

WILL H. STAHL.

Q. 32.—I think the "Seven Laws of Teaching" refers to the seven principles of teaching, given by Dr. White, in his Pedagogy, which are as follows:

1. Teaching, both in matter and method, must be adapted to the capability of the taught.
2. There is a natural order in which the powers of the mind should be exercised and corresponding kinds of knowledge taught.
3. A true course of instruction for elementary schools cuts off a section of presentative, representative and thought knowledge each year.
4. Knowledge can be taught only by occasioning the appropriate activity of the learner's mind.
5. The primary concepts and ideas in every branch of study or knowledge must be taught objectively in all grades of school.

6. The several powers of the mind are developed and trained by occasioning their natural and harmonious activity.

7. In the teaching of any school art, clear and correct ideals should inspire and guide practice. WILL H. STAHL.

*Winfield, O.*

Q. 34.—The first "like" is an adjective; the second one is an adverb. Both nouns are in the objective case as objects of prepositions understood. The dictionary is the supreme court for cases of this kind. U. G. GORDON.

"Like," adjective, used as predicate and limits "staff."

"Beam," noun, object of "unto" understood.

"Like," conjunctive adverb, connects "a deer runs" to "ran." Or, according to Harvey's Revised Grammar, it is a prepositon showing relation between "ran" and "deer." C. S. WHEATLEY.

*Danville, Va.*

Answers, agreeing in the main with one or other of the above, by W. H. STAHL, A. H. M., E. N. FAIR, and J. A. CALDERHEAD. DAVID NEER and H. W. LENHART make "like" a preposition in both cases.

Q. 35.—"Which" is a relative pronoun, object of "have heard." "Objected" is a participle, it helps to complete "have heard" and belongs to "which." J. A. CALDERHEAD.

"*Which*" is object of "*have heard.*" "*Objected*" is a perfect participle, belonging to "*which.*" E. M. TRABER.

"Which," relative pronoun, neuter gender, 3rd person, singular number, objective case, used as basis of the objective element "which [to be] objected." "To be objected," verb, regular transitive, passive, infinitive mode, present tense, depends upon "which."

C. S. WHEATLEY.

W. H. STAHL, U. G. GORDON, A. H. M., E. N. FAIR, and H. W. LENHART agree with E. M. TRABER, DAVID NEER agrees with C. S. WHEATLEY, as to "objected."

Q. 36.—"His" pron., per., poss. case, belongs to "being." "Being" is a pres. part., and belongs to "his." "Man" is a noun, nom., absolute with "being." A. H. M.

See Harvey's Grammar, p. 182, Rem. 1. This page is poorly understood by many teachers and pupils. U. G. GORDON.

Answered by C. S. WHEATLEY, E. M. TRABER, J. A. CALDERHEAD, E. N. FAIR, DAVID NEER, JENNIE C. BOWER and W. H. STAHL.

Q. 37.—The three perfect cubes whose sum is a perfect cube are 27, 64, and 125. J. A. CALDERHEAD.

This is a problem in Diophantine Analysis. Let $(x+y)^3$, $x^3$, and $(x-y)^3$, be the three cubes. Then by the problem,

$$(x+y)^3+x^3+(x-y)^3 = \text{a cube, or}$$

$$3x(x^2+2y^2) = \text{a cube.}$$

Put $y=vx$; then $3x^3(1+2v^2)=$a cube, or

$3(1+2v^2)=$a cube, which is by inspection satisfied by $v=\frac{1}{4}$. The numbers are easily seen, then, to be of the forms $\frac{125}{64}x^3$, $x^3$, and $\frac{27}{64}x^3$. Let $x^3=64$; then *one* set of results is 125, 64, and 27. WILLIAM HOOVER.

*Ohio University, Athens, O.*

Q. 38.—The stone weighing 40 lbs. must be broken into pieces weighing 1 lb., 3 lbs., 9 lbs., and 27 lbs., to weigh any number of lbs. up to 40. To weigh 2 lbs., we must place 3 lb. weight on one scale pan, and 1 lb. weight and goods on the other pan, and so on. We can weigh anything up to 40 lbs. WILL H. STAHL.

Same answer by N. **COLLINS** and E. M. **TRABER**. But how are these results obtained?

Q. 39.—Let $x$=the diameter of the field. Then, $.7854x^2 \div 160 = 16 \times 3.1416x$, from which $x=10240$ rods; and $10240^2 \times .7854 \div 160 = 514719.744$, number of acres and the number of rails.

*New Harrisburgh, Ohio.* A. M. BOWER.

Let $x$=number of acres, then will $\sqrt{12.5664 \times 160x}$=the circumference in rods. Multiplying the number of rails in one rod by the number of rods we have $16\sqrt{12.5664 \times 160x} = x$. From which $x$ is found to be 514719.744, the number of acres.

J. A. CALDERHEAD.

Same answer by R. A. **LEISY** and E. M. **TRABER**. G. W. **HENDERSON**, C. S. **WHEATLEY**, **GEO**. W. **LUDY** and **ANONYMOUS** differ from the above and from each other.

Q. 40.—$1.15 produces .07,$=6\frac{2}{23}$ percent.
$1.12 produces .06,$=5\frac{5}{14}$ "
Difference, $\frac{235}{322}$ " C. S. WHEATLEY.

With this agree **DAVID NEER**, W. H. **STAHL**, J. A. **CALDERHEAD**, E. M. **TRABER**, H. W. **LENHART**, and A. H. M.

## QUERIES.

41. What is the origin of the term "Copperhead" as applied to those who sympathized with the South in the late Civil War? W. D. P.

42. What is the twilight belt, and what is its width? A. S.

43. Who was the author of the Omnibus Bill, and why was it so called? W. D. P.

44. The admission of what State gave the free States a permanent majority in the Union? E. M. T.

45. To what party did John Quincy Adams belong when he was elected President of the United States? E. M. T.

46. What is the exact date of the inauguration of the Governor of Ohio? E. S. W.

47. Is than ever used as a pronoun? R. A. L.

48. He delights *to read*. Dispose of "to read." R. A. L.

49. A pole 100 feet high, stands 10 feet in the water; where must it break so that the top may just reach the bottom of the pond on a level with the root, if the stump and fallen part are 12 feet apart at the surface of the water? Solve by arithmetic, if possible.

J. L. MORGAN.

50. A mine is partly filled with water, and water is running in at a uniform rate. Six pumps will empty it in 3 days, but 11 pumps will empty it in one day; how long will it take four pumps to empty it? Arithmetical solution. A.

# EDITORIAL DEPARTMENT.

*The* MONTHLY *is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

Teachers should not be frightened out of a new path by hearing it called a "craze." There are some rusty axles that can never be turned without the friendly aid of a crank, and there are some schools which sadly need a "craze" to give them what they never had before—a new sensation. M. R. A.

## THE TOLEDO MEETING.

Superintendent Compton, of Toledo, writes concerning the meeting of the Ohio Teachers' Association in that city, July 2, 3 and 4: "We are going to make it as comfortable and attractive as possible for the teachers, and we hope to see a large number in attendance. Toledo is fast becoming a very popular convention city, because of her lake and river attractions, her good hotels, her numerous railroads, her hospitable people, etc., etc. We hope to see a thousand teachers here and will make them welcome."

We trust this generous invitation will meet a very general and very hearty response from the teachers in all parts of the State. The committee will, no doubt, be able to make full announcements concerning railroad and hotel rates and all other arrangements, in our June number.

Since the above was written, Brother R. H. Holbrook, Chairman of the Executive Committee, writes that the Boody and Madison hotels offer rates reduced from $4.00 to $2.00, and the Union hotel from $2.00 to $1.50. Headquarters will be at the Boody. The citizens of Toledo will give a free excursion on the lake. Excursions to Put-in-Bay and Detroit, 50 cents, round trip.

The railroad rates are *two cents* a mile on all roads. The indications are that there will be a very large attendance. So let it be.

## M. S. CAMPBELL.

The sad tidings of Brother Campbell's sudden death have already reached most of our readers. He died at his home in Cleveland, at 11 o'clock, Friday, April 19, after a brief illness. Acute congestion of the brain is assigned as the immediate cause of his death. He had symptoms of typhus fever, superinduced, it is claimed, by the bad sanitary condition of the high school building of which he had charge; it is also claimed that his disease was aggravated and his death hastened by grief, occasioned by unkind and unfounded charges preferred against him by a subordinate teacher. Funeral services were held Monday, April 22, and the remains were taken to Portsmouth, Ohio, for interment. A widow and three grown daughters are left to mourn the untimely death of the husband and father.

Mr. Campbell was born in Virginia, Aug. 4, 1838, coming to Ohio with his parents when he was three years old. He completed a course of study at Ohio University in 1864, but received his diploma and degree from Ohio Wesleyan University, in 1871. He was principal of the Portsmouth High School from 1866 to 1870, and for nine years following he was superintendent of the Portsmouth schools. He became principal of the Rayen High School, at Youngstown, in 1879, where he remained until he was called to the principalship of the Cleveland Central High School in 1883, which position he held at the time of his death.

It is under a deep sense of personal loss that we write these lines. M. S. Campbell was one of our most trusted and intimate friends. We often took sweet counsel together. To be near him was to desire to be like him. Child-like simplicity was a prominent trait of his character, and not less noticeable were his sympathy and kindness. We have known few men whose conduct and conversation seemed so free from considerations of self. He was an earnest, honest, true man—a christian gentleman. One of his associates in the Cleveland High School says of him that in the six years of his connection with that school not one action inconsistent with the character of a gentleman was ever observed. His work is done—well done.

## TEACHERS' INSTITUTES.

The teachers' institute is an important part of our educational machinery. It reaches the teachers, and the teachers make the schools. This, like some other parts of our educational machinery, is not very well geared. In many States, as Pennsylvania and West Virgina, the county institute is under the direction of the county superintendent, and there is unity of design and concentration of effort. The superintendent has full power to plan and organize, secure the best instructors, and command the attendance of the teachers. In Ohio, the institute is in the hands of the teachers themselves. They have power to determine the time, place, and character of their own institute; but the attendance is altogether voluntary. The Ohio plan may be more democratic, but it is far less efficient. The management is sometimes excellent, sometimes indifferent, and sometimes very poor. The attendance fluctuates, the results are variable.

Our institute system has served a good purpose. Our schools are undoubtedly much in advance of what they would have been without the institutes. But is it not time to move up a little?

In the absence of a county superintendent, would there not be some gain in committing the management of the institute to the county examiners, with a provision that only professional teachers serve as examiners? It would locate responsibility and tend toward unity of design and harmony of effort. To this should be added a provision making attendance at the institute a condition of license to teach. There should also be some provision to guard against incompetent institute instructors. The requirement of a certificate from the State Board of Examiners might meet the case.

With present conditions, a measure of responsibility for the success of the institutes rests upon every teacher in every county of the State, and perhaps this may be viewed as some compensation for the want of stronger organization. Every one should bestow thought and exert influence in the direction of securing the best possible results, with things as they are. There is no absolute standard of excellence. There is room for honest difference of opinion as to what constitutes the best institute. What may be best in one county at a given time, may not be best in every county at all times.

But there are some things which ought to be looked upon as settled. An institute of five days is not the place for teachers and those expecting to teach, to equip themselves in point of scholarship. Academic instruction in such an institute is justifiable only when given incidentally, by way of illustration, or with reference to the purposes, means and methods of teaching the subject under consideration. Principles and methods of school organization, administration and instruction should receive much the larger share of attention; and these should, as far as possible, be considered from the standpoint of experience.

But back of all questions of matter and method, are the more vital questions of inspiration, of high purpose and endeavor, of consecration to the work. That institute serves its end best which gives the greatest impulse towards professional improvement, which fills the teachers with an exalted ideal of the work, which reaches out the hand of sympathy and help, fills the teachers with courage and hope, and leads them to put forth their best efforts.

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## AN ATTACK REPELLED.

"The Bible in the Public Schools" is the title of an article in the March number of *The Forum*, from the pen of Cardinal Manning, a reply to which is contained in the April number of the same magazine, from the pen of Prof. G. P. Fisher, of Yale. The question whether the Bible shall be read in the public schools is considered very briefly and only incidentally by Cardinal Manning, contrary to the expectation raised by the title of his article. He rejoices that the Bible is read in the public schools of England, "even without a right interpretation.' It is better that children should know the name, the character, the work, the life, the parables of the Savior of the world, than that they should grow up without the knowledge of his name. But," he goes on to say, "with the law and practice of the public and common schools before me, I cannot see:

1. How the State can retain its purely secular character and action, if the Bible be introduced into the schools. . . . . . . 2. Nor how the state can order its introduction without violating the religious conscience and spiritual independence of the American people. 3. Nor how the reading of the Bible in any sense but its own true sense can educate the children of Christian parents. 4. Nor how the reading of it can counterbalance the intrinsic moral evils of the common-school system, especially in the violation of parental authority and the destruction of the instincts of home."

The article, in its gist and purpose, is an open attack on the whole public school system. The Bible question is only the peg on which the writer hangs up to view some of the old stock arguments against public education. The views are those the Cardinal has often expressed before. He presents no new facts—not even old facts in new light. Indeed, a large part of the article consists of quotations from Richard Grant White and other enemies of the American free school system. The sum of it all is that the system is essentially and intrinsically wrong and fails of its end.

Professor Fisher, in his reply, wields a Damascus blade, highly polished and having a keen edge. He starts out by saying that if Cardinal Manning had ever lived in America he would not have fallen into the mistake of affixing his name to so many pages of misleading statement and fallacious reasoning. He would have known that his statistics are good for nothing and prove nothing, and that the adverse opinions which he quotes from Richard Grant White and others are utterly contrary to the judgment of the great body of Americans of high principle and robust intelligence whose ancestors were born on the soil.

Professor Fisher calls attention to the fact that Cardinal Manning and his church look with no greater approbation upon our American system of free government than upon our free school system—that "it is not our common-school system alone that is at fault, but the entire basis of our political fabric is, not to mince matters, of the devil." It is the old conflict between the government of priests and the government of the people.

The charge that the school system is an invasion of family rights is thus disposed of:

> "Two things are to be said in answer to this. The first is, that the state has a right to guard its own existence, and to provide for what is essential to its well-being. There can be no parental claim that nullifies this right; for the child has duties to perform as a member of the civil community as well as obligations within the family circle. The state, as well as the family, is a divine institution. The second thing to be said is, that what the Cardinal and his adherents are really contending for is not the rights of the family, and of the parent, but the moral right of the clergy to prescribe to the parent and the family how much and what sort of instruction the children shall receive......... What is really signified by this zeal for the rights of the parent is the purpose to assert over the parent and the household the sovereign control of the priest in all that concerns the education of the child. The priesthood are to organize the schools, superintend them, appoint the teachers, choose the text-books...... Parents, it would seem, are to have no right of control in this matter as related to the priesthood, but an unbounded right as related to the civil authority. Missives from ecclesiastics, high and low, mandates of councils, and pastoral charges are leveled at the laity, in order to drive them to forsake the public schools; and at the same time, the American public is treated with homilies, even from across the water, on the grevious violation of the rights of the family by the maintenance of common schools at the cost of the government."

The Cardinal is much concerned, also, for the rights of the taxpayer. Citizens are taxed for the education of children not their own, whereas "every parent is as much bound by the law of nature to educate his children as he is bound to feed and clothe them." Professor Fisher, comforts him concerning this, in the following passage:

> "As if no tax were righteous which did not directly benefit the individual who pays it! As if the citizen should be called on to pay nothing for the making of a road on which he does not himself propose to travel; for the building of a lighthouse unless he has ships on the sea or intends to take a voyage! As if, in a word, the vital interests of the entire community are not likewise the interests of the individual, which he is bound, as a member of the

community, to foster and promote by contributing his proper share to the cost of securing them! The author of the paper which we are reviewing may rest assured that there is no tax which Americans, as a rule, North or South, East or West, pay with more readiness than the school tax. The only exception is the cases where an opposition has been artificially excited against the school system from the side of the priesthood. The distinguished Cardinal, in the role of an advocate of the rights of the individual, excites peculiar emotions; but in view of the hope which he seems to entertain of making Americans believe that their liberty is overthrown by the institution of public schools, we are moved to exclaim, *O sancta simplicitas*!"

We regret our want of space to quote at length, Prof. Fisher's reply to the charge that our common schools are fountains of immorality. Cardinal Manning presents exaggerated pictures of the corruption in American society, and lays much stress upon certain comparative statistics which are supposed to show a higher state of morality in certain Southern States where private and parental education has prevailed, than in New England, the mother of free schools. Before taking up the statistics cited, Prof. Fisher calls attention to the flimsy character of the Cardinal's logic in this part of his paper. It is a case of *non sequitur*—"a good specimen of the confounding of consequent with effect, the *propter hoc* with the *post hoc*. Darkness precedes light; therefore, darkness creates light. Negro slavery existed in the one group of States, where there are fewer offences against the law; it did not exist in the other; therefore the existence of negro slavery tends to diminish crime, the absence of it to increase crime." Other conditions are not at all identical in the two groups of States. New England has many large cities, great manufacturing centers, and a large foreign population, with great numbers of immigrants continually arriving—conditions which do not exist in the other group. Moreover, a very large majority of the immigrants, who are over-running New England, have never known anything of American free schools, but have been accustomed to move in herds under the priestly direction which Cardinal Manning so much prefers. It was of such as these that Dr. Brownson said that "their inferior civilization has done much to lower our civilization and morals."

But the statistics upon which Cardinal Manning relies are shown to be utterly worthless for the purpose to which he puts them. Gen. Walker, superintendent of the last Census, is called in to testify. He declares that the statistics in question are "simply worthless," and explains at length why they are so. But, supposing the number of convictions for crime in the different States to be correctly reported, Gen. Walker goes on to show that the "statistics of the number of convictions for crime during any period, or the number of persons *in prison* on a given date, afford a very delusive measure of the comparative morality of different sections of the country, having different codes of laws and different social standards. For example, a very large part of the persons in prison in Massachusetts, at any time, are there for drunkenness, or for the illegal sale of liquors," whereas in some other sections of the country, no citizen would be arrested for drunkenness unless he should be guilty of a serious breach of the peace. And in Massachusetts, if a respectable citizen was struck by another, he would, at least in the vast majority of cases, think it discreditable to resort to violence in return. He would appeal to the law, the offender would be convicted of crime, and the case would go to swell the criminal statistics. But there are States when no criminal prosecution would follow such a breach of the peace. A homicide or a duel might result, which, in turn, would be followed by an aquittal, on the ground of sufficient provocation. If such data have any weight, they are not on Cardinal Manning's side of the question.

Our readers will find the concluding part of Prof. Fisher's paper elsewhere in this number. We hope all will give it a careful reading.

The questions involved in this discussion are of the highest importance, touching and reaching into two civilizations; and we have given this brief resume that those of our readers who have not access to the original papers may have at least a glimpse of the encounter.

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EDITOR MONTHLY:—I enclose the following statement of money received for membership fees in the O. T. R. C., since my report of March 22:

| | | |
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| April 2. | —M. R. Andrews, Marietta, Washington Co | $ 6 17 |
| " 6. | —W. O. Bailey, La Rue, Marion Co | 3 75 |
| " 13. | —J. J. Bliss, Crestline, Crawford Co | 3 00 |
| " 15. | —Nelson Sauvain, Koch's, Wayne Co | 25 |
| " 18. | —Anna B. Chambers, Centreville, Montgomery Co | 2 00 |
| " 20. | —Nora E. Hall, Rural Dale, Muskingum Co | 25 |
| | Total | $15 42 |

*April* 22, 1889. E. A. JONES, Treas. O. T. R. C.

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## SCHOOL VISITORS.

According to the old style of beginning which is made to do service in many essays of younger people, "There are many kinds of school visitors." While each class is deserving of some attention we must beware of its claiming *too much* attention in the schoolroom.

There is the visitor under six years of age. This visitor ought not really to be in the schoolroom, and yet there should be no formal regulation as to its exclusion; the whole subject should be managed with great care by the thoughtful teacher. Little girls are the chief offenders in this matter of bringing babies to school. It is natural to the sex to love children; and the affection is transferred from the doll to the little child that is small enough to take the care of a child not much older than itself. It is a sweet, pretty sight to see the engaging airs of the little mother; but the primary teacher, who has her hands already full, ought not to be disturbed by this distracting element in the schoolroom. Those little girls who bring to the schoolroom anybody's child they can borrow because she is pretty and has dainty clothes to wear, should be kindly but firmly told that they must not do so. And the best time to tell them is before they have offended. It will not hurt nearly so much as when the little visitor is present. But this visitor is not so hard to dispose of as that one who comes because its mother is called away from home by work, or made unable to take care of her child through sickness. If such a mother belongs to a circle of life in which it is possible for her to secure other aid in the care of her little one, the teacher has a duty to her school and to herself to perform in insisting wisely but firmly that the schoolroom is not a nursery. If it is time for house-cleaning and there is a prospect of its being finished within a time that will not be too serious a loss to the pupil, let the pupil remain at home rather than have the school disturbed by the visitor. The good of the greater number demands this. But in those cases where life is so hard for the mother, when we wish it were possible for her to leave her child in one of those establishments where Christian care is given to the little ones of those mothers who have gone off to work by the day, the iron rule should not be made to bear so heavily. I wish it were possible for us all to know more of the home-life of those under our care. It would make us infinitely more charitable. Sometimes I learn afterwards of my pupils' having passed through a crisis that demanded work or sacrifice almost heroic; and it gives me pain that I did not know it in time to have eased the burden a little.

As pupils grow older, and visitors too, it seems to me that there can be a rule without exceptions: that friends may visit the school but never individual pupils. Of course, this does not refer to children who belong to some school in the same city. If I found in my room some one who belonged to a school that was in session in our own city, I should politely inform him that I could not receive visitors who did not come honorably. But when young people come who are old enough to take care of themselves, concerning the propriety of whose coming there can be no question, let them be received courteously but hold them subject to the same regulations in regard to communication and general order that govern your own pupils. Give your pupils no more license in regard to their young visitors than in regard to other pupils. When you receive new pupils tell them your rule in regard to this matter, with the reason for it,—that the schoolroom is to be always a place for work and that nothing can be permitted that will, in the least, interfere with it, and you will have little trouble in this matter. If any visitor should be disposed to whisper, just wait quietly a moment or so when you are teaching a class, until he or she is through, and the disorder will not be apt to be repeated. Of course, a teacher who is strict in this matter with his pupils must be strict with himself. I do not care how often visitors come to see my work or that of my pupils,—I like, indeed, to have them,—but they must visit me in my capacity of a private person or as a member of any society or organization, somewhere else than in the schoolroom. My time belongs there to my school and it is not honest to give it to anything else. If any one comes up that I suspect of any intention to talk to me, I keep my work going so vigorously that he cannot get a chance, at least until recess.

Parents and citizens in general should visit schools more than they do. There are several reasons for this. It would keep up a livelier interest in the schools and make parents realize more fully the bond of union existing,—or which ought to exist,—between those working for the same object. The result would be a greater willingness to concur in whatever is for the best good of the school, even though it might be at some cost. Intelligent criticism which is based solely upon a desire for improvement is always helpful when given in a kindly spirit. But what can we say of the injustice of those who criticise, either in conversation or through the public press, that which they know nothing about, and concerning which they have taken no means to inform themselves? Some one has said "A half truth is the blackest of lies," and often parents, relying solely upon what they hear from children, are apt to turn one of these half truths into the blackest of lies. Besides these considerations, parents would find an intellectual pleasure in witnessing the work of a genuine teacher. Even when they do not fully understand the subjects taught, they can enjoy seeing the activity of mind, the delight of success, and the many good qualities of mind and heart that are shown in the schoolroom, of the teacher, to retain whom in their service is the highest wisdom. Children would be benefitted not only by the assurance of interest given by such visits from their parents, but by the aid it would give them in overcoming a natural timidity which they have in reciting before any one but their own teacher. And this ability to control self in unusual circumstances is a very important lesson for life.

Teachers gain much from visits from parents or other citizens not being too infrequent. When such visits are like "angels' visits, few and far between," the teacher is often so nervous at the totally unexpected as not to do justice to himself at all, and to put his pupils into a state of fright which is sometimes laughable, sometimes pitiable.

Teachers, realizing the advantages to be derived from grown up visitors, should treat them with the greatest courtesy. Give them the best seat for hearing at your command,—that is, if you can get them to take it; sometimes, however, they refuse such a seat as too conspicuous; then give them the best you can get them to accept. Have your pupils exercise great care in speaking distinctly. Remember you are accustomed to their voices and can understand more readily than a stranger. Train your pupils so that they do not hesitate a moment in handing books and showing the various little attentions that ought to come from them. Imagine the force of such object lessons as these of which I know: A mother went to visit her little daughter's school. When she entered the door, the teacher looked up, nodded carelessly and left her standing there just inside the door. Some years ago, in company with several other teachers, I visited a high school in a large city. The gentleman who had charge of the school that morning allowed us to seat ourselves for the opening exercises, which fortunately we could see and hear without much difficulty; then at the close of these exercises sent out classes to various classrooms, and called his own class in Caesar up to a part of the room where we could not hear anything of his work or that of his class, and left us without the slightest invitation to listen to anything. Perhaps he thought us too ignorant looking to understand high school subjects, but my memory has at least been sufficiently good to retain in mind for sometime the actions of this gentleman when he had visitors.

MARGARET W. SUTHERLAND.

(*To be continued*.

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# EDUCATIONAL INTELLIGENCE.

—Logan, Ohio, will graduate a class of eighteen this year. R. E. Rayman is superintendent.

—The schools of Sparta, Stark Co., graduated three pupils, March 22. P. W. Wagner and Lou. A. Johns are the teachers.

—The senior class of the McArthur High School consists of four girls and three boys—all members of the Christian Church.

—Work for Workers! Are you ready to work, and do you want to make money? Then write to B. F. Johnson & Co., of Richmond, Va., and see if they cannot help you.

—The Tri-County (Wayne, Ashland and Medina) Teachers' Association will hold its next meeting at Lodi, May 17 and 18. Commissioner Hancock is expected to be present.

—The *School Bulletin* speaks of the National Superintendent's Association, recently in session at Washington, as the "Association of Candidates for the office of Commissioner of Education."

—A public-school industrial exhibit was held at Barnesville, at the close of the winter term. Our informant says it was very fine, and that Superintendent Powell is doing a good work and receiving the commendation of teachers, pupils and parents.

—The Marysville High School gave a public entertainment March 22, consisting of essays, orations, recitations, debates, dialogs, music, etc. Local papers speak of these exercises, and of the work of the schools in general, in high terms of praise. Brother Cole keeps his end well up.

—The second annual commencement of the Jackson township High School at Jackson Center, O., occurred Wednesday evening, March 27. There were nine graduates. An address to the class was delivered by Rev. J. F. Harshbarger, of Quincy, O., and diplomas were presented by Supt. Job Hill. M.

—Ohio teachers are evidently interested in the announcements of the Teachers' Publishing Co. Another attractive inset will be found in this issue of the MONTHLY. Surely you can find something that will help you in their list of books, aids and devices. Mention this paper when writing, and you will receive FREE, a complete list of their publications, etc.

—A. S. Barnes & Co., of New York, have purchased and will hereafter publish the entire lists of the late firms of Potter, Ainsworth & Co., and Knight, Loomis & Co., including the famous Payson, Dunton & Scribner copy books, Bartholomew's drawing books, Hanson's Latin series, Crosby's Greek series, Gillet & Rolfe's natural science series, and other standard text-books.

—The teachers of Franklin County held a meeting in High School Chapel, Columbus, March 30. The following is the program: "Requisites for Successful Teaching," Prof. Elisha Warner, Duvall, O. Address by Supt. R. W. Stevenson, Columbus, O. "Primary Reading," Miss Alma Simpson, Columbus, O., assisted by a class from her school (D Primary, Sullivant School). "Some Object Lessons from Plants and Insects," Prof. W. R. Lazenby, O. S. U., Columbus, O.

—An interesting little exhibition, which will shortly be opened in the King's Library in the British Museum, will deal with all the alphabets, past and present, of the world. It will commence with the earliest writings in existence, and will come down to our A B C. Professor Max Muller said recently that all existing alphabets could be traced from the Egyptian hieroglyphs. The new exhibition will afford an opportunity of testing this, because they will be arranged as far as possible chronologically.

—The commencement exercises of Bethel township (Clarke Co.) High School were held on Friday evening, April 12th. An interesting program was rendered before an attentive audience. Prof. Van Cleve, of Troy, delivered the address before the class in a manner that pleased the whole audience. The class was quite small this year, containing but one boy and two girls. The closing exercises of the sub-district schools will take place May 18th. W. W. Donham is the township superintendent.

—Most of our readers will remember the dead-lock in the Alliance Board of Education last year, in the matter of the election of superintendent, the County Commissioners finally breaking the lock by the election of Supt. C. C. Davidson. The people seem to have taken the matter in hand at the spring election. The people's candidates received 826 votes, while the opposition candidates received six votes. This ought to be considered satisfactory. The schools have had a pleasant and prosperous year. A class of 15 will graduate June 20. A new school-house is to be built to accommodate the rapid increase of school youth.

—The question of married women as teachers has received more or less attention from school officials in recent years. The wise men of Belgium have been much exercised over it of late. One party complains that married women are liable to be interrupted in their duties by the incidents of married life. The other declares that old maids cannot know how to handle and manage children as a woman with some of her own can do. It seems that in Brussels the law allows every school mistress who adds one to the number of His Belgian Majesty's subjects a fortnight leave, but then she has to pay £1 weekly until she comes back, which is not very liberal. In Prussia it is even harder, for if they marry they are discharged, and in Saxony marriage involves a forfeiture of their right to a pension. From these facts American teachers will observe that they have still many things to be thankful for.

—The Walnut Valley Teachers' Institute held a meeting at Galena, Saturday, March 23, 1889, with the following program: Grammar, by L. R. Yeager; Fractions, by M. N. Miller; The Nervous System, by Dr. H. A. Furniss; Relations of Teachers and Parents, by E. P. Hoover; Query Box; What Agriculture Demands of the Public Schools, by O. Poppleton; Alcohol and Narcotics, Discussion opened by D. C. Meck.

The entire program was superior in earnest thought that came from actual experience. Practical common sense was prominent in every speech.

M. L. Barr, of the Junior class at the Ohio Wesleyan University, delighted the nearly one hundred who were present with two well delivered declamations.

The following resolution was unanimously adopted at the close of Mr. Meck's speech: *Resolved*, by the Walnut Valley Teachers' Association, that we disapprove of the use of strong drink and tobacco by the members of this association, and we urge all teachers to avoid their use. J. F. H.

—Miss Maude Elaine Caldwell, of the third year, Fremont High School, took the grand prize of $125 offered by Mabley and Carew, Clothing Merchants, of Cincinnati, O., for the best story written by boys and girls under sixteen years of age, in the States of Ohio, Indiana, Kentucky and West Virginia.

There were two general prizes of $125 and $75, and two state prizes of $50 and $25 for each of the four states. In response to the offer, which was made last autumn, six hundred stories were received. They are to be published in book form. Hon. J. B. Peasley and Dr. W. H. Venable were on the awarding committee.

In letters of inquiry to Supt. Ross as to age, originality, &c., the story of Miss Caldwell, A Grecian Tale, is spoken of as "remarkable."

Miss Caldwell also excels in general scholarship as well as in composition. With much general reading, school composition work and story writing for local papers, she has pursued for this year simultaneously the following six or seven studies, taking two years and more in one and standing nearly perfect in all: Virgil, Cicero, German (Schiller), Geometry, Chemistry, Physics and Rhetoric.

The decisions of the judges were based upon the relative merits of the stories examined, ascertained by close comparisons and the consideration of the following points: Age of competitors; evidence, internal and external, of originality; intrinsic value of matter, intellectual and moral; qualities of striking interest to average readers; grammatical correctness and rhetorical style; mechanical finish; evidence of motive, character and culture; and testimony of teachers and parents.

—The days of April 3, 4 and 5 were marked, in the eastern border of Ohio, by the Industrial Exposition of home work of pupils, held at Martins' Ferry. Since last November, the 1300 pupils had been at work beyond school hours, each in a field of his own choice, with the sole limitations that the work must be done by his own hands and must not be brought to the schoolroom until completed. The result was 2426 different articles in wood, iron, cloth, knitting, painting, cooking, sewing, etc., ranging from a cornstalk horse to a skiff 24 feet long. The articles were arranged on screens built in the Opera House, giving an area of 2,200 square feet. There were 4,552 visitors during the three days, a descriptive catalogue of 24 pages being given to each. Stage programs of marching, calisthenics and singing were given each afternoon and evening.

The graded teachers' meeting was held on April 5 and was participated in by nearly 100 teachers. At three o'clock, Dr. Hancock, State School Commissioner, addressed the united body in a very able manner upon the need of a revival in school work. In the evening he spoke in the Exposition to over 900 people aud scored several points upon his very attentive audience.

Upon the evening of April 5, the Superintendents' Round Table met and was participated in by Dr. Hancock, Prof. Shreve, Supt. Jones, of Bellaire, Supt. Mertz, of Steubenville, Supt. Powell, of Barnesville, Supt, Merrick, of Cadiz, Supt. Peck, of Caldwell, Supt. Williams, of Moundsville, Supt. Bethel, of Flushing, Supt. May, of Benwood, Supt. Watters, of St. Clairsville, Supt. Gladding, of East Liverpool, and Supt. Sparks, of Martins' Ferry.

The Exposition succeeded in awakening great interest in the local schools, and was the subject of editorials in the leading Wheeling and Pittsburg papers. The Ohio Vally must be up with the times. E.

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## PERSONAL.

—H. W. Compton has been re-elected superintendent at Toledo. Salary $3,000, an increase of $250.

—Arthur Powell, superintendent of schools at Barnesville, O., has been re-elected, at an increased salary.

—A. E. Gladding, superintendent of East Liverpool schools, reports an enrollment of 1786 pupils for month of March.

—H. C. Muckley, a teacher in the Cleveland Central High School, has been designated as acting principal of the school, *vice* M. S. Campbell, deceased.

—J. L. Wright, of Orrville, has been made a member of the Board of School Examiners of Wayne county, in place of Dr. S. J. Kirkwood, resigned.

—G. W. McGinnis has unanimous re-election to the superintendency of the schools at Granville, O., at an increased salary. A new school-house is soon to be built, at a cost of $20,000.

—O. T. Corson and E. S. Abbey have both been unanimously re-elected at Cambridge, Ohio—the former as superintendent, at a salary of $1,500; the latter as high-school principal, at a salary of $900.

—Joseph Rea, of McArthur, and L. D. Bonebrake, of Athens, conducted the Vinton County Institute last year, and both have been engaged for the coming session, to be held last week of August.

—A letter just received (April 25) from Principal W. V. Rood, of the Akron High School, states that his health is much improved by his sojourn in the South, and he expects soon to resume his accustomed duties.

—M. S. Turrill presented an able review of the last report of the National Commissioner of Education, before a large meeting of the Hamilton County Teachers' Association, held in Hughes High School, Cincinnati.

—C. W. Bennett is nearing the end of his fifteenth year in charge of the Piqua schools, and has just been unanimously elected for another term of three years, at a salary of $2,000, making his fifth election for three years.

—Prof. Eli F. Brown, of Dayton, Prof. F. H. Tufts, of Antioch College, and Prin. W. H. McFarland, of Springfield, are to cross the Atlantic this summer, visiting London, Paris, Rome, Naples, the Rhine, Switzerland, etc.

—F. M. Hamilton is serving his sixteenth year as superintendent of schools at Bucyrus, O., and he has recently received a unanimous call to serve another term of three years, at same salary. The schools are in a flourishing condition, with a larger attendance than ever before.

—Dr. W. H. Venable, of Cincinnati, is on the program of the National Educational Association, to meet at Nashville in July, for a paper on "The Pioneer Schools of the Ohio Valley." Dr. Venable has institute engagements at Dayton, Lancaster, Cambridge, Hillsboro, and in Columbiana county.

—Dr. Aaron Schuyler, ex-President of Baldwin University (Ohio), is now acting President of Kansas Wesleyan University, at Salina, Kan. He has an engagement to give instruction in the Washington County Institute next August. He would be glad to make two or three additional engagements in Ohio.

—M. A. Kimmel has charge of the schools of Poland, Mahoning Co., O., with a corps of five teachers. A high-school course of three years has been adopted, and the people are almost a unit in support of the schools. The work of these schools exhibited at the Ohio Centennial Exposition, received the award of a bronze medal.

—Dr. W. S. Eversole is President of the Century Club, of Wooster, O. This organization is composed of University professors, clergymen, and other scholarly gentlemen, their wives being honorary members. They meet every two weeks, from Sept. 1 to June 1, when they close the year with a banquet. At each meeting some member presents a paper on some of the deeper questions in literature, philosophy, ethics or sociology, and the reading of the paper is followed by a general discussion.

—Sup't W. H. Mitchell, of Monroeville, is completing his sixth year at that place, and at the re-organization of the Board of Education, was again unanimously elected for a term of three years, with another increase of $100 per year in salary. Mr. Mitchell is also Clerk of the Board of Education at Monroeville, a member of the Huron county Board of Examiners and President of the Huron county Teachers' Institute. Surely a prophet is not without honor, even in his own country.

—Reuben McMillen, so well and so favorably known to the teaching profession in Ohio, now resides at Canfield, O., enjoying well-won rest and honors. This brief extract from a recent private letter will be read with interest by his many friends:

"Although out of active school work, I have not lost my interest in the great work that now goes on without me, nor in the good friends with whom I worked so many years. The MONTHLY is a great comfort to me. It brings to me, from month to month, what is going on in the educational world—especially in our good Buckeye State. It is doing a great good. I may, at some time, have a word to say to its readers."

—W. H. Bender, formerly an Ohio teacher, is principal of schools at Grand Junction, Iowa. He writes that the teachers of his county (Greene) have undertaken to establish a professional library, which shall be free to the teachers within its reach. He adds this pleasant note about the MONTHLY:

"The MONTHLY gives us good, sound articles of such nature that a bound volume makes a very excellent addition to one's professional books. The Primary Department is a good feature, and we feel confident that the editor's good judgment will not let the matter of methods, schemes of study, etc., "go to seed" in the MONTHLY, as too many of our educational papers, and too many teachers are doing."

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## BOOKS.

*Historical Collections of Ohio.* In two volumes. An Encyclopedia of the State. 500 engravings. By Henry Howe.

An elegant copy of the first volume of this valuable work has just reached the editor's table. The original edition was published in 1846, and is well known throughout the State. Forty years later, the venerable author revisited in person all parts of the State, collecting matter for this revised edition, which is one of the most notable achievements in modern literature. It is a perfect treasure-house of general and local information, of geography and antiquities, of legend and story, of everything, in short, pertaining to Ohio and Ohio history.

Of the 800 pages of this volume, the first 200 contain a series of articles on the history, geography, geology, resources, and industrial life of the State.

Following these articles is a separate view of the counties, in alphabetical order. Nothing short of personal inspection can give an adequate idea of the rich and wonderful stores of information contained in this part of the work—pioneer experiences, early struggles and hardships, thrilling adventure, etc., etc.

The statistics it contains constitute an important feature of the work. It gives the name of every person who has held Federal or State office since the organization of the State, as well as populations, banks with their officers, churches, manufactories, newspapers, county officers, etc., etc. Every Ohio home should contain a copy.

(Published by Henry Howe & Son, Columbus, Ohio. Sold only by subscription.)

*Stickney's Readers*, numbers 1, 2, 3 and 4, are beautiful books, without and within, and excellent as they are beautiful. The matter is as attractive as the choicest story book, and, at the same time, of a high order of literary merit. Memory gems and choice selections of poetry are interspersed; but above all else they are *reading books*. They will be read with intense interest, the pupil at the same time gaining facility by practice and acquiring a taste for reading and forming the reading habit. The series as a whole is worthy of the highest commendation. (Published by Ginn & Co., Boston.)

*Word-Manual to Accompany Appleton's First and Second Readers*. Prepared by Lewis Miller, Sarah C. Lake and Elias Fraunfelter, of Akron, Ohio. Edited by Dr. William R. Harper, Yale University. Published by D. Appleton & Co., New York.

The words of each lesson in the Reader are arranged in columns, with plans and suggestions for word drill, and fresh matter for practice in reading. The same matter, page for page, is also furnished in leaflets, put up in a neat package. This little book for word-study and the Reader for reading-practice seems to be the plan intended, and it is a good plan. Teachers of first year pupils may derive much help from it; but it must be remembered that methods and devices are of very little consequence in comparison with the intelligence and skill of the teacher.

*An Inductive Latin Method*. By Wm. R. Harper, Ph. D., and Isaac B. Burgess, A. M. Ivison, Blakeman & Co., New York and Chicago.

The method presented in this book is essentially different from that of most Introductory Latin books. The text of the first lesson is, *Gallia est omnis divisa in partes tres*. An exact translation and the pronunciation of all the words are given. With the aid of notes and observations, the pupil is expected first to master the facts concerning each word in the text; then to learn from these facts the principles involved, and to apply these principles as he proceeds. In this way, the first twenty chapters of Cæsar are studied, involving the mastery of almost the entire grammar. In the hands of a good teacher it can scarcely fail to arouse enthusiasm and produce marked results.

*Segundo Libro de Espanol*, Segun el Method Natural. Por J. H. Worman, A. M , Ph.D. y Carlos Bransby, A. M. A. S. Barnes y Compania, Neuva York y Chicago.

This *Second Spanish Book* belongs to Worman's Chautauqua Language Series. The lessons it contains cover a wide range of subjects, mostly topics of every-day conversation, with sufficient grammar to enable the learner to speak correctly as well as fluently.

*The Choral Book for Home and Church* is a collection of ninety choice choral pieces which have proved their quality by centuries of use in the homes, schools and churches of Germany. Not a note of the music has been changed. The words have been translated by F. Zuchtman, Principal of Conservatory of Music, Springfield, Mass., and Edwin L. Kirtland, Superintendent of Schools, Holyoke, Mass., with strict fidelity to both sentiment and music. The soul of the past still lives and breathes in these grand old songs. (Ginn & Co., Boston.)

*Seaside and Wayside* (No. 3.), by Julia McNair Wright, is an intensely interesting and profitable book for young people. Its delightful descriptions and stories of plants, birds and fishes cannot fail to instruct as well as delight young readers. Teachers can not do their pupils a better service than to get into their hands such books as this. (D. C. Heath & Co., Boston.)

*Homer's Odyssey*, Books I-IV. Based on the Edition of Ameis-Hentze, Edited by Professor B. Perrin, of Adelbert College, Cleveland. Text and Notes (230 pp.), cloth, $1.40; paper, $1.10. Text separate (75 pp.), 20 cts.

This is an adaptation of the German edition to the requirements of American college classes. The latest accepted views in Homeric Archæology are given. Material for the higher criticism of the poem is furnished, and yet sufficient aid of an elementary character is supplied for purposes of elementary study. The mechanical execution is all that could be desired. (Ginn & Co., Boston.)

A very timely and excellent little book is Supt. J. W. Zeller's *Civics: or Some Important Facts and Principles Relative to Our Civil Government and Political Institutions.* Terms are accurately defined, principles are clearly stated, rights and obligations of citizenship are set forth; then follow a historical sketch of Ohio, the Ordinance of '87, Constitution of Ohio, history and significance of our flag, the Declaration of Independence, Washington's Farewell Address, etc. (Published by the author, Findlay, Ohio.)

Five Hundred Choice Selections from Prose and Poetry for Grammatical Exercises and Memorizing, with a Drill Book for Review in English Grammar and Analyzing. By Francis W. Lewis, A. B., Rhode Island Normal School. Boards, pp. 160. Price, 75 cts. Boston: Eastern Educational Bureau, 50 Bromfield Street.

Many teachers in High Schools, Academies, and Normal Schools, in attempting to induct the students into the principles of Rhetoric, have found that the pupils required review in Grammar and Analysis before they were fitted to grasp the broader and more practical applications of Rhetoric. This book is the outcome of the careful study of these difficulties and a very successful mastery of them. It is emphatically a classroom book and will be heartily welcomed by many teachers of Grammar and Rhetoric, both for the Drill Book in Grammar and for the most excellent list of selections for memorizing, parsing and analysis. These 500 quotations include many of the finest gems in our language. The book has decided merit, and will meet a much-felt need.

Schiller's *Jungfrau von Orleans.* For the Use of Students of the German Language. Edited by Benj. W. Wells, Ph. D. Published by D. C. Heath & Co., Boston.

This edition of the drama of Schiller so generally used as an introduction to the study of the German Classics has grown out of the needs of the editor's classroom. The history and composition of the drama, contained in the introduction, and the notes and references are well suited to aid and encourage the student to enter into the spirit of the period and the characters.

The tenth volume of *Alden's Manifold Cyclopedia* extends from Cosmography to Debry, and contains 640 pages and 100 illustrations. Darwin and the Darwinian Theory fill 17 pages; cotton, 26 pages; Crusades, 6 pages; Confessions, 5 pages. While the *Manifold* is the cheapest of all the cyclopedias, it is among the most comprehensive and best adapted to the wants of the great mass of readers. It serves the purpose of an unabridged dictionary as well as the usual purposes of a cyclopedia. The publisher offers to send a specimen volume on receipt of 60 cents, to be returned if not wanted. JOHN B. ALDEN, Publisher, New York, Chicago, Atlanta and San Francisco.

*King's Historical Portfolio of the United States* is one of the latest devices for the illustrative teaching of U. S. History. This and the *Story of America* are both published by the R. S. King Publishing Co., Chicago. See advertisement elsewhere.

## MAGAZINES.

With what pleasant anticipations one comes to look each month for the arrival of the standard magazines. One of the earliest comers is the *Popular Science Monthly*. Its issue for May coutains another of Dr. A. D. White's noted papers on "The Warfare of Science," this one being devoted to "Diabolism and Hysteria." There is also an extended reply to Prof. Huxley's article on "Agnosticism," which appeared in the April number, besides a long list of articles on a variety of scientific subjects.

The Life and Times of Abraham Lincoln continues to be a leading feature of *The Century*. An autobiography of Joseph Jefferson, the great actor, is promised to begin in the near future. A notable feature of the April (Centennial) number were the four magnificently illustrated articles, "Inauguration of Washington," "Washington at Mt. Vernon after the Revolution," "Washington in New York in 1789," and "Original Portraits of Washington."

*Scribner's Magazine* and the *Atlantic Monthly*, for May, have just this moment arrived. The former is beautifully and profusely illustrated, and presents, as usual, an inviting bill of fare. This very popular magazine is steadily gaining in favor: The *Atlantic* is brimful of the choicest literature—stories, sketches of history, biography and travel, poetry, etc. "Uses and Limits of Temperance Legislation," by Charles Worcester Clark, is thoughtful and conservative in tone and deserves to be widely read.

*The North American Review*, usually among the last to arrive each month, is always freighted with the thought of leading thinkers, on the great questions of the day. The issue for May is Number 5 of Vol 148.

*St. Nicholas*, with its bright pages and beautiful illustrations, furnishes each month an intellectual feast for the young people in thousands of happy homes.

*The Forum*, the youngest and strongest rival of the *North American Review*, is rapidly gaining in favor and already ranks among the very foremost magazines of its day.

—THE—

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

# THE NATIONAL TEACHER.

SAMUEL FINDLEY, . . . . . . . . . . . . . . . . EDITOR.

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## THE TEACHERS' INSTITUTE.

B. A. HINSDALE.

The year 1889 is a double educational semi-centennial. It was in 1839 that the first American Normal School was opened, at Lexington, Massachussetts. And it was the same year that Dr. Henry Barnard, then Secretary of the Connecticut Board of Education, in order "to show the practicability of making some provision for the better qualification of common school teachers, by giving them an opportunity to revise and extend their knowledge of the studies usually pursued in district schools, and of the best methods of school arrangements, instruction, and government, under the recitations and lectures of experienced and well-known teachers and educators," called together, at Hartford, for a month's session, such teachers of Hartford county as were disposed to attend, organized them into an institute, and with several other instructors whom he called to his assistance, proceeded to give them the much-needed instruction. The next year Dr. Barnard held a second institute for lady teachers. The example thus set was quickly followed. In 1843 the first institute in the State of New York was held ; in 1845 the first in Ohio ; and in 1846 the first in Michigan. From these beginnings, the Institute has continued to grow until it ranks, and for many years has ranked, as a characteristic and distinctive feature of the American system of education. The National Commissioner of Education reports that in the year 1886-87 there were held in the country 2003, State, county, and district institutes, with a total attendance of 138,946. He reports the total teaching force of 28 states at 276,008 teachers, and that 23,619 of these, or less than ten percent, had attended Normal Schools. The number of new teachers engaged in 1886-87 was reported by but 8 states; but if the ratio of the new ones to the total number in the 28 states was the same as in the 8, the total number of such teachers in those states could not have been less than 35,000. The Commissioner found the same year 49,489 normal students in normal schools of all kinds, and 4,065 normal graduates. These statistics, imperfect as they are, show conclusively, what, indeed, every man of observation knows without them to be the fact, that all the preparation for teaching, other than academical instruction, that a large majority of our common school teachers ever receive, they receive in the teachers' institutes. The Institute is, therefore, at any time the proper subject of discussion. The present year is a peculiarly fitting time for such discussion; and we could wish that some one of our ablest educators would signalize its passage by giving us a fuller discussion of the subject than we have ever had, and that it is certain, sooner or later, to come. When the work appears, it will, doubtles, embrace these divisions of the subject:

1. *The History of the Institute*: not simply a few chronological facts, like those given above, but an adequate summary of the results of experience, covering the whole field.
2. *Its function.*
3. *Its pecuniary support.*
4. *Its practical control or management.*
5. *Institute instruction;* its range and character, by whom given, and according to what methods.

No attempt will be made here to cover, even in the most hurried way, this ground; time and space will simply allow some remarks concerning the last of the enumerated topics.

Obviously, the function of the Institute must, in general, control the instruction. This was well stated by Dr. Barnard in 1839 in the language quoted above. It is perfectly clear that the Dr. did not suppose the agent that he invented was a substitute for a normal school or a teachers' seminary. It is clear, also, that he did not think he was inventing a substitute for the academy or school of general training. His idea was, an appliance, agent, or instrument, perhaps for temporary and not permanent use, for helping teachers who had never received, and who could not receive, suitable instruction in the science and the art of teaching. This was Dr. Barnard's conception of the office of the Institute; and it is the conception of all competent educators to-day, except, perhaps, that the idea of temporary use has given place to the idea of permanent use. The Institute is of unquestionable service to professionally educated teachers, giving them new ideas and methods, new stimulus and inspiration; but its great function is, partially to qualify for teaching those teachers, *in esse* or *in posse*, who, for any reason, have never been regularly trained for their work. Accordingly, the Institute is, and always has been, a confession of the educational weakness and poverty of the country; but also, happily, a sign that the situation is understood, and a pledge of progress.

Furthermore, Dr. Barnard pointed out the two main lines of Institute instruction. First, to give the attendants "an opportunity to revise and extend their knowledge of the studies usually pursued in district schools." Secondly, "to instruct them in the best methods of school arrangements, instruction, and government." This division of the work is still approved and still practiced. The form of statement cannot be improved upon, except that we should substitute "public schools" for "district schools," and perhaps insert 'principles" of teaching as well as methods. It is admitted all around that the Institute should enable the teacher "to revise and extend" his knowledge of the studies that he teaches, and instruct him in methods of arrangement, teaching, and government. But while they recognize both these ends, the best educators are laying more emphasis upon the second one. In fact, there is a general agreement that it is not the function of the Institute, in any primary sense, to teach teachers their "branches," or academically to qualify them to obtain certificates to teach. The main function of the Institute is, rather, to teach, as far as can be done, the nature of the human mind, the educational values or uses of studies, and methods of organization, teaching, control, and character-building,—in a word, the science and the art, with something of the history, of teaching. Specific methods should be presented, as well as generic methods, and with even greater particularity; and if this is done the instructor will not present the studies, Arithmetic, Grammar, etc., *as such*, but will present methods of teaching them. His business is not to teach Reading, but methods of teaching Reading; not History, but methods of teaching History; and in general, not the *what*, but the *how*. This instruction in method should always conform to two *criteria*; the nature of the mind that *knows*, and the nature of the subject that is to be *known*. Accordingly, all the help in "the branches" that the teacher has any right to look for at the Institute is secondary and incidental, coming in the way of reviews. Teachers will certainly be found, and possibly whole institutes, that will object to this plan; that will cry out for "sums" and "parsing"; that will applaud the instructor who devotes himself to puzzles, and frown upon the one who does proper Institute work; but the intelligent and conscientious instructor will go resolutely forward, confident in the faith that the primary function of the Institute is to teach teachers how to teach, and not to teach them what to teach.

But there is something still beyond this in Dr. Barnard's language. The instruction that he promised at Hartford was to be given in "the recitations and lectures of experienced and well-known teachers and educators." How much should be attempted in recitations and how much in lectures, will naturally depend upon a variety of circumstances, as the length of the institute; but in any case the work should be done by *experienced* and *well-known* instructors. The employment of novices in teaching and in educational science was never for a moment considered by the distinguished educator who invented the Institute. No second glance at the facts presented in the first paragraph of this paper is necessary to show that, to the common teacher, Institute work is, or should be, of very great value and importance; and to put him off with such instruction as he sometimes receives, when he is entitled to the best that can be had, is a wrong that he has a right to resent in the most vigorous manner.

The range and character of the instruction given in an institute will naturally, and necessarily, depend upon a number of circumstances. One of the most important of these is that of time. Whether the session is to be two days or six weeks in length, is a capital question. This paper will not deal with all conjunctions of circumstances that may arise, but only with the common county institute that lasts a single week, or at most two weeks, in a State that has no regular institute faculty.

The first observation is, that the superintendent or the committee who make the program should look beyond the year for which they are providing, to consider both the past and the future. For example, a majority of the persons who attend this year attended last year, and a majority of them will also attend next year. With all the flux of the teaching body, in any county, it remains true that the average teacher who attends institutes at all attends several years, two or three at least. This the management should never overlook.

Secondly, if the managers have a firm hold of this fact, they will, or should, lay out the work accordingly. They will not seek to cover the whole field of instruction in any one year. They will, rather, if teachers, conduct the institute in a manner similar to that in which they conduct their schools. That is, they will recognize the idea of a course of instruction to include two or more years; and under certain conditions, will, as is now sometimes done, recognize the idea of classification within the year.

Thirdly, they will, to be more definite, make choice of certain kinds of work to be done this year, say work that will cover one-half of the whole field. They will also select instructors with especial, and if possible, sole reference to their ability to present these subjects. Then when the time comes, they will hold the instructors within the chosen lines, permitting, at most, such occasional excursuses into other fields as will relieve tedium and bring freshness.

Fourthly, the other half of the subjects will be covered the following year, by workmen especially fitted to treat them.

Fifthly, the third year's program, as respects the work, will be mainly a duplicate of the first one, the fourth year's of the second, and so on, so far as the subjects are concerned. At present, at least, the institute cycle should not extend beyond two years.

The arguments in favor of the cycle plan, as now explained, hardly require formal statement. It would secure to the institute some of the advantages of specialization. If an instructor can give five lessons of forty-five minutes each to primary reading and language, as many to advanced reading and composition, as many to Geography, to History, as many to Number, to Arithmetic, to Theory and Practice of Teaching, etc., he can hope to make some lasting impressions; but if he can give only one or two lessons to such subjects, he must be very dull indeed if he does not know that, for the most part, he is wasting his breath. Some subjects can be well disposed of in a single lecture, but the time assigned is none too much for the more difficult subjects. The conductor of a Michigan institute is furnished with a blank including about 20 ruled spaces, on which he reports to the State Department the instruction actually given. He is not directed, and probably not desired, to provide instruction in all these lines; but if such is the expectation, it is clear that the institute must be the sheerest farce.

At present, some such plan as this is followed in some counties. The work varies somewhat from year to year; some attention is paid this year to what was done last, particularly to the choice of instructors and their ability to handle special subjects. But I know of no superintendent or institute committee that closely follows, or has fully conceived, the cycle plan; while in a majority of cases there is no plan or controlling idea whatever, unless it be to secure "the largest enrollment" or "the best time" ever known in the history of the county. No attention, or little, is paid this year to what was done last year; the fact is not regarded that there was an institute last year and will be one next year; it is assumed, without any real thought, that every institute should cover the whole field, while the choice of instructors is often determined in the most arbitrary and capricious manner.

Considering that a large majority of Institute managers are teachers, it is surprising that Institute methods lag so far behind school methods. The fact is, institutes are to-day, in this respect, behind the schools of the old *regime*; for nobody was then so absurd as to think, although practice in upper classes sometimes came near to proceeding upon the principle, that the pupil was every term to travel over the whole field of school work. No one will claim that an institute can be conducted throughout according to school methods; the two are too unlike; but there is no reason why the Institute should not more nearly conform to the school. For a long time, the school has been going to school to the Institute; the time has come for the Institute to go to school to the school.

Then the establishment of the cycle plan would tend strongly to elevate the character of the instruction. Specialization would do its work for the teacher as well as the taught. Now, it is well known, some instructors have budgets of "taking" lectures, "telling" lessons, and "rattling" speeches, one or at most two on a subject, rather than a body of systematic instruction; the whole often giving an institute a highly sensational character. Specialization would, it is believed, tend to expel sensationalism and give new dignity to the work. Then the teachers would observe the difference between the new order and the old order; they, or at least the best of them, would treat the Institute with increased respect.

In those states where the County Superintendent is the manager, as in Indiana, Illinois, and Pennsylvania, the cycle plan could be easily introduced. In Michigan, where the State Superintendent has all the institutes in his hands, there would be more, but still no serious, trouble. In Ohio, where the teachers themselves elect the managers, the difficulties would be more serious, but even there they are not formidable, provided there are a few good leaders in the county who will see that wise choices are made. Once introduced, the new plan could be operated as well as the old one. It is also reasonable to expect that it would strengthen the committees, by securing a longer tenure of office and higher qualifications.

The aim of this paper is suggestion, and not criticism. The writer is well aware that many institutes are well managed at present, and that much excellent instruction is given. At the same time, he believes that the Teachers' Institute may be made a much more potent agent for good than it ever has been, and that the plan now submitted would strongly promote that end.

*Michigan University, May 10, 1889.*

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# DISCIPLINE IN HIGHER GRADES.

W. W. FINDLEY.

The old method of school management was on the principle of an absolute monarchy. The will of the master was supreme and the pupils were often the victims of his caprice and cruelty. Even to-day the primary school requires for its control a measure of monarchical power. The reason is that the child with his imperfect conscience and immature judgment is incapable of self-government. But as peoples, growing in intelligence and virtue, throw off the despotic yoke, so children outgrow the primitive methods of arbitrary rule and become worthy of a large share in their own government. A failure to recognize this principle is disastrous to the well-being of a school, but especially to the personal character of the pupils. It scarcely need be said that in schools, as in states, the ideal goverment is self-government. If this ideal is to be of any value, we should test our theories by it and practice such methods as will lead up toward the perfect reality. We must accept things as they are, but being unwilling to leave them as we find them, let the standard be high and inflexible. Goverment in the school-room has for its immediate ends the performance of prescribed work and correct behavior. As a remote end it has the training for duty under civil authority and various social relations. Since the immediate ends are themselves means to the one remote, the manner of securing the former should be determined by the nature and necessities of the latter.

Let us concern ourselves with the question, what is the underlying principle of the true method by which to secure the discharge of duty on the part of pupils possessed of a measure of discretion and moral sense? We say true method, for Nature has made provision for the exigencies of human culture and discipline, and the natural method is the true one. The decision rests with the nature of the motives encouraged or the incentives offered. To begin with, all pure and healthy motive power is from within. Outward and artificial incentives may serve to induce the genuine, but should be employed only as temporary expedients. The false and unphilosophical method enslaves the will or hires it with unnatural attractions. The proper method works through the will as the essential condition of its operation, and relies upon stimulants natural and permanent in their character.

On observation we find in the average high-school boy a willingness to be led if properly dealt with; but let his notions of his own deserts be contravened and he is capable of a good deal of perverseness. The true type of American boyhood demands that his attainments in virtue be recognized, and that deference be paid to his convictions. If we want the boy to be a man we must acknowledge the manly qualities which he already possesses and develop them by bringing them into play. If we want the girl to act the woman we must treat her as though we expected nothing else of her. That set of rules or those exhortations by the teacher which insinuate a lack of scrupulousness in the pupil, or disparage by implication his sense of right, are as illogical as they are stupid.

True there are many who do not conform to the best type; but in all cases the teacher's disposition toward the pupil should be based upon the assumption of a blameless character in the latter, until such assumption prove to be groundless. If the youth persistently acts as a child he must be remanded for control to arbitrary methods of the child period. But I incline to the opinion that such cases would be comparatively rare, if only the best that is in each individual could be found and utilized. He who enters the high-school or academic grade should be made to feel that he joins a society where large liberty is enjoyed, where the rights and opinions of every individual are respected, where his word is as good as his bond and where his highest impulse to faithfulness is within himself.

The purest motives to well-doing spring out of man's moral constitution ; not spontaneously, but as the result of culture and development. This last is primarily the work of the parent, but the teacher also has an important part to perform. He who has learned the meaning of "ought" never lacks an incentive to do the task before him or to deport himself becomingly. He who has once experienced the consciousness of duty done and the peace of mind ensuing sees always within his reach a rich reward. On the other hand, he who has felt the lash of conscience and sat under the sullen pall of remorse is never in want of a potent negative stimulus to right doing. Does this seem a stern principle to apply to children and youth ? We would have proper demeanor held up as none the less desirable in itself, and all the learner's tasks made none the less attractive. But these influences are related to the superior motive as condiments to substantial food.

Being well acquainted with the natural perverseness and willful viciousness of many of our subjects, we do not claim that this theory becomes immediately practicable in all instances. Special cases require special handling, but where external or artificial inducements are employed, let their distinctive character be that of schoolmasters to bring up to the normal conception of moral government. With that class of pupils which concerns us at present, Spencer's "natural consequences" can be applied with salutary effect. The child cannot learn too soon the sternness of Nature's laws and the fidelity with which they are executed. Happy is he who early learns that Nature is one of the superior forces to which he must adjust himself. Teach boys and girls that carelessness is followed by inconvenience ; neglect of opportunity results in loss ; abuse and destruction of property are the antecedents of privation ; and so on, seeking always to connect offence and punishment by a reasonable and natural relation. Nature should not be hindered from inflicting at least part of her penalties. But the impulse growing out of a desire to avoid even the natural consequences of neglect or wrong-doing is the result of a purely intellectual process and does not rise above a motive of self-love. We are here a step above the impulsions of fear, but still one below the climax. The most efficient, most persistent and most noble motives of which man is capable involve the exercise of his moral and religious faculties. To make our systems of training symmetrical, a development of these faculties must be co-extensive with that of the purely intellectual powers. Indeed, the latter in all its aims and methods should be made to subserve the ends of the former. We believe with Dr.

Edward Brooks that "moral and religious culture is entirely possible in our public schools"; but not that it is necessary, even if it were feasible, to introduce it "as a part of the common school course." The sentiment presiding over all the instruction and discipline of the school should set uniformly and irresistibly in this direction. The pupil should be trained to decide upon all essential matters of conduct as right or wrong. He should be made to realize that his own conscience is the court of final jurisdiction in all cases. Many teachers, by their methods, point to themselves as the supreme tribunal; which having been passed or evaded, the delinquent considers himself free. John Locke says, "I would not have children much beaten for their faults because I would not have them think bodily pain the greatest punishment." He asserts a principle of wide application. By applying factitious rewards and punishments to those of awakened consciences, we turn their minds away from the true standard of moral guidance to an artificial one. Impress upon the youth his responsibility in choosing a course of action for himself. "Bear constantly in mind," says Herbert Spencer, "that the aim of your discipline should be to produce a *self-governing* being; not to produce a being to be *governed by others.*" We might add, "self-governing" on the highest principles.

An upper grade pupil wishes to be excused from a certain duty. He should know that as long as he deals fairly his excuses are never rejected. He is thus reminded of his responsibility and his sense of honor is developed. On the contrary, if the teacher without discrimination denies the request or manifests distrust toward the petitioner, he oversteps the bounds of his authority. The pupil is soon a victim to the error and considers the decision of his instructor as the only thing to be dreaded and in every way final; forgetting the judgment of his own conscience. When one of our students comes to us and says, "I couldn't be here yesterday; please to excuse my absence," we say without inquiry, "You are excused," and the act goes on record. He knows that in offering his excuse he professes faith in its validity, and that his sincerity will not be questioned. True, in rare instances, we accept flimsy or dishonest excuses from those void of self-respect. But while it is a question whether any other plan would suit these cases better, we are sure that the greater number are the better for this test of character and exercise of moral faculty.

It scarcely need be repeated that our national system demands that all our discipline be in the direction of self government. The exercise of autocratic power in the school-room does not tally well with our liberal institutions. A drill under this form of authority is ill adapted to the exigencies of the home and state of a free people.

In seeking the true method our starting point is the fact that man is a moral being, endowed with the power of choice, having within himself the springs of his own actions. The laws of this being, as a free agent, furnish us a philosophy, of which parent, teacher and ruler cannot afford to be ignorant. As before indicated, there is a scale of motor influences, beginning with the crude and primitive and ending in the highest or normal. Under proper condtions the evolution is natural, always reverting to the highest type.

There is no greater qualification in a teacher than the ability to cultivate and bring into requisition the highest motives of which his pupils are capable. Individual as well as civil interests are at stake. Alas, for him who lacks emotional stimulus, of proper quality and adequate strength, to impel him to do the duties of which he is sadly conscious; to sustain his honor in the crises of life; to incite him to the struggles with himself, without which there is no virtue.

We have said that the youth should be directed to his own inner self as the source of his motive power. In another sense he should be made to look outside of and above himself for the inspiration of his life. It should be the high ambition of our discipline to induce a spirit of disinterestedness,—that temper of mind which is the essence of all noble qualities. He that is thoroughly possessed of the thought of his accountability to his maker and to the age in which he lives cannot live a low and selfish life; but is saved to his every relation and obligation. If we add to this conviction the appliances which are necessary for turning it to account we have the sum total of the purposes of our culture.

*Salem Academy, South Salem, O.*

## OUNCES OF PREVENTION.

LEILA ADA THOMAS.

Do not irritate a child by needless reproof. Look twice to see that he is really out of order or doing something that deserves reprimand. Recall him to himself, if possible, by a glance; if that is not sufficient, by a motion or light tap of the pencil. This saves your voice and makes it more effective when you do speak. For the same reason, speak softly when you can.

Warn your scholars beforehand concerning any special difficulty in the lesson and appeal to them to attack it boldly. There is a certain rule in the grammar, of which class after class of mine, year after year, made havoc. It was a bit of memorizing, looking rather formidable, but not really beyond the capacity of any one of the children. I finally came to expect to keep them after school always when we reached that rule; they would not learn it otherwise. One day it occurred to me to try a new plan. So I said to the class when assigning the lesson, "You will think this hard, but you can learn it if you go at it in a plucky way and make up your minds that you will. Begin in time and don't let a rule get the better of you." I have never had serious trouble with that or any similar lesson since. This is the only admonition I know of which will enable an ordinary class to charge the frowning battery of conditional sentences in Latin with any sort of success; and the stimulus of "What other boys have done you can do,"when applied *beforehand*, works such wonders even with dull scholars that I have often dismissed a class with a feeling of intense pride in their moral, if not in their intellectual prowess.

Much trouble in the shape of unprepared or half prepared lessons can be avoided by giving out the task for the next day at the beginning, instead of, as is often the custom, at the end of the lesson. This allows the teacher plenty of time to state slowly and distinctly just what he wants done, to pronounce hard words and to explain away difficulties. He then has a right and ought to hold the scholar strictly to his duty, and to require of him not a preparation of a part but of every fragment of the work assigned. The pupil cannot shelter himself behind the excuse "I did not hear," or, "I did not understand." Teachers sometimes say that they are unable to do this because they cannot tell until the day's lesson has been recited what the next will be; the day's lesson may have to be repeated, for instance. But this very practice of repeating lessons is pernicious. The child soons learns to know that what he does not learn one day he will have a chance to learn the next or the next, and the habit grows of carelessness about learning his lesson when first assigned. What he ought to feel is that each day has its measure of work; that if he does not attend to it at the proper time he may have to stay after school and learn it then, but the *class will go on* and not be held back by his dullness or laziness. It is all a matter of habit, and a class can just as well be gotten into the way of finishing each day's work as it comes along as it can into the habit of taking two, three, or four days to every lesson. I have had classes who never, that I can remember, in a whole year had to take a lesson twice. They were exceptional. But it is quite practicable to have months pass without a repeated lesson and to have one's scholars feel disgraced, as they ought, when the need for it does occur. Of course, to bring about this state of things the teacher must give lessons of a reasonable length. It is better to err on the safe side and have the lesson too short rather than too long ; then insist on its being thoroughly prepared, unless in case of sickness or other absolutely preventing cause. If you do not feel satisfied that the subject taken up has been mastered, repeat portions of it later and, if possible, in some other shape, but not the lesson in entirety on the day after it has been first given out, for the sake of the moral effect.

Restlessness in a child is not a disease but a symptom. Nature says to the young, growing creature, "Get thee up ; thrust out your arm or leg ; laugh ; speak." We meet these impulses, when dealing with little children, by frequent change of occupation, by calisthenics or motion songs. We are too apt to ignore in the high-school lad, who is just a child of a larger size after all, exactly the same impulses, and to expect of him the repose and self-control of a mature man in whom the elemental forces are no longer at work, or who has chained his Titans. The lad should be kept in order, it is true, for his own and the general weal, but don't insist on his sitting absolutely still for three-quarters of an hour. Did you ever try it yourself ? and if you were a nervous person did you not feel the demon within urging you to do something outrageous before the time was up ? In one school-room I know, the scholar at work, at any hour of the day, even while others are reciting, may go to the water-faucet and get a drink, consult the dictionary, atlas or map or sharpen his pencil over the waste basket, without permission, though speaking or even asking permission to speak is much of the time "taboo." Yet this same teacher gives liberal permissions at proper seasons, thinking it better that a child should talk too much with the teachers permission than to be tempted to communicate in an underhand way. She has never known any of the silent privileges to be abused and is confident that they have saved many a nervous, restless child from an out-break of some sort. She once said to an unusually fidgety pupil : "Put on your wraps and go out of doors. Walk around the yard for five minutes and then come in and see if you can sit still." The child obeyed, the treatment of the case was successful, and the attack of wriggles never returned in so severe a form.

One of the rules of my school-room is that no bits of paper or rubbish of any sort, not even lead-pencil shavings, shall be thrown on the floor. All must be saved and deposited in the waste-basket, first because of cleanliness and order; next because gentlemen and gentlewomen do not make unnecessary litter for some one else to remove. To prevent frequent running back and forth to the big basket which the Board provides, we have also a Japanese bread tray—because that article happens to be of a convenient size and shape—which is carried up and down the aisles at stated intervals, by one girl whose duty this is for a month. At its expiration the task devolves upon some one else. She gathers all the debris which has accumulated and puts it in the large basket. The result is that we enjoy the reputation of having one of the cleanest rooms in the school.

A little attention to wet feet, damp skirts, draughts and so forth, on the teacher's part, will prevent in many cases the heavy cold with its attendant train of evils, pain, dullness, deficient lessons and absence from school. It is easy to shirk the responsibility and say that a girl of sixteen ought to look out for her own petticoats, or that if you are watchful she will catch the cold somewhere else, her other elders being less conscientious. The reply to such reasoning is that a girl of sixteen is apt to be as heedless as a girl of six, where her health is concerned; that parents and guardians, teachers among the rest, are the divinely appointed curators of the physique of the immature portion of the world; that one can scarcely say that a girl *ought* to look out for herself when her very youth precludes that knowledge of the results of heedlessness which enables you to look out for yourself. God would hardly have started the human creature on its journey, helpless and defenseless, and have arranged that it should only by degrees acquire the means of protecting itself, had he not intended that once armed it should defend the unarmed. As to the plea that others' neglect will frustrate your precaution, you have nothing to do with that. Suppose we should all reason so with regard to the helpless child, what would become of him? Suppose, on the other hand, we should all do our duty toward him, how much better fitted for life, mentally, morally, physically, he would be!

Since attention to sanitary details may prevent ill-health, and since this attention cannot always with propriety be given by men teachers to girl pupils, it follows, as a matter of course, that girls in school should be under the charge of a woman. Any other arrangement is utterly wrong. It is well for a girl to be subjected, during a portion of her school career, to the influence of the mind of a man. If he is the right sort of person he will do her good, not harm; nay, more, good that is out of the power of a woman to do one of her own sex, just because his mental equipment is so different from hers. But every school-girl should pass most of the day under the eyes of a woman, whose first duty it is to see that the child does not injure that most sacred and valuable of her possessions, her health; who should look after the wet feet, the tired backs, the strained eyes, the overtaxed nerves; who should adjust window-shades, raise or lower desks, see that rubbers are put on and jackets buttoned over delicate chests; who should not think it out of her province to inquire about the racking cough and suggest some simple remedy, subject to home approval, when she finds, as, alas, she too often does, that nothing is being done; and whose conscience would not permit her to walk off fully equipped with rubber coat, shoes and umbrella, leaving her charges shivering on the door-step, not knowing at all how to get home without being drenched, as I have seen men do scores of times.

I remember one case to the point in my own experience. In casual conversation with her I found out that a girl, a former pupil of mine, was threatened with curvature of the spine. I told her that she ought to explain the state of things to her teacher, a very kind-hearted gentleman, and get his permission to study at home, where she could sit in a more comfortable seat, have cushions and so forth. She, however, being nervous and timid about it, I offered to arrange the matter for her, and did so, easily getting the required permission. She was thus enabled to finish her year and graduate, and is now, as far as I know, a healthy woman. Left to herself she would not have mentioned the matter to her teacher until disease had actually set in or approached so near as to put an instant terminus to the school course.

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## IN ANSWER TO SUPERINTENDENT ZELLER.

ESTELLA A. SHARP.

The preparations for an oratorical contest and the Spring examinations prevented my replying to Mr. Zeller in the April number of the MONTHLY, but, as some of the points raised by him will bear further investigation, I will ask, even at this late day, the reader's permission to build yet another story to the house that Jack built.

Since Mr. Zeller was, in a manner, sponsor to the Convention and, therefore, naturally sensitive to any strictures upon it, I excuse the animus of the first part; nor, since the pursuit of Truth is my only object, shall I notice the slurs in the last part of the article.

Proceeding directly to the consideration of what seem the main points of his criticism, I notice, first, his claim that I wish to restrict education to the few. If the reader will turn to the Protest, he will search in vain for any such desire. Only by adroitly separating a few words from their context, could my critic give such an interpretation. What I did say was that speakers in conventions need no longer spend their time in urging teachers to press their pupils to attend college, since the tendency in the teacher to do so is already strong enough, as also the tendency in the scholars to go—surely, words bearing a very different meaning from that given by the short extract quoted by the superintendent of the Findlay schools. Is this restriction, to abstain from urging? Is a man holding back his horses, if, when they are trotting at a spanking pace, he does not urge them with word and whip?

I gladly seize the opportunity afforded me by my critic to elaborate my thought on this point more fully. Let no teacher say any word to hinder from going to college those who have fine minds or an ardent desire for higher education. On the other hand, let him encourage the youth of moderate capacity (who are generally of a mechanical turn) to attend technical schools. Colleges, since they do not supply brains, would make them third rate professional men who would reduce the livelihood and deteriorate the profession. The mechanical schools will make them honest, independent and self-respecting men.

When Mr. Zeller, in this connection, says that I would have the youth "educated in skilled labor" without a knowledge of the higher branches, he surely forgets what he has read in every pamphlet upon the subject, that, in these schools, even in many of the so-called "trade schools," the mental education is carried on simultaneously with the mechanical.

As to his opinion that the nation is not troubled with too much higher education for its good, it can only be said that my critic sees through rose-colored glasses, and, as Emerson said of Carlyle, sees the glass instead of the world. He is one of the class to which the Protest referred as wilfully refusing to see the present as it is. Our magazines are teeming with articles urging our young men to learn trades because the professions are overcrowded and the chances for an honest living small. Our newspapers present, day after day, the dangers to the state from the lack of a native laboring class, in the present crisis between labor and capital; and ridicule with foreboding the swelling ranks of an idle semi-professional class, who, unable to earn their living, try to live by their wits as "labor demagogues, village politicians, and ward bosses." Certainly, the Press agrees with me.

But now, considering the matter in another way, is there not too much higher education in a nation for its good when a whole range of lucrative occupations passes into the hands of foreigners, which sole possession by a class entails labor troubles with all their attendant evils, physical, political, moral and commercial? These evils and dangers are real and present, and are largely due to the fact that so few American youth are artisans. Mr. Zeller says that education is for the perfection of the individual. No greater heresy has ever been uttered in educational matters, and none more thoroughly in conflict with the altruistic thought of the time.

"He who exalts himself shall be abased;
And he who abases himself shall be exalted."

Education is primarily for the benefit of society, the welfare of the state. "The individual is sunk," says Schlegel, "in the race." No man, to-day, lives for himself. He is simply one of the factors in the development of his nation. Our young college men did not agree with Mr. Zeller when they threw down Horace and Euripides to rush to the front in '61, to preserve the nation. And, to-day, the dangers threatening our country are as great as those of the Rebellion. Combinations are forming among the working classes, animated by foreign notions and inimical to our institutions. Moreover, the foreigners who come to us are not skilled laborers, and statisticians say that the quality of American work in certain lines of artistic skill is deteriorating. However that may be, our carpets, our furniture, our art manufactures cannot compare with the European. The bottom of our prosperity is falling out when our manufactures become botch-work. It is most certain that duty and patriotism should force our young men to the breach in our country's welfare as strongly as these motives forced them in the Civil War. Perfection of the individual, indeed! Preservation and perfection of a nation, rather.

Mr. Zeller says that he cannot recall any of his graduates who do not labor with their hands. A nice evasion of my point! How many of them make their living by their hands? Not more than one-sixth, which is the actual proportion for the Fremont Schools (males alone being considered). The rest are teachers, book-keepers or professional men, who eke out a precarious living honestly, or a fine one by managing ward politics or by speculating. In the meantime, positions of skilled mechanics go begging at salaries of two to four thousand. From every manufactory, the demand for skilled labor—observe I say skilled—comes ever stronger. Does not, then, our future rest upon our skilled mechanics, and is there not too much higher education in the nation for its good?

Mr. Zeller says that while a former article of mine urged the symmetrical development of man, the Protest desires merely his mechanical side to be cultivated. It is not necessary for me to repeat that in the technical and manual-training schools, the intellectual is carried on simultaneously with the mechanical education. Moreover, at the exhibition of the Industrial Education Association at New York, superintendents and teachers said that the former is benefitted by the latter. See the open letter of Supt. Compton, of Toledo, in the *Century*, and also the testimony of Dr. C. M. Woodward, of the Saint Louis Training School. And what is more, the moral side is also developed. Hear Dr. Woodward as to its moral effects: "Its influence is wholesome. It stimulates the love for intellectual honesty. It shows in the concrete the vast difference between right and wrong. It associates the deed with the thought, the real with the ideal, and lays the foundation for honesty in thought and act." If there is any longer any suspicion that my desire for manual training is at all inconsistent with my old theory that education is a training of the whole man, listen again to Dr. Woodward, the head and front of the manual training movement: "We want an education that shall develop the whole man. All his intellectual and moral powers shall be drawn out and fitted for the battle of life." The training of the hands thus in no way excludes that of the brain.

Do I then betray instability? Am I not, rather, "faithful to my old love"—that idea of education as being a discipline, a training of all the powers and faculties that go to make a man sound in mind, will and body? Of course, I do not stand where I did three years ago; for I am not, I hope, an exception to the general law of evolution, progress. Then, fresh from college where the mental part of man alone is considered, I lost sight of the physical portion. My incomplete picture of the ideal man is to-day rounded out, completed. Even more fully than my critic, do I believe in the symmetrical development of the man—the whole man.

Mr. Zeller indulges in some rose-water sentimentality about the grandeur of our nation resting upon the manhood of her men and the womanhood of her women. High-sounding words, but I fear that Hamlet would say, "Buzz, buzz"! If manhood of men and womanhood of women mean anything, they mean the moral development of the individual, and as such do not depend upon the moral or physical education.

My critic denies that the cause assigned in the Protest for the scarcity of American laborers is either the sole or chief one, claiming as the main cause the emigration of the laborer westward, which movement he says was the result of their competition with the foreign element. Certainly, the influx of foreign mechanics is one of the chief causes of our labor troubles. But men went West because these ignorant foreigners destroyed that respect for labor which formerly obtained in this country. No self-respecting man would remain in an occupation in which public opinion decided that a man could not be a gentleman. And he was right! But since the welfare of the nation cannot afford to have its sterling, upright men debarred from the trades which render possible our commercial progress, I urge that we apply the remedy, which consists in creating respect again for labor. This can be done by special schools for trades. It is not so long ago that the medical profession ranked low in the social scale; but special schools have raised it to its present high position. So with dentistry and various other occupations and professions, and so it will be with the various mechanic arts.

It rests largely upon us teachers to create the desire to attend these technical schools. Our responsibilities become greater each year as educators, and social economists come to see more and more that the task of the teachers is more than the development of mental power; more, even, than the training of individual character—that it is the rearing of a nation, of a commonwealth that shall endure. Let us be found equal to the task!

*Bellevue, Ohio.*

## THE NEWSPAPER IN THE SCHOOL-ROOM.

BY A. M. W.

As a means of mental quickening and instruction, the newspaper is too much under-valued. It is as much in place in the school-room as any text-book, and is as important as any branch of study. How few boys and girls, even after entering the high school, know how to read a newspaper intelligently. They may scan the local items, read the marriage and death notices, the murders and suicides, the sensational or love story, but nothing more. The doings of Congress, affairs of national importance, the foreign news, are of no interest to them. Somebody is to blame for this.

I speak from experience when I say that the average boy or girl of 12 to 14 years may be taught to read the best the newspapers contain, with interest and pleasure. My plan has been to take a few minutes each morning, after opening exercises, to call upon pupils for any information they may have gotten from the newspaper the day before. At first, in order to encourage them, I offer each pupil a special credit on his day's work for any item given. A little judicious management will soon start them in the right direction. Then we have a bulletin board, one corner of the blackboard, headed "News of the Day," on which the more important items are posted.

The average age of my pupils is 12 years. It is not easy at first to get them interested, but after a few days I often close the exercise with a half dozen or more pupils eager to tell something more.

We use the geographies or wall maps, if necessary, and hunt out the places mentioned. We have the past winter followed Stanley through Africa, the ships in their route to the Samoan islands, the searchers after gold to Lower California, etc. In order that the work may not be too diffuse I keep in my note-book a list of the more important subjects and have an occasional review.

This work may be made to bear upon the regular studies. For instance, in geography, besides teaching that Russia is "the granary of Europe," by aid of the newspaper the pupils may learn of the discontent and anarchy that have arisen as the result of an autocratic government. And, further, they may learn from the attitude of the other European powers the distrust with which she is regarded, of the British armies kept in the Indian frontier to guard against her enroachments, and [of the injunction, "thus far and no farther," constantly repeated in regard to her southern and south-western border.

When studying France, though the text-book states that it is a republic, the newspaper, with the help of the teacher, will bring to view how frail a barrier keeps the French nation from being re-led by a Bonaparte or a Bourbon.

In the study of history, why should not present history be taught as well as past? We spend much time and effort in trying to teach events which happened centuries ago, many of them so far back that their relation with the present is, to the pupil at least, very obscure, and we utterly ignore the history that is making at the present. Many children can tell very readily of Roger Williams, Charles II, or Cromwell, who know nothing of Blaine, Gladstone, or Bismarck. We force them to study Queen Anne's and King William's wars, and conscientiously mark them down if in their examination they get events and dates confused; and the great events that are now transpiring,—the struggle of Ireland, the attitude of European powers toward each other, the steady increase of war-ships and munitions of war, for—we know not what, are not worth studying, or even of mention, in the school-room.

We complain of our children's reading sensational stories and novels. It is human nature to turn to what is most interesting. Can we not lead our pupils to satisfy their craving for the exciting and sensational in the events that are now transpiring. A teacher who cannot make the history of Pigott's treachery and subsequent suicide, or Boulanger's career and his flight into Belgium, more interesting and exciting than any novel, has missed her calling, as a teacher of history and geography at least, whatever she may be in other respects.

*Cleveland, O.*

# DRAWING IN PUBLIC SCHOOLS.

BY ELEANOR M. McDERMOT.

Drawing in Public Schools is useful in many practical ways. It cultivates, in the first place, habits of accurate observation. It cultivates a sense of order, and symmetrical arrangement of facts reduced to lines. It is a training of muscular skill in hand and arm, teaching the muscles to obey the dictates of the intellect.

Drawing also gives the child a power of expressing thoughts on paper.

A child in a primary school can tell more truthfully and intelligently how its schoolroom appears to it, in lines on a slate, than it can in the written language of older minds and later development.

The uncultured savage has always learned a mode of conveying thought and historical facts by means of picture language.

How we search the hieroglyphics and monuments of cultured Egypt for the nose of Rameses II! It is not by written words alone, that we recognize his actual existence in history; but by the repeated lines of portraiture, found in many different memorials.

How eagerly was the supposed mummy of Rameses examined and compared with the pictorial history of the man. When the closely drawn skin of the aged man was seen to reveal a bone, shaped as the ancient Egyptian artist had pictured it, the peculiar shape of the skull identified, the world accepted the assertion that the mummy was that of Rameses. The testimony of pictorial art, rather than that of inscription was accepted.

Shall the inborn capabilities of the present generation be conceded to be less, or to be of no use, because we have a higher mode of expression, which with its superiority, supersedes the most primitive and easily attained methods? Or, shall we while using and teaching the expression of thought by means of words, at the same time give the young the exquisite pleasure of expression of incident and fact in the simple language of form, without the lengthy and laborious processes of grammatical language.

In order to cultivate and teach this simple language of form, we need only give the undeveloped child license to look, and then to show us what he has seen. With very little guidance they see things truly and make true lines to show the result of their observation.

The child needs to be allowed to give his power play as he feels it. Through the desire to show its thoughts in rough lines being scorned, the impulse dies. A resurrection of that healthy desire to draw in the rough, is akin to a miracle, after it has been crushed by the scorn and indifference of elders, who tell him the line is poor. He thought not of the finish of the line, but of the story to tell.

We should cherish all impulses to expression of thought. By the cultivation of our natural powers in all directions, the better are our powers of expression.

Drawing from the objects around us, is the only true mode of acquiring the power of representing what we see and feel, both in nature and in the productions of art.

If this power of expression by means of lines be not cultivated in youth, time is lost, the muscles are unaccustomed to act, and the mature person believes he has not, and never has had, a power to draw.

Drawing is like reading and writing; if not attained in early youth, the difficulties of attainment multiply, and the want of that power is realized and especially regretted by those in whom the impulse to draw is strong.

Faithfulness is an important lesson taught by drawing. We will not accept untruths in pictorial art. Our abhorrence of a lie in lines is intense. The distorted advertisement and falsely called comic valentine are an outrage to our feelings. We call for truth in drawing. Shall we not then give the children of the common schools additional means of telling the truth?

How often we see a child turn with disgust from an effort at a representation of a man, saying, "I can't draw, I wish I could!" Would it not be a means of education to that child, and would it not act upon a suggestion which would help it to satisfy its longing to show truthfully what it attempts to show? Ruskin says "Ideas of beauty are among the noblest which can be presented to the human mind, invariably exalting and purifying. Ideas of beauty, be it remembered, are subjects of moral, but not of intellectual perception."

The call for good designs, based upon the forms of beauty and strength which abound in nature, is now recognized. By introducing original designing from natural forms in schools, among children of all classes, higher ideals of appropriate forms for common articles are set before the public. Immediate progress in architecture and home adornment is felt.

Foundations for correct criticism are deeply laid by drawing in public schools.

*Wellington, Ohio.*

## THE ESSENTIALS OF A RECITATION.

The central exercise of the school is the recitation. All other exercises point toward it, and find a large part of the significance in it. The success or failure of the school, as regards its specific or peculiar function, viz., intellectual culture, can be determined by the character of the recitation. There are certain essential ideas that belong to it which we shall undertake to present briefly.

1. The essential condition of a good recitation is good feeling between teacher and pupil. All the emotions that are active must be pleasurable ones and in accord with the end sought. All intense feeling of every sort should be avoided. Let us see why.

Each person has a certain limited quantity of energy which he can use before reaching the point of fatigue. This may be all expended in physical effort, in which case there is none left for the mental and spiritual activities. The day laborer who works every day to the point of physical exhaustion, is incapable of any great intellectual or spiritual exertion. Indulging the pleasurable emotions requires the least expenditure of energy; so, light, pleasant entertainment is that which is best fitted to persons in this condition. Again, the stock of energy may expend itself along the line of feeling; then there is none left for thinking or doing. Every one knows persons who exhaust their physical energies in exclamations.

Or the soul's energies may be directed along the line of intellectual activity to the exclusion of the other powers. Hamlet is the type of such. Or a person may be strong in execution, and correspondingly weak along the lines of intellect and emotion.

Now, if the teacher remembers that each child has only a certain limited quantity of energy to expend, he will take care that it is not wasted in painful or unduly pleasurable emotions. A high pitch of excitement, whether it be that of a dread of failure, fear of reproof, mortification over defeat, or the anger or chagrin aroused by censure, are not favorable conditions for those activities that must be aroused and depended upon for success in the recitation. The teacher should also remember that the capital stock of energy of each pupil differs in quantity from that of every other, and should deal with him accordingly.

2. Having secured the best feeling possible, at the time for the full exercise of the intellectual powers, the teacher should form a clear and distinct conception of what is to be done in that particular recitation, and what results are to be obtained. Do not listen to the fatal heresy of those "reformers" who tell you to go before your class without definite ideas of what is to be done. We have noticed that the pupils of these teachers leave the recitation in very much the same condition as the teacher entered it. They have no clear idea of anything that was there considered.

Each recitation should have a central idea around which others cluster, near or more remote. Determine definitely just which of these ideas are to be considered in the recitation, and which ones are to be left out, or touched but lightly.

3. Have clear in mind the foundation upon which the central part of this lesson must rest. What must go before it, and be known, before the mind is prepared for the lesson of to-day? Knowledge is organic. Begin where one will, there is some idea that touches the one with which we begin, and depends upon it. Let this relation of dependence be sought, and be kept constantly in mind by both teacher and pupil.

4. Have a clear idea of the immediate purpose in view in the present recitation. This purpose may be one of three, or a combination of two or all of these.

*a.* The object may be to give the pupil some new knowledge. An idea or thought is to be presented to him for the first time. This purpose will determine the character of this particular recitation.

*b.* The object may be to make clear the knowledge that was formerly given, and give the pupil facility in expressing it. Its purpose is to make the pupil ready with this new knowledge. The method is that of repetition of the same ideas in different forms. It is called *drill.*

*c.* The object may be the application of this knowledge to the solution of new problems in which those ideas are involved. This is an exercise to increase the pupil's intelligence. Intelligence may be defined as the ability to make a rational use of knowledge. To give the pupil intelligence is the crowning purpose of the school, and should be ever kept prominent in view in the recitation. There are persons of great knowledge—animated encyclopedias—that have little intelligence. There are also very intelligent persons who have a narrow range of knowledge. The common schools are the hope of the country, because it is hoped that out of them are to come *intelligent* human beings, animated by the *spirit* of just and fair dealing with their fellow-men. With this spirit active among men who are universally intelligent, the question of labor and capital, and all other great social questions, would be readily adjusted, for each party to the controvesy would see that injury to one is injury to all, and that an intelligent self-interest demands that every man shall have his due.

5. The last essential idea which we mention here, is that of determining the steps in the process by which the purpose of the recitation is to be realized. There is a regular and logical movement, from the beginning to the end of every well-conducted lesson. What the steps in this movement are, depends, of course, upon the purpose of the particular recitation. But there is a first step common to all recitations, which is to test the class to see whether they have those ideas which form the basis of the present lesson. So much of review should precede every recitation.—*Illinois School Journal.*

# PRIMARY DEPARTMENT.

SPECIAL CONTRIBUTORS.

**Mrs. Carrie Newhall Lathrop,** Principal Cincinnati Normal School.

**Miss Ellen G. Reveley,** Principal Cleveland Normal School.

**Miss Marie Jacque,** Institute Instructor and Principal Dayton Ward School.

**Miss E. E. Taylor,** Institute Instructor and Supervisor of Primary Instruction, Bellaire, Ohio.

**Miss Mary Sinclair,** Institute Instructor and Primary Teacher, Leetonia, Ohio.

**Mrs. Sarah C. Lake,** Principal Bowen School, Akron, Ohio.

**Miss Nellie Moore,** Institute Instructor and Principal Model Department, Defiance College, Defiance, Ohio.

## PRIMARY ARITHMETIC FOR COUNTRY SCHOOLS.

### IV.

The drill for securing accuracy and facility in the Multiplication Table, as proposed in Art. III, MONTHLY for April, may be made interesting and practical by such problems as the following:

1. Find the area of the schoolroom floor.
2. The area of the schoolroom floor is 400 square ft.; the length is 20 ft.; what is the width?
3. Find the total area of the walls, ceiling, and floor of the school-room.
4. How much will it cost to whitewash the ceiling at 1 cent per every two square feet?
5. Find expense of painting the doors and blackboard at 2 cents per every 5 square feet.
6. Find the number of square feet in the surface of this box, supposing it to be 6 ft. long, 2 ft. high, and 3 ft. wide.

Pupils will very soon understand such problems, and while learning the multiplication table, will be learning a portion of Compound Numbers, thus combining utility with drill. Before requiring pupils to do such work as the above, I always hold conversations with them about the terms employed,—surface, area, foot, square foot, etc. Then I ask them how to find the area of a surface; how to find the length of a room when the area and width are given; how to find the entire surface of a box, etc. I use the blackboard freely for illustrating each case, and require the pupils to make demonstrations of their work. I find that a great many of those who are working in interest, or farther on, cannot perform such problems as No. 6. Now, what is the matter? Simply this: they never were *taught* *to reason,* and never were taught "to make haste slowly." If teachers would be more *thorough* with beginners, even though they do not get the class "through the book" during the first term, there might be an additional Beatitude coined by that teacher's successor, viz.; "Blessed is the *thorough* teacher, for he leaves a smooth path for the rest of us." But I am disgressing.

At this point in the work, pupils may be taught the meaning of *cylinder, convex surface, superficial area,* and the ingenious teacher can think of many other similar things to teach at the same time. Children like to add some new idea to their store each day, and by such work as this, you can arouse a love for arithmetic which will not die out,—even when Long Division is reached. I have not found it best to undertake the teaching of Long Division until pupils are so much interested in their work that they begin to want to know what is coming next. Moreover, after the hard and rather dry work of learning the Multiplication Table, it is best to make a sandwich, so to speak, by putting in a slice of interesting and easy work between Multiplication and Long Division.

For an object lesson on the cylinder, the teacher can use a baking powder box, and placing a paper around it, allow some one of the class to remove it, when the class will readily see that it is rectangular, and why the height is multiplied by the circumference to find the area.

*Aurora, Ohio.* ELEANOR PLUM.

## FIRST YEAR NUMBER WORK.

Before beginning to teach the children numbers, it is quite necessary that we be provided with a long table and a variety of objects. The kindergarten sticks, of different lengths, cubes, balls, etc., all in bright colors, the indispensable shoe pegs and wooden toothpicks, can all be procured at small expense. Small tapers made of bright colored paper never fail to please, and colored beans and grains of corn are excellent. The figures should be taught as they are needed, but the first work should be entirely with objects, both at the table and at the pupils' seats. Many teachers prefer to divide a class and teach a small group at a time. One table will accommodate twenty children, and we prefer to teach all at once, especially when presenting anything for the first time. It economizes time and the children are more interested.

The teacher first dictates the work for a moment or two, the brighter children then see what is to be done, and they use the objects and tell their own "stories." The combination is then placed on the board, at first in some simple figure, as pins, canes, cat-tails, daisies, which the children copy on slates or paper. After a few lessons, the combination may be written in figures, with a picture of one of the objects used for illustration above, that there may be uniformity in the appearance of the work, the combination being written in figures below the illustrations.

Every new combination is first given in this way, then the illustration is dropped and only figures used on the slates, but in oral recitation a name is always given the numbers, as five tops Several combinations are sometimes written on the board and each child illustrates them to suit his own taste. Little problems are placed on the board which are recited, then written. This must be done by making the steps short and carefully graded, and preceded always by oral drill. Numbers may be placed on the board and the children give their own stories. These will be quite simple at first, but time and patience will make quite an improvement in them. This is an excellent drill in language, and especially in the formation of plurals. Another device which always pleases is to cut card-board into quite small pieces, and write a combination on each piece. A child selects a card, reads the numbers on it, and gives the correct result. If the child called upon is not ready, he may have time to think or use objects to assist him, while another child gives his number. They enjoy taking these cards to their seats and copying them on their slates. If any combination is particularly difficult to a child, it may be a great assistance to it to take the card containing it, and write it a number of times. These cards are excellent for review, as they contain all the combinations learned.

A favorite exercise with our children is for the teacher to give little oral problems and the children give the results as they should be written. After a few recitations, the problems and results may be written. For example, the teacher says, "Ned had four balls and Tom had three balls ; how many balls had both boys ?" A child replies, "Four balls and three balls are seven balls ; four and three are seven."

It will be found a profitable exercise to have the children occasionally take sticks, or some objects easily handled, and go over all the lesson on the board before putting it on their slates ; not, however, permitting the use of objects when writing the lesson on the slates. If a child is able to illustrate a lesson we may be sure it understands it, and it then becomes simply a matter of memory.

When a new number is taught it should be frequently used with those already learned, and written in a number of ways, till the children become thoroughly familiar with it.

Children enjoy making the lesson with corn, beans, shoe-pegs, or other small objects ; and if this is done at the table the teacher is able to see at a glance whether each child's work is correct. Another way of testing their knowledge of a process is for the teacher to hold several objects, as six balls, and take away two of them ; then have the children write on their slates what has been done.

There is scarcely any part of the primary teacher's work more difficult to describe or to give directions about than the teaching of numbers. There are many devices and ways of using the same objects, and of arousing an interest among the little folks, but it is not easy to put into cold type that which is most essential; for after all, much more depends on the enthusiasm and interest of the teacher than on any or all methods or devices.

*Leetonia, O.* MARY SINCLAIR.

## PRIMARY WORK.

BY SUPT. W. R. PRENTICE, HORNELLSVILLE, N. Y.

In primary work, two things should chiefly engage the teacher's attention ; first, to stimulate thought, and second, to secure its correct expression. No lesson should be given that does not call out thought, and no work given the pupil to do except to express his thought. We believe that a child might as properly be taught to walk on one foot as to be exercised in committing to memory things of any sort that have no meaning to him.

In our primary rooms, our pupils are at once put upon the task of expressing correctly (orally) the ideas they already have. We do not hurry to teach them the written form. We teach first the words the children use most.

In number, we proceed on the same plan, using the Grube method. No words are ever put into the pupil's mouth. He is encouraged to express himself in his own way. We use objects in great variety,—corn, beans, pebbles, nuts, spools, Steiger's kindergarten sticks in all colors. Milton Bradley's toy money (these things are very cheap), blocks (these last made at a planing mill, almost as cheap as kindling wood), tooth-picks, apples, oranges, flowers, etc.

The question is often asked, "Why use so many objects?" The answer is, "That we may be sure the child thinks." *Positively*, at this age, I would rather he would think, "Four and three are seven," and show it with objects, than to remember it absolutely.

A pupil is early led to illustrate every operation in number by means of stories, always in his own language, the teacher only correcting grammatical expressions. Pupils are encouraged to extend their stories to a large range of objects.

Something of number is learned in this way, but more of language. The stories printed in your issue of Feb. 9, were *not* "told by the teacher," *but were in each case a literal transcript of the child's own words.* This is one method of "expression." The other method is by means of drawings. After children have been in school a month or two, they begin to illustrate their number stories, and the variety of ways in which they do this is simply marvelous. No hints are given them in regard to subjects, but they dive at once into their own experience or observation for subjects. They bring up some queer representations, but they are interested; they think, and the pictures tell their thought.

The blackboards in our primary rooms are covered every day with these pictures. There are bridges, boats, sleds, boys, girls, trees, flowers, cups, boxes, baskets, fish, engines, cars, articles of wearing apparel of every sort, hung on the line to dry, all kinds of animals, houses on fire, etc. In this way children do not get farther than the number ten, the first year, and but a short distance in the first reader; but anything they know they can tell, and anything they *tell* they *know*, which is better yet.

One very useful device with us is a board exactly 12 inches square and one inch thick. This is marked off by lines one inch apart each way, with holes punched at the intersections. About twenty of these are placed in each primary room. On one side, with shoe pegs, they make designs and separate numbers into two's, three's, etc. On the other side they do their clay modeling. The child here has constantly before him the figure of an inch and a foot. These boards are also carried to other rooms, where they illustrate square inch, cubic inch, square foot, board foot, and cubic foot. I should have said that fractions are taught from the beginning, the children breaking tooth-picks to illustrate the half, third, etc., of all numbers they learn.

The tables of measurements are carried along from the beginning, by actual use. No abstract numbers are used in the first four years' work.

We do not believe in examinations, nor in keeping any pupil back, if his chances for profit will be greater by going on. Nor, do we think it necessary that a class of a given grade in one school, should read on the same page, spell the same words, and write the same copy as a like grade in another school. This cannot be done without injustice, unless they have had equally good instruction at every previous step. We have found that less than five percent of our pupils change their residence during the year, and the greatest good to the greatest number should certainly be our motto in all school work.—*School Journal.*

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## NOTES AND QUERIES.

### QUERIES ANSWERED.

Q. 41.—The term "copperhead" was applied to a faction in the North which was generally known to be in sympathy with the South. The name is derived from a poisonous serpent whose bite is considered as dangerous as that of the rattlesnake. As it gives no warning of its attack, it is considered a fit emblem of a concealed foe. W. T. H.

Q. 42.—The Twilight Belt is a zone of waning or growing light lying entirely within the nocturnal hemisphere of the earth, and bounded on the east (toward the sun) by the Great Circle of Illumination, and extending westward (from the sun) 1250 miles. See *Ray's New Astronomy*, page 73.

*Carey, Wyandot Co., O.* RICHARD F. BEAUSAY.

The Twilight Belt is the region between the circle of illumination and the region of total darkness. Twilight continues from the time the suns sets until he is about 18 degrees below the horizon; hence the width of the belt varies with the season and with the position one occupies upon the earth's surface. It gradually widens toward the north pole during our summer, and toward the south pole during our winter. A. A. COVENTRY.

*Stillwater, O.*

Q. 43.—The "Omnibus Bill" was brought forward by its author, Henry Clay, "The Great Pacificator," and was so called from the great number of its provisions. W. T. H.

Henry Clay was the author of the *Omnibus Bill.* Six things were proposed in the Bill, which gave it the name, omnibus meaning all. J. W. JONES.

Answered, also, by W. D. DRAKE, A. A. COVENTRY, J. M. VERNON, J. A. CALDERHEAD, and R. F. BEAUSAY.

Q. 44.—The admission of California gave the Free States a permanent majority in the Union. See *Blaine's Twenty Years in Congress*, page 119. RICHARD F. BEAUSAY.

Q. 45.—John Quincy Adams belonged to the National Republican party. W. D. DRAKE.

*Eagle Grove, Iowa.*

Holbrook's Outlines say *National Republican.* Other authors say he was the Loose Constructionist candidate of the Anti-federal or Republican party. A. A. COVENTRY.

Q. 46.—The Governor of Ohio is inaugurated on the second Monday of January next after his election. See *Constitution of Ohio*, Art. III, Sec. 2. RICHARD F. BEAUSAY.

Q. 47.—Some grammarians call "than" a relative pronoun after "more" or "less"; as, "I have more *than* I want." But the better way is to expand the sentence and call it a conjunctive adverb.

J. A. CALDERHEAD.

Yes. Ex.—"He took more books than were wanted." "He took such books as were wanted." If "as" is a relative pronoun in the latter example, "than" is in the former. See discussion on this point between J. P. Kuhn and A. M. Mattison, in the MONTHLY, about three years ago. W. D. DRAKE.

*Eagle Grove, Iowa.*

A, A. COVENTRY and W. T. H. answer in the negative.

Q. 48.—"To read" is an infinitive, with the consrruction of an adverb, limiting "delights." W. T. H.

With this agree W. D. DRAKE, J. A. CALDERHEAD, and A. A. COVENTRY.

Q. 50.—If the water in the mine with its accumulation for 3 days require 6 pumps 3 days to empty it, the water in the mine plus its accumulation for three days will require 18 pumps one day to empty it (1). But the water in the mine plus its accumulation for 1 day requires 11 pumps one day to empty it.—(2). Subtracting condition (2) from condition (1), we find that the accumulation for 2 days requires 7 pumps to empty it; hence the accumulation for 1 day will require 3½ pumps (3); and the accumulation for 3 days will require 10½ pumps (4). Subtracting condition (4) from condition (1), we find that the water in the mine without the accumulation will require 7½ pumps 1 day (5). But there are only 4 pumps employed, and it requires 3½ pumps [see condition (3)] to carry away the accumlation; hence, but half of one pump is employed on the water in the mine. But by condition (5) it requires $7\frac{1}{2}=\frac{15}{2}$ pumps to empty the water in the mine in 1 day; therefore, it will take as many days for 4 pumps as ½ of one pump is contained times in $\frac{15}{2}$ pumps, or 15 days.

Therefore, it will take four pumps 15 days to empty the mine.

*Baldwin University.* E. S. LOOMIS.

J. A. CALDERHEAD, A. A. COVENTRY, and J. M. VERNON get results differing from the above and from each other.

# EDITORIAL DEPARTMENT.

*The* MONTHLY *is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

It is presumed that by this time arrangements have been completed for all the summer institutes, but some have not yet been reported. We want a complete list. We hope some friend in each county will write the facts on a postal card and start it this way.

A subscriber suggests a symposium in the July number on "How I teach my pupils to write compositions"—not vague generalities but actual experiences fresh from the school-room. The MONTHLY is agreed, only write briefly, tersely, and to the point. The symposium may take the place of "Notes and Queries" next month. Sharpen your lead pencils, and report not later than June 15.

The completed and revised program of the Toledo meeting appears elsewhere in this number. The committee is putting forth every effort to insure a successful meeting. Railroad rates are same as last year. Hotel rates were given in our last issue. Everybody should go, for his own sake and for sake of the cause. These annual gatherings are a means of grace and growth which the teachers of the State cannot afford to neglect.

We suspect that but few of our readers fully appreciate the service Superintendent Treudley has rendered in his articles on books, which have appeared in several recent numbers of the MONTHLY. He has done for us all what would require years of labor to do for ourselves. His articles are worthy not only of careful reading, but of being kept in mind for frequent reference in the future. Teachers should know the value of good books in the training of youth, and should know what books to recommend to their pupils.

This closing paragraph of a recent letter from one of our correspondents refers to a state of things which editors and publishers of educational journals deeply deplore and would rejoice to see remedied:

"I am surprised to find many teachers who are not taking the MONTHLY nor any other educational journal. How can this class of teachers be reached?

There ought to be some means devised either to weed them out or to supply them with the nourishment necessary for a healthy growth. They stand as barriers in the way of progress."

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The *Popular Educator* says that the time has come for the initiation of some method by which teachers can be retired upon a living income. We do not believe in any such system of mendicancy. Let the organization of the schools and the teaching force be such as to lay no undue burdens on teachers, let reasonable compensation be given, and let teachers learn to look out for themselves as other people must. Teachers should learn how to live. They should observe the laws of health, acquire self-poise, and take judicious care of their finances, always living within their income and putting by something for a rainy day, whatever the salary may be.

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Little four-year-old Charlie came bounding into his uncle's office, when the following colloquy took place:

*Charlie.*—"Uncle S——, I want five cents."

*Uncle S——.*"What do you want to do with five cents?"

*Charlie.*—"I want to buy a whole glass of soda water."

*Uncle S——.*"What do you want to do with a whole glass of soda water?"

*Charlie.*—"I want to drink it all and get all the good of it. Mamma always lets me drink out of her glass, and I never get anything but the suds."

How many people there are who get "nothing but the suds!" And worst of all, a majority of them desire nothing else. Readers of educational periodicals may make their own application.

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That teacher took a very practical view of the corporal punishment question who said, "When in school I am in favor of corporal punishment, when out of school, I am opposed to it." The views of a good many theorists on this question would undergo a sudden change if placed in immediate charge of any one of a good many schools we have known. We are reminded of an experiment made some years ago by a physician of our acquaintance. He was a member of a school board in an Ohio town, and having "views" on the subject of education, he very rashly consented to take charge of a school for a time, for the purpose of showing the teachers how a school should be conducted. At the end of a few days, he resigned his charge, telling the story of his failure in a single sentence: "The little rascals! I can't do anything with them."

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It is peculiarly interesting to an experienced teacher to watch the daily experiences of a novice—the high hopes and anticipations, the surprises, the unexpected difficulties, the alternations of triumph and disappointment, the latter usually predominating. Such a one is often more of a learner than a teacher, often undergoing severer discipline than any administered to the pupils. And no amount of previous preparation can provide entirely against these surprises and disappointments. Experience is the only school in which a teacher can really learn.

It is said to be "good for a man to bear the yoke in his youth," and we can see no reason why it may not be equally good for a woman. Certain it is that a good many do bear a pretty heavy one. When a girl, fresh from school and yet in her teens, takes charge, for the first time, of a city school of fifty or sixty pupils, she is pretty certain to find the yoke heavy. Unless she has more than an average store of grit, the tears will flow. And it should be observed that tears in such circumstances are not an unfavorable symptom. "They that sow in tears shall reap in joy." It may be accepted as a rule (with exceptions) that a teacher is worth little until she has had several good cries.

The novitiate in a country school is different from that in the city, but it is not without its peculiar trials. A case in point was brought to our attention recently. A bright girl in her sixteenth year was employed to teach a country school. On a Monday morning in April, she left a home in which she was the only child and walked five or six miles to her new field of labor. Arriving at the school-house, she found it unswept, no fire and no kindling with which to start one, no clock, no maps, charts, or apparatus of any kind,—only a school-house and nothing more. But the children came and the school started. At the end of the first day, the teacher "put her house in order" and started in search of an abiding place. Her third application was seconded by the tears she could no longer keep back, and she found lodging for the night, and subsequently a comfortable boarding place. Such experiences, though but trifles to a veteran, are real hardships to the young and inexperienced. They are more agreeable in the past tense than in the present.

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## DR. WHITE DEFEATED BY THE CINCINNATI BOODLERS.

Most of the readers of the MONTHLY are already aware that, at the close of the present school year, Dr. E. E. White will retire from the superintendency of the Cincinnati schools. Those acquainted with the situation expected the boodlers of Cincinnati to bring about this result whenever it should lie in their power to do so ; but it was hoped they would not be able to accomplish it quite so soon. Dr. White himself, as well as the better class of citizens, expected his re-election for at least another term. The whole situation may be stated in a single sentence: Dr. White's manly independence and the efficiency, honesty, and purity of his administration could not be tolerated in Cincinnati.

A Cincinnati special to the *Toledo Commercial* states that the lines drawn were not political, but they were worse than that. The opposition vote was cast by the worst element in the Board and was led by the worst man in it.

The immediate issue was the selection of teachers. For many years the choice of teachers had been almost entirely in the hands of local committees composed of members of the Board, and the corruption and abuses connected therewith had become notorious. It is openly charged that many of the teachers were compelled to pay for their appointments ; and charges still more scandalous are made, about which the press has kept silence lest the innocent should be made to suffer with the guilty.

Dr. White was set for the correction of these abuses. Two years ago, about the beginning of Dr. White's second term, the Legislature vested the power of appointing teachers in the Superintendent, these appointments being subject to the approval of the Board, and, at the same time, the members of the

Board, as individuals or local committees, were denied the right to select or even nominate teachers. These provisions of the law the Superintendent undertook to carry out in good faith, and for a time there was no difficulty. But before the end of the first year certain members of the Board began to manifest a desire to control the Superintendent's appointments—an interference which he courteously but firmly resisted.

Some months ago, an effort was made to tie the hands of the Superintendent and practically restore the old local committee power. To this end a committee was appointed to prepare and secure the passage of an amendment to the statute. A majority of the committee recommended that the law be so changed as to require the Superintendent "to confer" with the local committees in regard to appointments and transfers, and to take from him the power, which the statute gave him, to dismiss teachers for cause. This report was vigorously opposed and the scheme was abandoned.

The next movement was to annul the law by defeating the Superintendent at the next election, and for some weeks there was secret scheming to this end. Dr. White's friends learned of this scheme but a short time before the meeting of the Board at which the Superintendent was to be elected. Leading citizens undertook to thwart it, but it was too late. There were two opposing candidates, E. H. Pritchard, Principal of the Fourth Intermediate School, and W. H. Morgan, once principal of one of the city schools, but for the last twenty years an insurance agent. The first ballot stood White 12, Morgan 12, Pritchard 5. The fifth ballot, Morgan 17, White 12.

As far as Dr. White is concerned personally, he may console himself with the reflection that no strange thing has happened unto him. From the beginning of the world to the present time, the best men, and the best causes too, have suffered defeat. As we look at it, Dr. White is more to be envied than commiserated. It is grand to be true when multitudes prove false. It is a grand thing to be on the side of right and purity, even in the midst of defeat. The end shall be victory.

But what of Cincinnati? and what of popular education in our cities generally? It is claimed that the Cincinnati Board of Education has been on the down grade ever since that body excluded the Bible from the schools, twenty years or more ago; and that what was then unwisely done is now bringing forth its legitimate fruit. Be that as it may, there is cause for alarm in the present tendency of things, in other cities as well as in Cincinnati. When unscrupulous and vicious men undertake to control the appointment of the teachers, not hesitating to crush whoever may stand in the way of their corrupt designs, it is not a time for the friends of popular education to be indifferent. It is a time when such men as Dr. White are needed.

## NEPOTISM PROHIBITED.

So many inquiries have come to the Commissioner's office, relative to the bearing of the bill passed last winter concerning the employment of teachers, that it has been found necessary to issue the following circular letter:

The act recently passed relative to local directors and members of boards of education employing relatives as teachers, makes it unlawful for a local director or member of a board of education to vote for or participate in the hiring of a *son*, *daughter*, *brother* or *sister* as teacher.

The other members of the board may contract with such persons, but the father or brother who is a member of the board must not participate in any way in making the contract. This restriction does not apply to relatives other than those mentioned above. There is another section of the statute, section 3794, which prohibits a school board making any contract with a person in which a member of the board is pecuniarily interested, either directly or indirectly. Under this provision of the statute no person can be employed as a teacher that is dependent, in any measure, for support on any member of the school board. Very Respectfullly,

*Columbus, Ohio, May* 8, 1889. JOHN HANCOCK, Commissioner.

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## O. T. R. C.

I desire to acknowledge the following receipts for membership fees in the O. T. R. C. since report of April 22 :

| | |
|---|---|
| Mar. 25.—L. G. Weaver, Dayton, Montgomery Co | $2 00 |
| May 4.—R. H. Morison, Carey, Wyandot Co | 1 75 |
| Total | $3 75 |

The amount received from L. G. Weaver should have been included in last report.

All who have completed the work of four years and are entitled to diplomas should send in their names to me not later than June 20, if they wish to receive them at the next meeting of the Ohio Teachers' Association.

In order that the diplomas may be properly prepared, we must know beforehand the number and names of those who are to receive them.

E. A. JONES, Cor. Sec. and Treas.

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While we are learning from Australia how to prevent corruption in elections, perhaps we may learn from the same source how to conduct our schools in sparsely settled districts. To furnish adequate accommodation for the children without unduly multiplying schools is a serious problem, especially in counties traversed by deep streams. Not long ago, it became my duty, as member of a commission appointed by the probate court of this county, to examine the needs of a proposed district, which, on paper, appeared ridiculous in shape, but a careful examination of the ground proved that the petitioners knew their own wants.

There are many districts having few pupils within their limits, where consolidation would practically exclude those few from school privileges. If in such cases, resort could be had to the half-day system of Australia, one teacher could supply two schools, a longer term could be maintained and better results secured. Of course, under the present sub-district management (?), such a plan would be impossible.

"Ay, there's the rub !" We pay a dear price for the "glorious privilege of being independent." M. R. A.

## NATIONAL EDUCATIONAL ASSOCIATION.

### NASHVILLE, TENN., July 16 to 20, 1889.

The full program of this annual meeting and the meetings of the several departments will be found in the official bulletin of the Association. This can be obtained by addressing the State School Commissioner, Hon. John Hancock, Columbus, Ohio, or either one of the undersigned.

Hotel accommodations can be obtained for $1.50 and $3.00 per day ; private entertainment will be provided at a cost of about $1.50. For full particulars, see Bulletin. Those who wish to engage rooms will correspond with Mr. Frank Goodman, Nashville, Tenn. The reception committee and the committee on hotels and accommodations will be found at Watkins Institute, within three blocks of Union Passenger Depot.

Rates to Nashville and return by same route will be *one fare* for the round trip, plus $2.00 for membership fees. The following will be the fares for the round trip, plus the $2.00, from the points in Ohio named below :

Cincinnati, $11.00,
Cleveland, $18.25,
Columbus, $14.40,
Chillicothe, $13.80,
Cambridge, $15.85,
Bellaire, $17.70,
Dayton, $12.70,
Lima, $14.35,
Findlay, $15.80,
Crestline, $16.00,
Mansfield, $16.15,
Delaware, $14.90,
Fremont, $16.15,
Toledo, $16.65,
Piqua, $13.55,
Athens, $15.55,
Steubenville,——
Youngstown, $18.70,
Galion, $15.85,
Springfield, $13.40.
Akron, $17.50,
Norwalk, $16.70,
Newark, $15.40,
Sandusky, $16.65,
Tiffin, $15.65,
Troy, $13.30,
Zanesville, $15.95,
Wooster, $17.45,
Shelby, $16.25,

From other points at corresponding rates. Arrangements have been made for excursions to the Hermitage, Mammoth Cave, Chattanooga, and Lookout Mountain, and other points of interest, at very low rates.

The Ohio teachers will never have a better opportunity of visiting the beautiful city of Nashville, and of meeting the teachers of the Southern States. They expect us to come. Let us go 2,000 strong.

R. W. STEVENSON, Columbus, O.,
L. W. DAY, Cleveland, O.,
N. C. STEWART, Cleveland, O.,
} Directors of N. E. Ass'n for Ohio.

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## A GEOGRAPHICAL PUZZLE.

BY RITA SUTHERLAND, AGED 11 YEARS, 11 MONTHS.

[The author of this very ingenious and well-written piece of composition is a pupil in the Mansfield schools. It is printed just as it came from the hands of the writer, with the exception of the correction of the spelling of a single word.—ED.]

I was sitting in my room listening to my bird, an island (1) north-west of Africa, when I observed that my breakfast was being brought in by a lake (2) in North America, who was a cape (3) in Africa. After my breakfast, I went out for a walk with a lady whose name is a lake (4) drained by the Nile.

We heard a cape (5) in South America. A few minutes afterward we saw a pet lake (6) drained by the Mackenzie River.

The lady fainted and I bathed her head with a city (7) in Germany till she came to. But she still had a river (8) in North Carolina that we should meet the lake (9) drained by the Mackenzie again.

When we got home we heard some one singing a song, the name of it is one of the grand divisions (10).

Before I was seated an island (11) north-west of Africa began singing.

I observed that the lake (12) drained by the Mackenzie was a city (13) in China in at the door to see what made the island (14) north-west of Africa sing.

After a while the lake (15) brought in our dinner, which consisted of a river (16) in southern Africa well seasoned with a large lake (17) in the United States. For dessert we had a river (18) in southern Africa.

After dinner the lady's brother, whose name is a lake (19) in Africa, came to take her home.

I started home with them and we met a cape (20) in the north-western part of Africa. After we had met the cape we met a county (21) in Ohio, and the lady's brother turned a sea (22) north-east of Africa, for he was in love with the lady.

KEY.

1. Canary. 2. Slave. 3. Negro. 4. Victoria. 5. Horn. 6. Bear. 7. Cologne. 8. Fear. 9. Bear. 10. America. 11. Canary. 12. Slave. 13. Peking. 14. Canary. 15. Slave. 16. Fish. 17. Salt. 18. Orange. 19. Albert. 20. Nun. 21. Marion. 22. Red.

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## OHIO TEACHERS' ASSOCIATION.

Forty-third Annual Meeting, Toledo, Ohio, July 2, 3, and 4, 1889.

PROGRAM.—SUPERINTENDENTS' SECTION.—TUESDAY, JULY 2, 9 A. M.

Inaugural Address........................................Supt. E. B. Cox, Xenia.

Discussion opened by W. A. Clark, Lebanon, and Supt. L. D. Bonebrake, Athens.

Paper.—Legislation for Country Schools,............Supt. H. M. Parker, Elyria.

Discussion opened by Supt. R. W. Mitchell, Alpha, and Prof. Warren Darst, Ada.

AFTERNOON SESSION, 2 O'CLOCK.

Paper.—What Shall the Public Schools Teach?........................................Supt H. W. Compton, Toledo.

Discussion opened by Supt. G. W. Welsh, Lancaster, and Supt. F. B. Dyer, Madisonville.

Paper.—Promotions without Stated Examinations.....................................Principal G. W. Carnahan, Cincinnati.

Discussion opened by Supt. Henry Whitworth, Bellefontaine, and Principal Reynold Janney, Chillicothe.

EVENING SESSION, 8 O'CLOCK.

Paper.—Physiology........................................Prof. E. T. Nelson, Delaware.

GENERAL ASSOCIATION.—WEDNESDAY, JULY 3, 9 A. M.

Inaugural Address........................................Supt. C. W. Bennett, Piqua.

Discussion opened by Supt. O. T. Corson, Cambridge, and Supt. C. C. Miller, Ottawa.

Paper.—Industrial Education........................Prof. E. R. Booth, Cincinnati.
Discussion opened by Supt. Alston Ellis, Hamilton, and Prin. H. C Adams, Toledo.

AFTERNOON SESSION, 2 O'CLOCK.

Paper.—Modern Methods in the Study of Geography,...................................................................................Miss Ellen G. Reveley, Cleveland
Discussion opened by Supt. W. R. Comings, Norwalk, and Supt. F Gillum Cromer, Greenville.

Paper.—Special Methods in Civics. ............Supt. J. A. Shawan, Mt. Vernon.
Discussion opened by Supervisor E. F. Moulton, Cleveland, and Supt. Arthur Powell, Barnesville.

WEDNESDAY EVENING, 8 O'CLOCK.

Ohio Teachers' Reading Circle.

Report of Cor. Sec. and Treas.,...............................................E. A. Jones.
Presentation of Diplomas......... ..................Mrs. D. L. Williams, President.
Address.—"The Women of Shakespeare."...........................Wallace Bruce.

THURSDAY, JULY 4, 9 A. M.

A Memorial Sketch of Dr. E. T. Tappan...................................................................................Hon. John Hancock, State School Commissioner.

Report of Committee on the Relation of the Institutions of Secondary and Higher Education within our State............................................................................................Supt. E. E. White, Chairman, Cincinnati.
Discussion opened by Dr. S. F. Scovel, Wooster, and Prof. H. C. King, Oberlin.

AFTERNOON SESSION, 2 O'CLOCK.

Annual Address..........................................Dr. W. H. Venable, Cincinnati.
Miscellaneous Business, Reports of Committees, and Election of Officers.

MARGARET W. SUTHERLAND,
Sec. Executive Committee.

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## CIRCULAR TO INSTITUTE MANAGERS.

OFFICE OF STATE COMMISSIONER OF COMMON SCHOOLS,
Columbus, Ohio, May 3rd, 1889.

Institutes are the people's training schools. No matter how great the facilities for instruction in Normal Schools a State may possess, the fact will remain that the mass of teachers must get what they are to learn of methods of teaching and the management of schools elsewhere. In our State, particularly, we must look to the Institute to do this work.

It follows that the instruction given in Institutes should be mainly of a professional character, and that what academic instruction is imparted should be incidental as illustrative of methods of teaching. The Institute is no place to prepare teachers to pass an examination.

A good Institute ought to have two, and must have one instructor of eminent abilities, for the greater part of its usefulness will arise from the inspiration which contact with superior minds gives. More than two such instructors will be unneccessary.

If the Institute is to last but one week, or if it is to last two weeks, every moment of the time will be precious, and none of it ought to be frittered away in matters not immediately connected with the calling of teaching.

In making out a program of exercises, it is not wise to attempt to go into particulars in the published announcement of the Institute. It is sufficient to name the instructors and their topics, and the lecturers on general subjects, if any have been engaged, and the times they are to speak. The program may profitably vary somewhat from day to day, according to what may seem to be the best interests of the Institute; and in making up these daily programs (which should be announced one day in advance) the instructors should be called into consultation with the Executive Committee.

There should be at least two evening meetings each week. The exercises of these meetings ought to be such as to interest the general public as well as the teachers. The importance of gaining the sympathy of the community in the work of the Institute cannot readily be over-estimated. An address from one or two lecturers of established reputation would add greatly to the value of this work.

A lesson, at some time in the session of the Institute, on the school laws, particularly on the rights and duties of teachers, would be of benefit; also, a practical lesson or two on the correct methods of making up the reports required from teachers.

The success of an Institute depends as much on having an Executive Committee of energy, prudence and unselfish zeal, as upon its instructors. The Institute, therefore, cannot be too careful in selecting this committee, and no consideration should enter into this selection other than the welfare of the Institute. An inefficient committee can render the efforts of the other members and of the instructors for a successful session comparatively abortive.

The sympathy of numbers will be found an important element in a successful Institute, and the managers cannot be too energetic in giving out full information as to the time and place of meeting, the boarding accommodations and the cost thereof, and the advantages to be gained by attendance. Teachers should be especially urged to be present at the beginning of the session. To this end it is well to put some of the most attractive features of the work to be done on the program of the first day. It will not do to rely wholly on printed notification, however liberal. Postal cards should, as far as practiable, be sent to every teacher in the county—one, some time in advance of the time of meeting, and another a short time before.

Managers are respectfully requested to send to this office, as early as convenient, information as to the time and place of meeting of their respective Institutes, and where the arrangements have been completed, the names of the instructors employed. These managers are also respectfully requested to transmit to this office the report of their respective Institutes within five days after their close, as required by Section 4088, as amended April 11, 1888.

JOHN HANCOCK,
Commissioner.

## EDUCATIONAL INTELLIGENCE.

—The schools of Dennison observed Inauguration Centennial with appropriate exercises.

—The Newark High School held public centennial exercises April 30, with a fine program.

—The rapid growth of the city of Piqua makes another ward school building necessary, and it is now in process of erection.

—April 30th was celebrated by the Springfield schools with exercises appropriate to the Centennial of Washington's Inauguration and Arbor Day.

—We are indebted to Capt. R. H. Pratt, of the Indian Industrial School at Carlisle, Pa., for an invitation to the Tenth Anniversary and graduating exercises of the school. There are fourteen Indians in the graduating class.

—The American Institute of Instruction, probably the oldest organization of teachers in the world, holds its annual meeting this year, July 8 to 12, at Bethlehem, N. H., amid the splendid scenery of the White Mountains.

—The man or woman who is profitably employed is generally happy. If you are not happy it may be because you have not found your proper work. We earnestly urge all such persons to write to B. F. Johnson & Co., 1009 Main Street, Richmond, Va., and they can show you a work in which you can be happily and profitably employed.

—The Belmont County teachers' institute is to be held at Barnesville, Ohio, July 22 to Aug. 16, 1889. The following schedule of work has been arranged: Psychology, Physiology, Pedagogics, by Arthur Powell, of Barnesville. Grammar, Arithmetic, Penmanship, Advanced Language and Punctuation, by L. H. Watters, of St. Clairsville. History, Geography, Physiology, Orthography, and Reading, by James Duncan, of Bridgeport. Primary Work by Miss Nellie Moore, of Defiance.

—The Rose Polytechnic Institute, an advertisement of which appears in the present issue of the MONTHLY, is one of three or four schools in the United States which are especially devoted to the education of Civil and Mechanical Engineers. One of the peculiar features of the Institute is the thorough and extensive "shop practice" of the students in Mechanical Engineering. Not only are machines designed and working drawings made, but actual construction is required and is made possible in extensive workshops, the equipment of which has cost over forty thousand dollars.

—The Wayne, Ashland and Medina meeting, at Lodi, May 17 and 18, was very largely attended, nearly two hundred teachers being present.

Prof. Adair, of Doylestown, "hit the mark," in his paper, "The Teacher as a Citizen." County Examiner Kennan, of Medina, stirred us all up to a lively and profitable discussion of "County Examinations," by his timely paper on that subject.

Supt. Thomas, of Ashland, presented a paper on "Mutual Fitness," setting everybody thinking and talking, as is his wont. In the absence of Dr. Hancock, Prof. J. T. Ewing, of Wooster University, gave a very interesting and valuable paper on "Literature," which came in for its share of discussion. For large enthusiastic gatherings the Tri-County seems to lead. H.

COMMENCEMENTS.—Elmore, May 31—5 girls graduated—A. D. Beechy, superintendent. Bellefontaine, May 29—7 graduates—Henry Whitworth, superintendent. New Paris, May 25—5 graduates—F. S. Alley, superintendent. Findlay, May 24—7 graduates—J. W. Zeller, superintendent. Mansfield, May 31—28 graduates—M. W. Sutherland, principal high school; John Simpson, superintendent. Miamisburg, May 23—13 graduates—G. J. Humbert, principal high school; Thos. A. Pollok, superintendent. St. Marys, May 29—6 graduates—C. S. Wheaton, superintendent. West Liberty, May 23—4 graduates. Nelson Township High School, April 26—1 graduate—(first commencement)—E. Truman, superintendent. Columbiana, May 31—14 graduates—Linda L. Snyder, principal; T. C. Roche, superintendent. Batavia, April 25—7 graduates—S. T. Dial, superintendent. La Rue, May 2—6 graduates—W. O. Bailey, superintendent. Plain City, May 29—10 graduates—C. W. Vandegrift, superintendent. Antwerp, May 25—3 graduates—R. E. Diehl, superintendent. Greenville, May 24—4 graduates—F. Gillum Cromer, superintendent.

—The South-western Ohio Teachers' Association met in semi-annual session, in the high school building, Hamilton, O., April 27, 1889, with President J. P. Sharkey in the chair.

J. P. Cummins, of Clifton, read a paper on "The Power of Acquiring Knowledge."

"Individuality" was presented and exemplified by Prin. George F. Sands, of Cincinnati.

Dr. Hancock closed the morning hour with a presentation of the theme, "Concentration."

The afternoon session was opened by Hon. N. H. Albaugh, of Tadmor, taking for his subject, "The Common Schools."

A. B. Johnson, of Avondale, read a paper on "Sand." Dr. Ellis, of Hamilton, addressed the Association on "The Ethical through the Emotions."

The officers for the ensuing year are *Pres.* C. S. Fay, Wyoming; *Vice Pres.*, W. H. Stewart, Oxford; *Sec'y*, Fletcher Hawk, Monroe; *Treas.*, T. L. Feeney, Westwood; *Exec. Com.*, Alston Ellis, Hamilton, J. H. Gibbins, Camden, and Miss Mattie VanCleve, Milford.

The attendance was large and the meeting profitable.

FLETCHER HAWK, Sec'y *pro tem.*

—The North Eastern Ohio Teachers' Association met at Norwalk, Saturday, May 18. Prayer was offered by Dr. Crane, of Norwalk. Address of Welcome, by Hon. S. A. Wildman, President of Board of Education, Norwalk. Supervisor E. F. Moulton, of Cleveland, read a memorial of Prin. M. S. Campbell, of Cleveland. Remarks followed by Miss Reveley, W. R. Comings, and Chas. P. Lynch.

Supervisor William Richardson, of Cleveland, next presented a paper upon the length, breadth and depth of the teacher's work.

Miss Frances Hosford, of Oberlin, followed with a paper upon first year work in Latin. This was illustrated by advance sheets of a new book to be called the *Straight Road to Cæsar*, now in preparation by Prof. White and Supt. Waite, of Oberlin. Upon request, the authors were granted permission to dedicate the book to the Association.

The afternoon session opened with a solo by Mrs. Miller, followed by a general discussion of the forenoon papers, by L. W. Day, J. A. Shawan, Margaret Sutherland, Ezra Webb, B. B. Hall, Geo. W. Waite, E. H. Stanley, and others.

Supt. J. A. Shawan then presented his paper upon "Some Essential Elements of a Teacher not Determined by Examinations." After a somewhat general discussion the Association adjourned. W. R. C.

## PERSONAL.

—I. M. Clemens has been re-elected at Ashtabula.

—D. A. Sharp has been re-elected superintendent at Mt. Blanchard.

—G. W. Felter is to continue in charge of the schools at New Richmond.

—Supt. W. R. Comings, of Norwalk, has been re-elected for a term of two years.

—J. J. Jackson will superintend the schools of Garrettsville for another year.

—B. T. Jones has been unanimously re-elected at Bellaire, for a term of two years.

—John T. Duff has been elected superintendent at Newcomerstown,—salary $1,100.

—R. E. Diehl has been unanimously re-elected at Antwerp, at an increased salary.

—J. W. Zeller has been re-elected superintendent at Findlay, Ohio,—salary, $2,000.

—C. A. Krout has been re elected at New Burlington, with an increase of salary.

—E. H. Webb has been re-elected at Plymouth, with an increase in salary of $100.

—A. E. Gladding has been re-elected at East Liverpool,—salary $1500—an increase of $300.

—F. M. Plank has been unanimously re-elected at Wadsworth, with an increase of $100.

—F. A. Merrill, of Garrettsville, will take a position in the Ravenna High School next year.

—M. A. Yarnell has been re-elected at Sidney, with salary increased from $1,200 to $1,500.

—J. A. Pittsford has been re-elected at Chicago Junction, with an addition of $250 to his salary.

—F. J. Roller will continue in charge of schools at Niles, Ohio, at salary of $1,100—an increase of $100.

—F. P. Shumaker has been re-elected at Chagrin Falls, for a term of two years, at a salary of $100 a month.

—C. W. Butler has served as superintendent at Defiance for seven years, and has been re-elected for three years.

—C. C. Davidson has been re-elected at Alliance, for a term of three years, with an addition to his salary of $100.

—R. H. Morison has been re-elected superintendent of schools at Carey, where he has already done a good work.

—John E. Barnes has made an engagement for next year to teach at Zimmerman, Greene Co., at $60 a month.

—E. S. Loomis, of Baldwin University, has been engaged as one of the instructors at the Cuyahoga County institute.

—Supt. C. W. Bennett, of Piqua, was chosen to deliver the address on Decoration Day, at Tadmor, Montgomery County.

—W. V. Rood has returned from Georgia improved in health, and has resumed his duties as principal of the Akron High School.

—F. S. Alley has been re-elected superintendent of schools at New Paris, at an increased salary. This makes his sixth unanimous re-election.

—George E. Ryan has completed a decade in charge of the schools at La Grange, O., and has entered into an engagement for another year.

—S. R. Booher is finishing his second year in charge of the schools at Mineral Point, Ohio, and has accepted the offer of an increased salary for next year.

—C. W. Vandegrift has completed his third year as superintendent of schools at Plain City, and has received the endorsement of a unanimous re-election.

—Chas. M. Knight, of West Richfield, has been unanimously elected principal of the Brecksville High School and superintendent of the schools of the township.

—W. W. Ross, superintendent of the Fremont schools, delivered an eloquent and patriotic address at the union church services held in that city, in celebration of the Inauguration Centennial.

—Supt. G. W. Henry and his entire corps of teachers have been re-elected at Leetonia. Mr. Henry has already filled his present position six years, and as a testimonial of his faithfulness and efficiency his salary has been increased to $1,200.

—James L. Lasley has received the endorsement of a unanimous re-election to the superintendency of schools at Warren, at the close of his first year there. The *Warren Chronicle* says his labors the past year have been eminently satisfactory.

—Hon. L. D. Brown, President of the Nevada State University, has been appointed by President Harrison to a position on the Board of Visitors to the U. S. Military Academy. He hopes to spend a day at the meeting of the Ohio Teachers' Association.

—Miss Mary Sinclair, one of the contributors to our Primary Department, has been re-elected to her former position at Leetonia, at an increased salary, and with the added responsibility of the supervision of the lower primary grades. She is to have an assistant in her department.

—E. L. Harris, principal of the West High School, Cleveland, has been promoted to the principalship of the Central High School, made vacant by the death of M. S. Campbell. Gustave A. Reutenick, a teacher in the West High School, succeeds Mr. Harris as principal of that school.

—A. T. Moore, of the Lena and Conover High School, has been chosen Principal of the Valdosta Collegiate Institute, Valdosta, Ga., to succeed his brother, G. C. Moore, who died at that place April 28. Mr. Moore has held the position he is leaving, for six years, and carries with him to his new work excellent capabilities both in scholarship and professional skill.

—*The Guernsey Times*, speaking of the excellence of the schools of that county and the high standard of qualifications among the teachers, pays a deserved compliment to Prof. John McBurney, editor of the *Ohio Teacher*.

"No other man," says the *Times*, "has done so much to secure and maintain this high standard as Prof. John McBurney, who has been for so many years a member of our county examining board. He has always had the good of the schools of the county close to his heart, and has done them incalculable good in more ways than one. Quiet, earnest, honest, his sincere straight-forward simplicity has been to an hundred teachers an example more potent than any precept ; and his smile, so full of helpful sympathy, has been to many a struggling boy in charge of a country school the inspiration that sent him on to victory. We want more men of that sort."

## BOOKS.

*Practical Education.* Treating of the Development of Memory, the Increasing Quickness of Perception, and Training the Constructive Faculty. By Chas. G. Leland, Late Director of the Public Industrial Art School of Philadelphia. London : Whittaker & Co. Imported and sold by E. L. Kellogg & Co., New York. Price, $2.00, with discount to teachers.

This is a book of real value—practical, sensible. Mr. Leland has the credit of being the first to introduce industrial art as a branch of education in American public schools. His profound study of the subject has been supplemented by actual experience, and in this book he gives us what, to our thinking, is the best solution yet given of the industrial education problem. The chapters on Developing Memory, Creating Quickness of Perception, and Taking an Interest, are worth to any teacher many times the price of the book. We have read them with much interest.

*Alden's Manifold Cyclopedia.* Volume XI of this popular work begins with Debt and ends with Dominie. Its 640 pages are filled with the information needed by the great mass of readers. Many of the topics are treated at considerable length. Digestion, for example, fills 23 pages. We are more and more impressed with the value of the work. It is at once an unabridged dictionary and a cyclopedia of information ample for practical everyday use. It is pre-eminently a people's cyclopedia. It is most convenient in form, and the extremely low price—50 cents a volume—brings it within the reach of all. A specimen volume may be ordered and returned if unsatisfactory. John B. Alden, publisher, New York, Philadelphia, Chicago, Atlanta and San Francisco.

*The Leading Facts of French History*, by D. H. Montgomery, is after the same general plan as the author's "Leading Facts of English History." The more important events of French history are carefully arranged, and presented in a well-worded narrative. It is not a mere skeleton, but real history. It is good for the busy man who wants to get a glimpse of France, as well as for the class-room. Napoleon's career and subsequent events are very graphically sketched. Published by Ginn & Co., Boston.

*Handbook of Rhetorical Analysis.* Studies in Style and Invention, Designed to Accompany the Author's Practical Elements of Rhetoric. By John F. Genung, Professor of Rhetoric in Amherst College.

The great value of the study of literary models is generally recognized. How such study may be pursued with greatest profit is the all-important question which this book undertakes to solve. It contains a series of selections from the very best prose writers, with suggestive annotations and questions calculated to beget in the student the ability and habit of "studying carefully and with an open mind and a vigilant eye." The "studies" are arranged with reference to specific topics, such as "Choice of Words," "Kinds of Diction," "Figures of Speech," etc., with citations to the author's Rhetoric. The book has real merit.

*How to Study Geography*, by Frances W. Parker, is volume X of the International Education series, published by D. Appleton & Company, New York. The editor, William T. Harris, in his preface to the volume, indicates the place and value of geography in a course of study and the need of better methods of teaching the subject. Accepting the simple definition that Geography is a Description of the Earth's Surface, the author assumes that no one can describe the earth's surface or any part of it without a clear concept corresponding to the surface described, and infers that the primary purpose of teaching geography is to develop in the pupils' minds concepts corresponding to the earth's surface. This seems to be the keynote of the volume. It will require a good deal of thoughtful study on the part of the average teacher to catch the spirit of the author's method, but the attentive reader will be well repaid for his labor.

*Studies in Civics.* By J. T. McCleary, State Normal School, Mankato, Minn. Published by D. D. Merrill, St Paul. $1.25.

The author's eighteen years of experience in teaching the subject have enabled him to produce a most excellent text-book. We have seen nothing else to compare with it. It is a very thesaurus of information concerning township, village, city, county, state, and national government, arranged with consummate skill. The introduction and development of the various topics show conclusively, not only that the author is master of his subject, but that he knows how to teach it. While it deals with the theory of government it deals also with the working details. The town meeting, proceedings in a justice court, the impaneling of a jury, commercial law, the conduct of elections, public lands, international law, etc., etc., are made clear to the learner. The book is one we can heartily commend.

*Pestalozzi: His Aim and Work.* By Baron Roger De Guimps. Translated by Margaret Cuthbertson Crombie. The author was one of Pestalozzi's best known pupils, and perhaps the best interpreter of the great schoolmaster's life, aim, and method. The translator is a training teacher of London. She tells us that the material contained in the book had been used by her for several years in the training of young teachers in the History of Education. A teacher knowing nothing of Pestalozzi would be like a lawyer who has never heard of Blackstone. We commend this book strongly as specially adapted to younger students of pedagogy. Published by C. W. Bardeen, Syracuse, N. Y.

*First Greek Reader.* Easy Selections from Xenophon and Thucydides, and Introductory to the Anabasis, with Notes and Exercises Adapted to Hadley's and Goodwin's Grammars. By Edward G. Coy, Professor of Greek in Phillips Academy.

The young student is led on by easy stages, gradually acquiring ease and fluency in translating, a sense of growing power keeps up his interest, and he is soon prepared for a successful attack on the Anabasis. D. Appleton & Co., New York.

*Grandfather's Stories*, Compiled and arranged by James Johonnot, is a charming book for young readers, filled with fables, fairy stories, myths, legends, home stories, foreign stories, etc., with illustrations. It is the first book of the Historical series published by D. Appleton & Co. New York.

Prof. Thomas D. Seymour's *Vocabulary to the First Six Books of Homer's Iliad*, a book of 100 pages, is not a mere compilation from the lexicons, but has been made from the *Iliad* itself. It is not designed to supersede entirely the general lexicon, but to save time and furnish needed help to the beginner in Homer. Ginn & Co., Boston.

### BOOKS RECEIVED.

*Algebraic Analysis.* Solutions and Exercises illustrating the Fundamental Theorems and the most Important Processes of Pure Algebra. By G. A. Wentworth, A. M., Phillips Exeter Academy; J. A. McClelland, LL. D., Inspector of Normal Schools and Conductor of Institutes, for Ontario; and J. C. Glashan, School Inspector, Ottawa, Canada. Ginn & Co., Boston.

*The Great English Writers*, from Chaucer to George Eliot, with Selections. By Truman J. Backus and Helen Dawes Brown. Sheldon & Company, New York and Chicago.

*Stoddard's New Intellectual Arithmetic.* Revised. Sheldon and Company, New York and Chicago.

*English Composition.* Adapted to the Wants of High Schools, Preparatory Schools and Academies. By Prof. A. H. Welsh. John C. Buckbee & Co., Chicago.

*Sadler's Commercial Arithmetic.* School Edition. Published by W. H. Sadler, Baltimore, Md.

*Syllabus of Lectures in Anatomy and Physiology.* Third Edition. By T. B. Stowell, A. M., Ph. D. Bardeen, Syracuse, N. Y.

*Primer of Scientific Knowledge.* By Paul Bert. Philadelphia: J. B. Lippincott Company.

*English Grammar Made Practical.* By John D. Wilson. Bardeen, Syracuse, N. Y.

—THE—

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# THE TOWNSHIP AND DISTRICT SYSTEMS.

Discussion of a paper read to the Michigan State Teachers' Association by Prof. S. D. Barr.

BY B. A. HINSDALE.

I take it for granted that there is no difference of opinion among those present as to the importance of the subject that has been presented. It is undoubtedly one of the educational questions that are attracting a large measure of attention at the present time. Neither, in the second place, do I suppose there is any difference of opinion as to the value and interest of the full, vigorous, and incisive presentation of the principal features of the subject that Prof. Barr has made. He has presented the main points of the argument with conciseness and strength, and I do not feel that it is necessary for me, at this stage of the session, to talk very long. However, there are two or three phases of the subject that, perhaps, I may be able to state in such a way as to enlarge somewhat the range of the discussion.

In the first place, then, there are in the United States two generically different ideas or systems of local organization for political purposes. We have the Town System of New England, and the County System of the Southern States. Local goverment in ew England is carried on almost exclusively by means of the town, or township, as we say in the West; the county exists but it is scarcely a political unit. In the South the town is almost unknown; in some States those divisions of land six miles square, that have been run out by the government surveyors, have never received names; they are simply known by their numbers, and are not units of political organization for any purpose whatever. The county is everything, the township nothing. In the old Middle States we find the Compromise System, which makes less of the town than the Town System makes of it, and more of the county; it makes less of the county than the County System makes of it, and more of the town. And it is the Compromise System of the old Middle States that has extended itself over the West. I speak in general terms, of course, and have not time for the qualifications and explanations that would be necessary if I were going very thoroughly into the matter.

Whenever the town exists in any vigorous political sense, it is a factor larger or smaller in educational matters. Some of the States have adopted the town or township as the educational unit, and they work from that basis. Other States have divided the township into districts, and use the district as the basis of operations. That is the unit of organization so far as common school education is concerned. It is understood, as a matter of course, that in Michigan the school unit is the district and not the township.

The great question is, which one of these two methods is the better? From two points of view the subject has been investigated. The first is the theoretical or philosophical view, and, so far as I know, all who have looked at it in that way think the township is the proper unit, and that the district system is a mistake. The vast majority of those who have looked into the matter as a question of political philosophy have come to the conclusion that the town system is the better one. But, in the second place, we have had these two methods tested by experience for long periods of time. In some of the States they have tried both of them, and the men in those States who are most competent to judge, strongly favor the town system. They argue from educational experience.

It is a significant fact that the political theory upon which the district school organization depends, is a theory which has been almost universally abandoned for all other purposes whatever. We all know that there is no line of political or social development along which the English race has made more progress than along the line of local political organization; it is one of the glories of the English race, admitted to be such by all competent authorities.

We know, in the second place, that the old Saxon theory of carrying on government was democratic. The people met in public assembly, and there they voted, in their way, some questions up and some questions down. But democratic government was found not to work well, and representative government was set up in its place. In New England the democratic system of local government prevails to an extent, but in its extreme form it has been abolished. It cannot meet with good results, for the reason that in its extreme form it is found too complicated. The representative principle is the one that prevails where the township political system exists. The people have the ballot box, and elect men whose business it is to administer town government. But for some reason the American people have clung more closely to the antiquated method of carrying on local government in education than anywhere else. They have clung, in many of the States, to the ancient democratic idea, and shunned the representative idea. The district system is very dear to the hearts of very many people. But any one who will inquire into the facts can hardly avoid coming to the conclusion that, upon the face of it, it is an absurdity.

In every district in Ohio, there are three school directors; the township clerk also has certain educational duties to perform, and so have the county auditor and treasurer, and the county board of examiners. And I remember that, some years ago, there were engaged 44,000 persons in administering the public schools of Ohio. Nor does this include the teachers. At that time there were required to man the schools 13,000 teachers. Put these two numbers in ratio, and it will appear that for every teacher employed there were three and one-third directors, inspectors, supervisors, call them what you will. And they did not do the duties for which they were elected. They did hire the teachers, but so far as inspection or supervision was concerned, the cases were exceedingly rare where anything of that kind was done at all. It was the natural course; what is left to so many hands to do is not, as a matter of fact, done at all. Power is divided and responsibility is destroyed.

A plausible argument in behalf of the district system is that the schools are very near the hearts of the people, as is shown by the fact that they have retained the ancient democratic idea in school management more fully than in anything else. Then it will be argued that this shows proper interest, and that the school will be more properly administered by people who are near the school and interested in it than by those at a distance. But all the analogies point to the folly of this conclusion.

I do not know how it is in Michigan, but in the State of Ohio the township is divided into road districts, and the keeping up of the public roads is committed to a supervisor. The people work out their taxes under the law. I have worked on the road many a day, and of all the shiftless and inefficient work with which I ever had anything to do the most shiftless was that done on the country roads. My father was often supervisor of his district, and I well remember occasions when there were heart-burnings between him and some of his neighbors because he insisted that the road-work should be well done, while they were determined to slight the work as they had always done. And yet it is hard to think of a public interest lying nearer a man's door—that more concerns his comfort and convenience—than the country road. Antecedently, we would expect the people would take an interest in keeping the roads in prime condition; but they do nothing of the kind.

The time assigned me is up, and I close with saying just this one thing,—that the district system of conducting common schools rests upon an idea, and proceeds by means of an organization, that have not been preserved by English-speaking people for any other purpose, save for the one to which I have just made reference, the roads. And it would be hard to say which are the worst managed—the schools or the roads.

## IDEALS OF EDUCATION.

From a paper read before the Greene County Teachers' Association, by Miss Blanche Freeman, Alpha, O.

Of modern nations, every one, except our own country, regards military training as necessary for the young men, and spends a vast proportion of the national income on the standing armies. This necessarily weakens the educational fund. Nevertheless, most of these countries are improving, and the proportion of inhabitants able to read and write is increasing. In Russia, the progress, if any, is slow. The serfs, liberated from slavery of the body, are kept in still more degrading servitude of soul. An attempt was made to establish schools for them in the large towns, but the government accused the schools of spreading revolutionary tendencies, and overthrew them. Since then, all teaching has come through the church. For this purpose, the government trains the priests. All secular news is kept from them lest they be tempted to interfere in political affairs. The only instruction they receive is theological creeds handed down by the Greeks of the Middle Ages. Hence, too often, the priest is scarcely less ignorant than the peasant. While the rich are educated, the masses are in total darkness. Russia dare not give her subjects power to think, but keeps them in dense ignorance lest they should realize their own condition, and break their bonds.

But a yet darker picture may be found in civilized Europe, even in this nineteenth century. West of the Black Sea lives a people whose lives are utterly degraded. How can it be otherwise, when the Koran,—sole book of the ordinary Turk,—forbids anatomy and all representation of living objects, and discourages education? Sculpture, painting, medicine and surgery are almost unknown. Women have *no* education. Cobden has said, "We must remain ignorant of the social condition of Turkey, because it is indescribable." With a religion that forbids change, there is little hope for the future of the country. The typical Turk is indolent, luxurious, grave, silent; he will sit in apathy for days, a fit emblem of a people whose religion shuts out all hope, and condemns its believers to death in life.

But to scenes nearer home let us turn our attention. The one European nation able to compete with England in scholarship is Germany. Remembering the vast difference in the customs of the two countries, we could not expect to find their educational systems the same. Yet the difference is, it seems to me, not so much in their concepts of true education as in the methods used to attain the common ideal. Germany claims that education consists in drawing out and developing the reflective and perceptive faculties of the child. So does England. Germany says that such training bears its fruit in the ability of the pupil to reason and observe, not merely in the amount of text-book knowledge it is able to rehearse. To all of which England nods assent. Germany places in her school-room patient, plodding instructors, and judges them by their success in training the child. England tests the knowledge—not the ability—of both teacher and pupil by examinations in which the requirement is made for memorized facts, and the necessity for reasoning is reduced to a minimum. It is not strange, that, under this regime, even the conscientious teacher is forced to drill more for the test, than for the good of the pupil; nor that memory, not power, is cultivated. As a specimen of the tests sometimes given, I copy from "Science" the following examination questions with the comments:

1. Mention the names of places in the world derived from Julius Cæsar or Augustus Cæsar.

2. The highest peak of the Kavakorum range.

3. The number of universities in Prussia.

4. Name the length and breadth of the streams of lava which flowed from the Skaptar Jokul, in the eruption of 1783.

"This fairly represents the ideas of certain so-called teachers of geography, as to the limits of the science they are attempting to teach. To them geography simply means the cramming into a child's mind so many isolated facts, so many heights of mountains, so many lengths of rivers, so many names of places, most of them of no possible importance to the student. Indeed, so far and wide has this erroneous idea of geography spread, that there are books actually made for teaching this sort of thing. For instance, there is a compiler who has been known to assert, and to assert with pride, that by the use of his book one might learn the names of 1,700 places in a few years! Just as though there was any object in one turning one's self into a walking gazetteer, when gazetteers in plenty could be found on the shelves of a neighboring library."

But for this state of things the teachers are not altogether responsible. When aware that the questions asked by the examiners would be almost exclusively memory tests, the teacher would be more than human did he not drill on them. Ask him for his idea of what his work should accomplish, and he will probably name many things sooner than a high examination percent. But his true purpose is lost sight of in the struggle to make his pupils pass satisfactory tests; the end is swallowed up in the means. Instead of pointing, for proof of his ability, to the noble characters and well disciplined minds of his charges, he is expected to say, "Just look over these examination papers!"

Do not think I decry written tests. They may be made valuable aids. Ninety percent may mean a great deal; it may mean nothing. When questions shall be prepared with a view to finding out how much and how deeply a child has thought on a certain subject, instead of how much he remembers about it, these tests will be vastly more beneficial than at present.

One of the best writers of to-day says plainly on this subject, "the best of training is what a man can do, rather than what he knows. Has he good judgment? Is he a man of common sense? Has he power of adaptation? Can he organize? Can the young man lend a hand at home?"

I have spoken of England; I include America. We need not cross the ocean to find overtaxed children and overworked teachers, from the effects of the examination system. Happily, though, it is not nearly so bad as in England.

Our universities have, of late years, been copying more and more the plans of those in Germany, with highly satisfactory results. It is just possible that if the German plan were followed in the lower schools, the benefits would be equally great.

In district schools, however, the greatest foe to the work of a truly progressive teacher is not the examinations,—for he is usually his own examiner; it is the interference of patrons who are twenty years, or more, behind the times. When you are ordered to teach John Henry nothing but Readin', 'Ritin', and 'Rithmetic; when Mary is sent to school with a new Fifth Reader, and you know her place is in the Third; when William's parents demand that he study Geography a year before he can possibly comprehend it; what is to be done? William will repeat, "Latitude is distance north or south of the equator" (when he does not say east or west) with far less comprehension of its meaning than has his prototype, when she cries "Polly wants a cracker!"

The teacher who develops the greatest ability for turning his pupils into memory machines (himself being the crank that turns them), is generally voted a success by the proud father whose child takes five pages of history a day and "learns it all by heart," and by the mother, who sees her boy work page after page of "sums" at night; she does not notice that he looks first at the answer, and then acts accordingly. And if, next year, the successful (?) teacher's place is filled by another, who attempts to do his work slowly and thoroughly, the storm of complaint is often too great to be withstood.

How far ought a teacher to sacrifice his reputation for the sake of new and superior methods?

Ultimately, I believe, adherence to the best and truest standards will build, not destroy, professional reputation. But this fact does not materially lighten the anxiety of the earnest young pedagogue, when he finds his pupils taken out of school on account of his "new-fangled notions." Yet, by exerercising a great deal of tact—that most necessary article—with his talent, the teacher can, perchance, harness the steed of the new education to the rickety vehicle of the old, (which like the parson's one-hoss shay, is destined to fall to pieces "all to onct" some of these days), and pull public sentiment and his pupils a little out of the old rut. Then, it may be, he can persuade them to abandon the slow old coach altogether; in other words, get them to stop trying to memorize everything, and gradually lead them to reason some for themselves. If they can only be made to think! Keeping the fingers and memory busy is a comparatively easy task; but how to induce the average pupil to use his reflective faculties,—"Ay, there's the rub!"

He may pass from grade to grade, and yet be helpless. When he has mastered every rule, and solved every problem in the Arithmetic, and repeated every page in the history, are you sure he has a good understanding of these branches? Take him out of school and give him a practical problem. Can he reason enough to know which rule to apply? Ask him what three battles of the Civil War he considers the most important? Unless they were grouped under that heading in the book, you will probably be answered by a vacant stare. He could tell you all about the battle of Gettysburg, if you would start him on it, but he has no idea of its importance, nor of any of the philosophy in history.

Here lies the foundation of the only too just complaint made by our business men. Scholars are confined almost entirely to their books, and are, without them, as helpless as Samsom shorn of his locks.

Here, again, it is not the use, but the abuse, against which I protest. "Text-books are good servants, but bad masters." The more a child is taught from nature, the more he is taught to teach himself, the nearer he must come to a realization of our ideal. To implant a love of knowledge in the child's mind, and then to direct its efforts to acquire it, are our duties. If we could only realize how much depends on our guidance; if we could always look beyond the dirty faces and ragged coats, and see the slumbering intellects which, could we but win our way through the labyrinth that surrounds them, would waken at our touch as did the Sleeping Beauty at the touch of the Fairy Prince,—then would we *be an honor to our profession.* But not till then. Until we can train as well as teach, guide instead of push, see future possibilities as well present facts, and reverence the soul more than the mind; we must be content *to be honored by the profession.* Though our ideal be placed so high that we may, at times, feel discouraged, we will never despair, but still press towards the mark of our high calling as Christian teachers.

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# TEACHING VERSUS LEARNING.

BY ALIDA S. WILLIAMS.

After a ten years' experience in the Primary and Grammar departments of our public schools, I have come to the conclusion that the weakness of the system does not lie in faulty methods of teaching so much as in the almost utter absence of any method, faulty or otherwise, of learning. Our pupils lack any sense of responsibility or self-reliance, and this is due to the fact that neither is required of them, for the ideal child must, in the present condition of our schools, be simply a passive recipient.

Our children are faithfully, laboriously, painfully taught, at the expense of health and that pleasure in work that every true worker should feel, on the part of the teacher, and of quick perception and independence in thought on the part of the pupil. The logical, observant minds that the little ones bring to our schools, are so stultified and reduced to mere memorizing machines, that when the Grammar grades are reached, perception is dulled and the power of reasoning undeveloped.

This heavy price is paid for success in *the struggle for immediate results* as measured by averages, and the teacher's individuality, as well as the child's, is sacrificed. To the Moloch of old were offered up childish bodies; to the modern Moloch of a high average, is sacrificed our children's intelligence. And no one who sees in June the evidence of nervous strain in sharpened features and pallid faces, can doubt the physical injury inflicted also.

The grades of our schools are planned for pupils of average ability, but every teacher knows that in each class will be found a few whose intelligence is above mediocrity, and who could complete the work, alloted to five months, in three. But what is not reckoned with, is the fact that there is perhaps an equal number—sometimes more—whose ability is below mediocrity, and it is positive cruelty to force these children to do what is beyond their strength. Yet that is the course taken by most teachers,—by all possible means, these hapless little mortals are driven, coaxed, bribed, to do more than they ought, for they must not be permitted to be guilty of the treason known as "pulling down the average of the class." And wickedly high marks are expected of the children of more ability.

The remedy is simple. Let each teacher determine that what is done is to be done by the children, of their own will and by their own intelligence, merely guided—not replaced—by her efforts. Nothing that is accomplished otherwise is of the slightest value. Explain only the most fundamental principles, and leave the application of them to the class. It may take them a little longer to effect this than it would take you to do it for them, but it will be worth something to them as mental training, and their cleverness when once their sense of personal responsibility is aroused will delight you.

That bugbear arithmetic was far better learned, however faultily it may have been taught, in the days of the "district school," when the pupils conned the rules from a book and applied them to the various "sums" that followed, without being swamped by instruction from their preceptor. At least what was done was their own work, and not their harried teacher's, driven by the awful vision of a low average at examination. I know a Fifth Grade class that conceived an honest admiration for the beautiful decimal system by, after being taught to read and write decimals, making all applications of them for themselves. They reduced, added, subtracted, and multiplied them after, in some cases, repeated efforts (division was taught to them), and one boy seemed to voice the feeling of the class when he remarked, "The man who invented decimals must have been a very smart fellow."

Guide the children to their own mental development,—no one can gain this for them,—and do not allow a selfish personal fear of what is called "bad results" to compel you to injure the little ones entrusted to you Your first and paramount duty is to them, not to principals or superintendents, and nothing can excuse you, reasoning human beings, for deliberate wrong-doing to helpless children. Besides, it is quite possible that the assumption that principals and superintendents demand, and are satisfied with, stupid machine-like cramming of classes, is an injustice. Perhaps they would be glad to see evidences of intelligence in teachers and pupils—at least, we may give them the benefit of the doubt.

I know that in estimating results by averages, a premium is placed upon dishonesty; refuse it. I know that self-reliant, individual work from the children will not produce wickedly high averages; but be satisfied with less, if that little represent the children's intelligence instead of your ability as a cramming machine. Build for the future, not for the next examination, and you will receive more than any method of forcing ever produced. The development of youthful minds is not a speedily-paying investment, but it does pay in the long run, and with compound interest.

Let your aim be, not to teach the children, for they are overtaught now, but to lead them to teach themselves, either from love of knowledge or sense of duty. At any rate, dare to do your full duty by them, and let "averages" look out for themselves.—*The Teacher.*

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## IMPROVED ADDITION.

**From the Expert Calculator.**

The theory that rapid addition can be based on the same principle as reading words without spelling their syllables, contains an evident fallacy. To read the word "book" without spelling it can properly be compared with reading the number 1889, without pronouncing each figure and its place value, while in adding 1, 8, 8, 9, the double process of reading and combining separate units into one number comes into play, which requires a more complicated action of the mind. Still this objection is not raised against the principal of grouping figures, through which, with continued practice, the process of adding can be performed almost automatically; but simply to dispel a wrong, misleading and confusing idea.

To gain great rapidity and correctness in adding, observe the following:

1. Name only sums and never the process. Instead of saying: 4 and 8 are 12 and 5 are 17 and 9 are 26, etc., pronounce simply the sums, 12, 17, 26, etc.

2. Glance always over the figures which are to be added in the next moment; do not rest on the figure the addition of which has just been made.

3. If the sum of a column exceeds hundred, two hundred, etc., it is not necessary to repeat these words while the addition is being performed, using the fingers to aid the memory.

4. If two or more figures make together 9, 10, or 11, add their sums instead of adding each figure separately. For instance, in adding a column composed of 6, 7, 3; 1, 2, 8; 5, 4, etc., proceed in this manner: 16, 27, 36, etc.

NOTE.—The simultaneous addition of figures, making together 9 or 11, which is one unit more or less than 10, offers no difficulty. On the other hand, does the consideration of nines and elevens increase the number of possible combinations as well as the speed, compared with the old practice of only adding tens.

5. Add, as a rule, two figures at once. This results in a great saving of time, and if perfectly mastered, will enable to add three

and even more figures with one operation, until the limitations of one's ability are reached.

To illustrate: The addition of 4, 3, 5, 7, 6, 8, 9, 4, 1, 3, 9, 4, etc., by forming groups of two, three, or more figures, can be performed in the following manner: 7, 19, 33, 46, 50, 63, etc., or 12, 33, 47, 63, etc.

6. The multiplies of 9, 10 and 11, as 18, 27, etc., 20, 30, etc., 22, 33, etc., can also be added with one operation, the multiplies of 9 and 11 containing 2, 3, etc., móre or less than the corresponding multiplies of 10.

7. Three or more figures making together 19 or 21, the addition of which results in one unit more or less than the second multiple of 10, may be added simultaneously. Practice will enable to add many other combinations in the manner indicated.

8. If figures appear repeated, add their sum at once. For instance, 5, 7, 7, 7; 6, 6; 9, etc., give added: 26, 38, 47, etc.

9. If interrupted in the middle of a column, place the sum of those figures which have been added in pencil over or under the figure, the addition of which has last been performed. The operation can then be continued without loss of time. See illustration in Rule 10, Example 1.

10. After a column has been added, write down the unit figure of the sum and carry the tens, placing the same under the bottom figure of the next column. This will permit to go over any column separately, and save time in case of interruption. See Example 1.

Examples.

```
                              324522
1.      297.43        2.      297.43
        789.86                789.86
       18
       9859.47               9859.47
       1678.80               1678.80
        629.46                629.46
      3 3 4 3 2              3 3
      ---------             ---------
      13255.02              13²5⁵. 0²
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11. It will be found still more practicable to write the units of the sum of the first column over this column, placing the tens, which are carried over the second column. Write then the units of the sum of the second column under the second, and then place the tens under third column, etc. The figures over the 1st, 3rd, 5th, etc., and under the 2nd, 4th, 6th, etc., columns being the figures of the answer, it only requires to copy the figures over the 1st, 3rd,

5th, etc., columns in the empty places below. The advantage gained is that the operation is performed continuously and that the figures are set down in most convenient places. See Example 2.

**Note.**—The empty places indicate the columns which have been added in an upward direction.

12. Two columns can be easily added at once, by first adding the figure in the right and then in the left hand column, always considering the latter as having ten times the value of the former. The proces is illustrated by the following:

| EXAMPLE. | EXPLANATION. |
|---|---|
| 31 | |
| 45 | |
| 67 | 29+7=36. 36+60=96. |
| 29 | 96+5=101. 101+40=141. |
| — | 141+1=142. 142+30=172. |
| 172 | |

Amounts of more than two figures are added in the same manner. Consider two columns at a time, and carry the hundreds of the total.

13. The simultaneous addition of three or more columns by adding successively the figures in the right, middle and left hand columns, is more complicated and difficult, each following figure having ten times the place value of the one preceding.

14. The process of adding can also be commenced with the column of the highest denomination, proceeding to the columns of lower denomination, instead of beginning with the units and going to the higher places. Only the figure in the highest place of the sum of each column is put down, the remaining figure or figures are carried as tens to the next column.

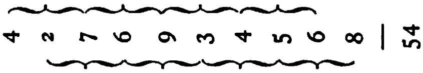
| EXAMPLE. | EXPLANATION. |
|---|---|
| 2367 | |
| 1492 | 6+8+7+1+2=24 |
| 7361 | 40+9+7+3+4+3=66 |
| 8743 | 60+2+4+6+9+6=87 |
| 6925 | 70+5+3+1+2+7=88. |
| 26888 | |

**Note.**—Whenever the total of a single column exceeds 100, its influence changes not only the total of the preceding column, but also of the one which is two places distant. It is therefore advisable to write the figures of the answer with pencil, and in such a manner that the corrections can be easily made before the ultimate result is set down.

15. A new method of addition is suggested in the following: Commence at the bottom of each column, add every second figure

until the top is reached and continue in the opposite direction, adding the figures which have first been omitted. This method has the advantage that one always arrives at the point where the figures of the answer have to be set down, and is especially valuable as a means of verifying totals, it being different from the ordinary way of re-adding.

EXAMPLE.



## SCHOOL-ROOM IMPROVEMENTS.

The following, clipped from the Canada *Educational Journal*, has in it a good lesson for those who are called upon to teach amid untoward surroundings. As a rule, enterprise and tact will secure almost anything teachers want in this direction.—ED.

"On one of four corners, where two roads cross each other, is a little red frame building, surrounded by a very, very dilapidated board fence, and reached by a tumble-down gate and a very much broken walk. Open the door, and you will find yourself in a room about twenty feet by twenty-five feet, and nine feet high, or perhaps a little larger. There are three windows on each side, on which hang torn, faded, green print blinds, which I presume were bought at auction about fifteen years ago. Across the front of the room, and along three feet on each side, are blackboards, or dark grey, at least, and above all, from one end of the room to the other, is a rusty old pipe, at one end of which is a rustier (if it were possible) stove and drum. Next, maps as old as the world, almost, are hung around the room. In one corner is an old desk and a chair." So writes a friend on taking charge of a school. I may add, the desk and chair probably overlook a number of rows of straight-backed, uncomfortable forms, and too many teachers know there is no exaggeration in the whole.

And that is the place where forty or fifty fresh, beautiful child-natures at once are to imbibe ideas that by and by will make them noble men and women.

A few years ago I was well acquainted with one of these rooms, and it may be that some teacher may find some of my plans useful.

Arbor day was hailed with delight, and the work done that day but paved the way for many good things,—new fence, gates neatly painted, maps, platform, blackboard and pipes. They did not come all at once; some months usually passed after each donation, as if the trustees were waiting to see what effect each would have—but we worked in interim.

At a Public School Examination, I selected Lesson XXX. for the class in Part II., and they, knowing the end in view, did it justice. Don't imagine that I previously post my pupils for examination by having certain lessons prepared.

As each fresh defect was considered, one of our trustees, our township reeve, interspersed the lesson with, "Well, well!" "Oh!" "That is fearful!" much to the merriment of the little folks. Thus that lesson mended our roof, plastered holes in the ceiling, got new hooks for the boys' and girls' wraps, and actually led in the new stove-pipes.

One early October evening, after four, I held a meeting of the boys and girls, and gave them a short exhortation on, "We must brighten up our school-room." The result of that was that pictures of all descriptions poured in, pieces of paste-board, etc. These I assorted, choosing the best. Each one was pasted to a piece of brown paper of a similar size, and laid aside till dry. That year cedars were laden with beautiful clusters of yellowish-brown cones (I have never seen so many since). The pupils gathered for me a large basket of the branchlets with their clusters. These I securely fastened with worsted round the border of the pictures, making a decidedly pretty frame when plenty of green was interspersed, and they remained so until summer came. The pictures consisted of the title pages of *The British Workman*, *Pleasant Hours*, and *The Band of Hope*, and several premiums given with certain papers, "Young Canada," "The Roll Call," "Queen Victoria," "Prince of Wales," and "Little Nell."

Wall pockets were manufactured from the following articles: Paste-board, silver paper, little pictures, scraps of velvet or cloth. These were filled with bouquets of oats, barley, wheat, yeast plant (a white everlasting found plentifully on roadsides), and dried grasses of several varieties.

Cardboard, red or blue, cut in oblongs, eight inches by twenty inches, furnished the background for mottoes, "Press On," "Persevere," "Be Patient," etc. The letters were formed of the cedar cones strung on fine woolen thread.

Then we voted that the faded blinds must go, so we put together our five cents and pennies, and bought twelve yards of six cent cotton and nine yards of turkey red, from which I made six blinds and six curtains. The latter were drawn at the top and looped in the centre.

The blinds require washing perhaps once in six months. The girls crocheted bright-colored yards of chain-stitch finished with tassels to tie up the blinds.

As the decorations faded, we had them removed and replaced with something new.

Pictures, framed with a narrow binding of turkey-red or blue, are quite pretty. Of course none of this work was allowed to interfere with school duties.

The pupils were always interested and active, and the effect was at once perceptible mentally and morally, and never once was anything pulled down or in any way marred.

Patience and work were required, but the pupils enjoyed it all so much, as did likewise their teacher, that the labor was not grudgingly given.

Some of the parents have even declared that they were sorry their school-days were past; but how I should like to have a few of them for a few days, and we should surely say good-bye to our uncomfortable seats.

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## COMMON SCHOOLS AND SUNDAY SCHOOLS.

### THE TWO GREAT AGENCIES IN AMERICAN EDUCATION.

**Anniversary Address of Dr. J. P. Wickersham, before the Maryland Sunday-school Union, in Baltimore, 1889.**

The question of questions in this country to-day is the right education of the young. The ordinary questions that divide the political parties, or that absorb the attention of the legislative bodies of municipalities, of States, or even of the nation at large, sink into insignificance when compared with the question of the proper bringing up and preparing for the duties of life of the boys and girls in whose hands are soon to be placed, for safe-keeping and further development, all we hold most dear in this country. With a people knowing their duties, and able and willing to perform them, all else that is desirable socially, financially, politically, is secure; without such a people, social disruption, industrial decay, the overthrow of free institutions, and the downfall of the form of government our fathers founded for us, are inevitable. Solve the problem of education, and you thereby solve the problem of the continued prosperity of this country, if not its very existence as a nation. These are strong words, but they are justified not only by the nature of the case, but by the opinions of the men who have had most to do in establishing and maintaining the government under which we live. A few examples of these opinions will be quoted.

Washington, in his farewell address, has this memorable sentence: "In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened." Jefferson, writing from France, in 1786, to his friend George Wythe, of Virginia, speaks of the evils that grow out of the monarchical institutions of the Old World, and adds: "Preach, my dear sir, a crusade against ignorance; establish and improve the law for educating the common people. Let our countrymen know that the education of the people alone can protect us against these evils, and that the tax that will be paid for this purpose is not more than the thousandth part of what will have to be paid for kings, priests and nobles, who will rise up amongst us if we leave the people ignorant." Earlier than either, the wise founder of the Commonwealth of Pennsylvania, William Penn, uttered the sentiment: "That which makes a good Constitution must keep it, viz.; men of wisdom and virtue—qualities which because they descend not with worldly inheritance, must be propagated by the virtuous education of youth." And more tersely still, John C. Calhoun, in a moment of heroic statesmanship, declared that: "Where suffrage is universal, education must be universal."

Concurring without qualification in the opinions thus expressed concerning the importance of education in a country like ours, I have spent a life time in diligently seeking and endeavoring to apply the best means of diffusing its blessings among the people. As agencies best adapted to this purpose, I have no hesitation in naming before you, Common Schools and Sunday-schools. These two agencies may be made to complement each other, and when efficiently worked will make education more general and more complete than it has ever been in any other country of the whole world. Indeed, our educational wants as a people, complicated and far reaching as they are, seem to meet in this combination of agencies their adequate fulfillment.

Common schools established by law, are now in operation in every State in the Union. They are strongly rooted in the affections of the people, and in their main features they are as firmly established as the Government itself. They cost in the several States over $100,000,000 per annum, but this great sum of money is more freely paid than that for any other kind of public expenditure. Their enemies have become so few as to be insignificant, and objections to them are like feathers cast into a flood, borne away on the current with scarce a ripple.

But there are certain educational ends that the common schools can effect, and there are certain others that, no matter how well they may be managed, they fail to accomplish. Both may be briefly indicated.

Worked to their full efficiency, the common schools can make education in the elements of knowledge universal. It is not now everywhere accomplished, but it is possible under a common school system to teach every healthy child in a community or in a State to read, to write, and to keep accounts. And something beyond this knowledge of a general character can also be imparted.

Where the common schools can be graded, and there are few localities in which with proper effort this cannot be done, instruction may be given to children prepared to receive it, in the higher branches of an intellectual education; under favorable circumstances, in the very highest. No proof of this is needed in a city like Baltimore.

Moral instruction may be freely imparted in the common schools. It is as much their duty to train as to teach. Indeed, by far the highest and most important work of a common school is the formation of the character of the children under its care. No teacher of such a school can be found who does not hold that the storing of the mind is a consideration secondary to the shaping of the life. Hence, the children in the common schools are generally and may always be trained in the virtues of order, neatness, punctuality, obedience, industry, kindness, temperance, honor, honesty, patriotism and others like them. Thus we have, as the product of our common schools, the foundation for good citizenship—the foundation, may I not say it? for the upbuilding of the beautiful structure of Christianity.

In the matter of religious instruction, while the common schools cannot do much directly, they are able to do something indirectly. The Bible is read and honored as the Word of God in a large majority of them. Hymns are generally sung as an opening or as a closing exercise. Teachers are everywhere required to possess a good moral character, and as a matter of fact most of them are professing Christians, whose example is a constant invocation to the young about them to a higher and better life. The surroundings of our best common schools are elevating in their character and morally bracing in their tone—their very atmosphere inspires good thoughts and prompts good deeds, so that even if they do not awaken positive religious sentiment or inculcate positive religious truth, they at least do something to prepare the ground for such instruction.

It is thus seen that the opinions of those who condemn our common schools because as they allege they are anti-religious and anti-Christian, is most unjust. These schools are the very best product of the civilization of the times. The historian of our country a thousand years from now will point to them as marking the highest tide of enlightenment in the nineteenth century. Into their life have been incorporated all the principles of morality and religion, which are held in common by the people of the communities in which they are established. These common schools are a stream issuing directly from the fountain of the popular will, and all there is of God or of Christ in the hearts of the people, finds expression in them. It cannot be otherwise. To deny that they are Christian is to deny that the people who establish and support them, and out of whose life they come, are a Christian people.

Besides, the friends of common schools are amply justified in challenging a comparison between the intellectual and moral worth, —the standing as citizens—of the men and women educated in these schools with those educated under any other system. A system of schools, like other things, may be judged by its fruits. The most enlightened nations of the world have common school systems similar to our own—England, France, Germany, Holland, Belgium, Sweden, Denmark—and the tendency everywhere is to free them as we have done, not from religious but from sectarian influences. Churches could be named which have had in the past, and still have in a few countries, entire control of the education of the people; historically, the result has ever been and must ever be intellectual narrowness, religious bigotry, stunted development and the decay of patriotism. Strange as it may seem, there appears to spring as by a rebound from these straight-laced and narrow church schools, anarchy, skepticism and irreligion. On the other hand, with our popular systems of public education in full play, is there a single nation in the whole world that promises so much for the future as our own? Can a people be named who possess so many of the elements of prosperity, of happiness, of national greatness, as the people of the United States of America, or who are threatened by so few of the causes that tend to corrupt men, and weaken and destroy what is good in social and political institutions? President Harrison, in his recent inaugural address, has answered these questions. He says: "We have not attained an ideal condition; not all of our people are happy and prosperous, not all of them are virtuous and law-abiding; but on the whole the opportunities to the individual to secure the comforts of life are better than are found elsewhere, and largely better than they were one hundred years ago." It follows that our fathers were wise in laying for us the foundations of a system of education suited to our wants, and capable of performing the difficult task of preparing generation after generation of good citizens.

But with all this, it can hardly be claimed that common schools such as the best of ours, can do all in the way of education that ought to be done for the youth of the nation. Positive religious instruction, pointing out the way of life here and hereafter, it has already been admitted, cannot be incorporated into a course of study for the common schools. Religious influences may be made to bear indirectly upon the youth who attend them, but the great truths that concern God, death and the life to come, Christ and the salvation of the human soul, the Bible and Divine inspiration, must in a common school be for the most part a dead letter. This is a serious defect, but it is a defect that cannot be overcome while the schools are supported at public expense, and different religious views prevail in every community. Religious truths recognized by all denominations may be freely taught; but the introduction of the study of the theology of the Jews, the Catholics or the Protestants, or of any one of the sub-divisions of these great religious bodies, would at once send a common school system to pieces and leave it an utter ruin.

The main question remains to be answered. Assuming that our common schools, strengthened and improved as the years go by, are to remain a fixed institution in our system of government, is there any open way by which their acknowledged deficiencies can be supplied? The answer to this question brings me to the thought that I am most anxious to impress upon you, viz.: that the work of the common school must be supplemented and completed by the work of the Sunday-school. The two combined constitute what may justly be considered the great agency for the education of the American people.

In the Sunday-schools is taught just what cannot be taught in the common schools: Bible Lessons, Catechisms, Church Doctrines, &c. Dogmatic religious instruction properly excluded from the common schools, in the Sunday-school finds an inviting field open to its hand. No insurmountable obstacle lies in the way of the Sunday-schools reaching every child now in attendance at the common schools; it is simply a question of will, of organization, of means, which it seems to me you here in Maryland, are in a fair way to solve. Let the common schools be made as efficient as they are capable of being made, and Sunday-schools be so multiplied as to bring religious instruction within the reach of every household, and there is little else to be desired in American education.

Religious instruction cannot be given in the common schools, because there cannot be any common agreement in regard to the subject-matter of such instruction; but in the case of Sunday-schools, each denomination has its own, and can teach its own creed and follow its own forms and methods. Combined, the two classes of schools work in this wise: the children of a community, of all races, classes and conditions attend the common schools, where they are educated and trained to be useful men and women, good neighbors and good citizens; and at the same time in the Sunday-schools they are specially instructed in religious doctrines and duties. Such a system accomplishes in the best way all that education can be expected to accomplish.

Education by common schools is now recognized as the great national system of education; if religious instruction is to be left to Sunday schools, they must be so multiplied and strengthened as to hold a place of equal prestige and power. It is in this connection that what you have done and are doing for Sunday-schools, in the State of Maryland, has peculiar significance and is worthy of imitation by every other State in the Union. Maryland, says your President's annual report, has enrolled in the Sunday-school Army, more officers, teachers and scholars in proportion to her population than any other State." You have more children in your Sunday-schools than you have in your common schools. The thirty-five or forty religious bodies among you seem very active in Sunday-school work. Your Union has a State organization and a State Superintendent. It sends out its missionaries to quicken the life of declining Sunday-schools and to plant new ones. Ah ! Mr. President, how I like your broad platform ! You favor no one church over another, but are equally ready to help all. You plant good seed, but so that the harvest is gathered and safely stored in the house of God, you care not by what name it may be called.

You have no time to attend to things so small as differences in creeds; you are called to do your Master's work, and do it.

Now, suppose instead of a yearly income of three or four thousand dollars, you could receive into your treasury one hundred thousand; instead of four or five faithful missionaries, you could have one or more equally faithful in every county of the State; instead of a single missionary to labor among the colored people, you could multiply the number by ten or twenty, what could you not do for the cause of religion in the State of Maryland! An organization like your Sunday-school Union, so enlarged and strengthened as to be adequate to the work to be done, ought to exist in every one of our States. In this way and in no other way that I can see, can the great work of education in America, so essential to the welfare of free institutions, be made complete.

Your organization suffers for want of funds. All such organizations must do so. The various religious bodies among you no doubt think they have about enough to do to keep up their own Sunday-schools. You have, therefore, limited sources to draw upon. States and municipalities might very properly be asked for help in Sunday-school work. A dollar given to such an organization as yours to be spent in establishing Sunday-schools in the dark corners of your City and State, would do more to check vice and crime than ten times the amount used in providing police, criminal courts and prisons. An ounce of precaution in this case as in so many others is worth a pound of cure. A Sunday-school organization that is able to carry light and truth into the abodes of poverty and wretchedness where children are starving bodily, mentally and spiritually; into the dens of vice where the young as well as the old are corrupted; into the slums of cities where ignorance is most dense and God is unknown—a Sunday-school organization that can gather into schools and lift out of darkness and death the souls of the neglected little ones that swarm in great cities, and are found in almost every neighborhood, rapidly learning all the ways of vice and crime, and soon, if not plucked as brands from the burning, to come before our courts, or fill places in our prisons and penitentiaries—such an organization is worthy the most liberal aid from State and Municipal Governments, as well as from all good citizens. No money that the State of Maryland could appropriate would bring a return richer in every way than money given to the Maryland Sunday-school Union. "Its object," as stated by the President, "is to establish a Sunday-school in every destitute neighborhood, and foster and encourage those already in existence, and to circulate a religious literature suitable for the young." This is not the work of a party, or a sect, or a class; but simply a work for the common good, an object to which every citizen and the people as a whole may properly be asked to contribute.

The sum of what I would say to you is this: Perfect the common school, and make it the means of giving to every child in the State a good intellectual and moral education. Supplement this educational work by a Sunday-school organization that, in harmony with the denominational Sunday-schools, will plant Sunday-school after Sunday-school by the side of the common schools, until opportunity of religious instruction is made as general as the opportunity for instruction in reading and writing. And then, in these two great agencies, co-operating and mutually helpful, I verily believe, under God, we have the means by which education is to be made universal in our American States, and thus render our people prosperous and happy, and the free institutions our fathers founded for us forever secure.

In a last word, let me commend most heartily what the Maryland Sunday-school Union has done in the forty-three years it has been in operation, and invoke God's blessing upon the still greater and better work it is destined to do in the years that are to come.

## ON GETTING WORK OUT OF PUPILS.

How shall we get the best work out of the pupils in our schools? This is an important question. It is certainly true that the best teacher is not the one who talks most to his pupils but he who gets his pupils to talk most to him; in other words, he who gets most work out of the pupils. Nothing is more certain than that pupils grow and develop only by the work they do for themselves, and not by the work which the teacher does for them. But do teachers all appreciate this fact? If so, would teachers talk and explain so much in class as so many of them do. It is tempting when a pupil is in trouble with his lesson to help him out, but undoubtedly it is a mistake on the teacher's part to give any help until the pupil has first made a serious attempt to help himself. A single victory gained by the pupil is worth a hundred which the teacher wins for him. Even when help must come from the teacher, he should do no more than put the pupil on his feet by giving a hint here and there, often a single one is sufficient, and then let him do his own traveling.

But there is another side to this question. Some teachers absolutely discourage their pupils by expecting and demanding too much of them. The result is that they get less work and of a poorer character because of their own imprudence.

No teacher has a right to be continually saying to his students, "You are doing poorly, you will surely fail on examination. You can't expect to reach the standard with such recitations as these," and the like. All this operates against both teacher and pupil, both become irritated, in time, and all thought of earnest study is driven away. Ridicule is an effective weapon when judiciously used, but ridicule in the hands of a tyrant is a dangerous weapon, and one that is more apt to work harm than good. This is particularly true with the older class of students, who have sufficient intelligence and whose sensibilities are sufficiently developed to feel the full force of a foolish teacher's sarcasm.

It may be comforting to the vanity of a sarcastic teacher to ridicule his pupils, but the victims feel the indignity intensely and they never fail to remember the offense. The cases are rare, indeed, where ridicule ever works good results, and the teacher who desires good work out of his pupils should avoid the use of it under all circumstances.

In brief, nothing so surely gets good work out of pupils as commendation where it is really deserved and a kindly silence where the commendation has not been earned. This by no means shuts out proper reproof when the case demands such a course, but teachers are apt to indulge in reproof where silence and the chidings of the pupil's own conscience would be productive of better results and leave the temper of all unruffled.—*B. C. D. in Educational News.*

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## ON TEACHING ARITHMETIC.

BY PRIN. E. P. SAXTON, MILFORD, N. Y.

After a scholar has thoroughly mastered the fundamental operations of arithmetic, so that he is able to perform the work accurately, and not till then, is he properly fitted to take up and solve miscellaneous written problems requiring thought. Some scholars, after partially learning these, commence a problem, follow the proper line of reasoning, but fail in the result. This tends to discourage them, and the subject loses much of the interest which otherwise would be developed. In applying these operations to fractions much care should be taken that the pupil may fully understand, 1st a fraction, 2nd, the reason of the processes. I find that scholars fail in their reasoning much oftener with fractions than with whole numbers, and by changing the problem so that whole numbers are used, very often the light will break through and the proper process be readily discovered. For instance:

If $\frac{3}{8}$ of a stick of candy cost $\frac{5}{8}$ of a cent what will $\frac{7}{8}$ of a stick cost?

If $\frac{2}{3}$ of a stick of candy cost $\frac{3}{5}$ of a cent how much can you buy for $\frac{1}{3}$ of a cent?

These problems become very much plainer if we write an easy problem containing whole numbers with the same reading. In such problems study well the relations of "whole cost, quantity, and cost of one." We should insist on a thorough understanding of the various terms used as we progress. No mechanic is skilled unless he knows the nature and use of the tools he uses, and no scholar can master his study unless he understands the nature, use and relation of the terms used therein. A very good exercise is to classify numbers as follows:

| | |
|---|---|
| Abstract, | Concrete, |
| Like, | Unlike, |
| Even, | Odd, |
| Prime, | Composite, |
| Integral, | Fractional, |
| Simple, | Compound. |

Have a scholar write these classes and give each scholar a number to classify—as 6. Abstract, Even, Composite, Integral. Next, define these terms and give the reason why this number comes under each class. Take other numbers until the meaning of each class is understood. It would be well to suggest why these classes have been made. When a scholar fails to solve a problem after a resonable effort, the better way is to require him to read the problem over carefully and state his process. Seeing where the reasoning fails the teacher should present this part of the problem in a little different light, or make an original problem involving this one process, or if there be two or more operations, take each in order, one at a time. Do *not* do the work for him. Impress his mind with the fact, that we ought not to undertake a problem until after we read it *very* carefully and understand the meaning. Require both blackboard and paper work. Have each explain the work as by omitting the explanation, we lose the great aim of education—*the power to express our thoughts in proper language.—Gazette.*

# THE RIGHT USE OF WORDS.

By ROGER RICHARDSON.

In the old times the boys and girls in schools studied English grammar. It was thought to teach "How to speak and write the English language with propriety." Then some heterodox crank one day boldly asserted that the statement was not true. Moreover, he proved his proposition. Hence a reaction against technical grammar, "parsing," and "analysis." Hence, "Language Lessons" and "How to talk" and "How to write" and a host of books of that general nature. Meantime, there was something in the former study of the grammar which now seems lacking. What shall be done to remedy the defect?

Among other devices we beg leave to present as vastly important the following plan: Call the attention of the pupils to some common error, make the case clear that it may be thoroughly comprehended, then show the remedy, and *insist* that the error be corrected by them in their ordinary use of language, both in talking and in writing. Next introduce another, and dwell sufficiently upon it from day to day till that error is corrected. In this way proceed till the most glaring faults of language are weeded out.

This is proceeding upon the Dutchman's method of making "public opinion." "How do I do it? Vell, I dakes von man py the buttonhole, and talks mit him, till he thinks shust as I do, den I haf made von public opinion. Den I takes anoder and I makes dwo public opinions; and den I takes anoder, and anoder."

Do not be too rapid in introducing these general errors. Dwell upon each one alone till the correction has been made.

When Mr. Bryant was editing the New York Evening Post he printed for the use of each compositor his famous *index expurgatorius*. The words in his list were in no case to be used in the paper. This related to choice of words only, but the instruction should go further.

The Professor of English Literature in Wellesley College at one time prepared a list of "words, phrases, and expressions to be avoided." Some of them are given below and for convenience are numbered.

1. *Guess* should not be used for suppose, or think, or imagine.

2 *To Fix* means to fasten, to put into fixedness, and should never be used for to prepare, to arrange.

3 *Real* should not be used adverbially for very or really, as "real good."

4. *Some* or *any* in an adverbial sense, e. g., "I have studied some," for somewhat ; "I have not studied any," for at all. "Some ten days," for about ten days.

5. "Not as I know of," for not that I know of.

6. "Storms," for moderate rain or snow.

7. Never use with a singular subject a contracted plural verb; e. g., "she don't skate well."

8. Do not use a plural pronoun referring to a singular antecedent, e. g., "Every man or woman should do their duty"; or " If you look any one straight in the face they will flinch."

9. Do not use "expect" for suspect.

10. "Shut the door to," instead of shut the door.

Now that we are upon the subject, another ten may be added, which the teacher may hold in reserve till wanted.

1. Avoid "right away," for immediately.
2. "Party," for person or individual.
3. "Depot," for station.
4. "Stopping," for staying.
5. "Try and go," for try to go; "try and do," for try to do.
6. "Funny," for odd or unusual.
7. "Above," for foregoing.
8. "Somebody else's," for somebody's else.
9. "Like I do," for as I do.
10. "Not as good as," for not so good as.

And now lay aside the following ten and keep them for future use.

1. "Feel badly," for feel bad; "looks beautifully," for looks beautiful.

2. "Between seven,"for among seven.

3. "Seldom or ever," for seldom if ever, or seldom or never.

4. "More than you think for," should be more than you think.

5. "These kind of things," for this kind. Kind is singular, hence the adjective must be singular.

6. "Nicely," in response to an inquiry concerning one's health.

7. "Healthy," for wholesome or healthful. A person is healthy, a kind of food is wholesome or healthful.

8. "Just as soon," for just as lief.

9. "Kind of," to indicate a moderate degree, e. g., It is kind of good.

10. "The matter of," for matter with; "What is the matter of you ?" should be what is the matter with you ? or better, what ails you ?—*Com. Sch. Education.*

# SOME PRECEPTS AND PRINCIPLES.

## TEN PRECEPTS OF MENTAL CULTURE.

1. The object of mental culture is the fullest development and highest right activity of the faculties of the mind.

2. One of the primary conditions of mental culture is a well organized and healthy brain.

3. The mind is cultivated by the right activity of its faculties.

4. The mind requires objective realities for it to act upon.

5. Each faculty of the mind requires a culture adapted to itself.

6. The culture of the mind should be adapted to the order of the development of its faculties.

7. The culture of the mind should aim at a harmonious development of all the faculties.

8. The culture of the mind should be modified to suit the different tastes and talents of the pupils.

9. The culture of the mind is not creative in its character; its object is to develop existing possibilities into realities.

10. The ultimate end of mental culture is the attainment of the three-fold result—learning, development, and efficiency.—*Dr. Edward Brooks.*

## EIGHT PRINCIPLES OF MIND-ACTIVITY AND MIND-GROWTH.

1. *Health.*—The mind cannot do its best work unless the body and brain are in good condition.

2. *Attention.*—No mental activity is of any value without careful attention to the thing in hand.

Corrollary: One thing at a time.

3. *Self-Activity.*—There is no way in which a mind can increase in knowledge or power except by its own activity.

4. *Growth.*—Mental acquisition, and mental power or skill, are forms of growth; and all growth requires time.

5. *Origin of Ideas.*—Ideas and thoughts are never *conveyed* from one mind to another; they are formed, or awakened, in that mind where they exist.

6. *The Senses.*—The mind gains the crude material for all it knows or thinks, through the use of the senses.

7. *Habit.*—Neither knowledge nor skill is fully ours till it has taken the form of habit; frequent repetition tends to produce a habit.

8. *Expression.*—One can express intelligibly what he understands clearly; one can not express clearly anything that is not

clear in his own mind; the attempt to make a clear statement helps towards clearness of thought.—*Hewett's Elements of Psychology.*

### EIGHT GENERAL CHARACTERISTICS OF THE YOUNG.

1. *Attention.*—The attention of children is intense, but volatile; they have little or no power of voluntary attention.
2. *The Senses.*—The mental activity of children is chiefly shown in the use of their senses.
3. *Muscular Activity.*—Children delight to use their muscles, when they can use them according to their own will or fancy.
4. *Imitation.*—Children have a strong propensity to imitate, especially in things that please them.
5. *Faith.*—Children instinctively believe what is told them, especially when told by one whom they esteem.
6. *Curiosity.*—The curiosity of children is very active; but for the time being, it is easily satisfied on any one point.
7. *Memory.*—Children remember *well* what they understand clearly, and what they have an interest in.
8. *Imagination.*—Children delight in the play of imagination,—a fact which the teacher may make good use of, both in teaching and in governing.—*Id.*

### EIGHT PRINCIPLES OF TEACHING.

1. *Teaching.*—Teaching is causing another to know what he did not know before.
2. *Begin Where?*—Begin where the pupil now is; use the pupil's present knowledge for a foundation.
3. *Attention.*—Make no attempt to teach till you have the pupil's attention; stop, if you lose it.
4. *Interest.*—Aim first to arouse the pupil's interest in what you propose to teach; and to awaken his curiosity in respect to it.
5. *Symbols.*—Do not allow meaningless symbols to be used; do not confound the symbol with what it represents; be sure that all symbols mean the same to teacher and to pupil.
6. *Fixing.*—Fix *exactly* in the pupil's memory what ought to be there; but never load the memory unnecessarily.
7. *Responsibility.*—Hold the pupil strictly responsible for all that he ought to know or do.

Corrollary: Do nothing for him that he can do for himself.

8. *Individuality.*—In teaching, always have regard to general principles, but respect the pupil's individuality in their application. —*Id.*

# PRIMARY DEPARTMENT.

SPECIAL CONTRIBUTORS.

**Mrs. Carrie Newhall Lathrop,** Principal Cincinnati Normal School.

**Miss Ellen G. Reveley,** Principal Cleveland Normal School.

**Miss Marie Jacque,** Institute Instructor and Principal Dayton Ward School.

**Miss E. E. Taylor,** Institute Instructor and Supervisor of Primary Instruction Bellaire, Ohio.

**Miss Mary Sinclair,** Institute Instructor and Primary Teacher, Leetonia, Ohio.

**Mrs. Sarah C. Lake,** Principal Bowen School, Akron, Ohio.

**Miss Nellie Moore,** Institute Instructor and Principal Model Department, Defiance College, Defiance, Ohio.

## ESSAY WRITING FOR PRIMARY PUPILS.

After the reading lesson, we turn, for instance, to page 157, McGuffey's Third Reader. Ask the class the following questions, and require the answers to be written in full on their slates:

What do you see in this picture? What animals can you see? What is the dog's name? Of what use are cats? What animal does the cat resemble?

If the questions cannot be properly answered, needful information may be given by the teacher. After examining the slates, the following questions may be placed on the board, the answers to be given in sentences the following day. The pupil should be allowed to receive help by reading or by asking questions at home.

Which is the swiftest dog? the most watchful? the most courageous? the most sagacious? Other questions may follow from day to day, as, What dogs are useful in catching rats? in drawing sledges? in tracking persons lost in the snow? what dogs are fond of the water? After a few such exercises, the pupils may be required to write a description, in their own language, properly punctuated and with the right use of capitals. In a short time these pupils will be able to write a short essay in their own language, on almost any simple subject. N. R.

*North Monroeville, O.*

## PRIMARY NUMBERS.

Counting by twos, threes and fours may be taught by paper chains. Cut paper into narrow strips. Show the child how to make a ring of one strip by pasting the ends. then tell him to put another strip through the ring and paste as before. Direct him at first to make two links of one color and then two of another. By giving a few strips at a time, and additional papers only to those who count correctly, the recitation of this lesson will be regarded as a great privilege. This device is especially helpful in teaching a small class in a country school. If paste is to be distributed to each pupil in a large school, place on each desk a small square of heavy wrapping paper. Show the pupils how to make a paste dish by folding each edge. A little flour paste can be put in each paper.

These paper dishes cost neither money nor time, since any child can make them, and also collect them for the waste box. Toothpicks will be found an excellent substitute for paste brushes.—*Ill. Sch. Jour.*

## AUXILIARIES TO PRIMARY WORK.

### DELLIE SPAULDING.

Among the many good things presented last year in the *Journal,* I remember two which were of special value to the primary teacher. I refer to Clara M. Durland's "Wonder Box" and Miss Kuhlman's reading boxes. They were both full of good practical suggestions, and I remember re-reading Miss Kuhlman's article with double interest after visiting her fine kindergarten exhibit at Topeka, during the State Teachers' Association last winter.

Although teachers' plans for winning success in their work vary as much as their characters, there is one pertinent thought to keep in mind: We can always find valuable suggestions from any tested plan of work, no matter how far it may differ from our own plans. I do not use reading boxes because I do not teach reading by the word method exclusively. To those who, like myself, combine word and letter methods, I would like to offer a few hints which I have found practical.

Go to the printer and order 100 alphabets to be printed on ten different colors or shades of cardboard. That will make ten alphabets of each color. Ask your dry goods merchant to save for you twenty thread boxes as nearly of a size as possible. Those containing No. 50 or 60 thread are a very convenient size. He will give them to you, and thank you for carrying them away. The alphabets will be printed in sheets. Cut the letters apart, putting five alphabets in each box. Be sure to have them spaced in printing so as to leave plenty of room for cutting apart. You will now have twenty boxes of letters, two of each color. Label the boxes by pasting on both box and cover a letter of the same color as the letters inside. Store these boxes in a large box, and you will have a neat, handy and very useful auxiliary to primary work. The cost is one dollar.

I think you will not find many school boards unwilling to pay for them and make them a part of school property. I have sixty of these boxes in my school and the school board paid for them all. They were not bought all at once, but some each year.

I have used lower case letters exclusively, although it would certainly be an improvement to have one alphabet of capitals in each box. As letters become lost or broken, as will happen in time if you use them four times a day as I do, the number of letters in each box will become too small. The object in having two boxes alike is to put the contents of two boxes in one when this happens. Your ingenuity will suggest many ways of using these letter boxes.—*Western School Journal.*

## PRIMARY GEOGRAPHY.

T. B. ALLISON.

The power of the mind most cultivated by geography is the imagination. It is developed at the earliest period of our existence and continues active through life. Childhood has to do almost entirely with realities—real objects, yet the child fills its world of thought with fancies and dreams.

The imagination is that power of the mind which reunites and recombines the products of the mind which have previously been acquired through the senses. Now, the mind cannot create new objects, as a color. In its imaginative power it is limited entirely to whatever is in the mind. It can re-arrange this in various ways, in many cases very grotesquely, as when it places the head of a mouse on the shoulders of a man, or when a mouse is imagined as large as an elephant, but all the sense-products must be in the mind before the act of imagination.

What has this to do with primary geography? Simply this: Some means must be used to give the child power to grasp in the imagination the unseen forms and objects of geography.

Let us take a class in primary geography—their ages to range from seven to ten inclusive. No books should be used. How then can we lead them to understand continents, oceans, mountains, rivers, and other geographical objects of which geography is so full.

In a child of this age the power to grasp ideas is limited. It has acquired many ideas from objects with which it comes in daily contact. It imagines, builds imaginative pictures, but with this difference from maturer minds that its imaginative pictures generally have real objects back of them. The little girl's rag doll is created into a real baby, her mud pies are imagined like her mother's. You are to lead the children into new fields where the imagination is to have wider play. Many of the objects in this new field are unknown and unseen by the children. Obviously then, the first lesson should be preparatory in the sense that they give to the children an understanding of what they are at and also give them the power of imagining unseen forms.

This can be done by calling attention to geographical objects around home. Do this either by descriptions or by showing the objects themselves. Teach carefully hills and ranges of hills, from which teach mountains and ranges of mountains. Mould both hills and mountains in sand, or in putty, and compare them as to size and height. From the hills and mountains as moulded draw out their definitions. From a pond picture in the imagination of the children a lake. Mould a lake and draw out its definition. Now is the time to teach definitions when the objects are moulded, because the children can readily see the application of the definitions. From a level field teach plains and plateaus. Study valleys, brooks, and sources of brooks, springs. Capes, isthmuses, islands and peninsulas must be moulded carefully in sand and defined. Let the children mould each after you. To a class as young as this, some simple, interesting fact about each object should be taught, as that gold and silver are mined from mountains, coal from hills, ships sail on the lakes and rivers, etc.

Taught in this way, geography is interesting to little children for they have to draw and mould. It is fun for them, but we will be surprised to find out how much they have learned, and *you* will be surprised to find your little class talking geography *understandingly* at this early age.

Put them at the study of a book, and even at a much later period of life, they learn to hate geography, simply because of their inability to imagine the objects about which they are studying.

These are the elementary facts—the sense-products which must be thoroughly drilled into the mind of the children before the next step is taken. This drill in fact gives the imaginative power to the children for the next process. It is the building of the continent. It must be built into the mind by means of the imagination just as you build into the mind the idea of a river, or a mountain. The outline of the continent is the frame-work, or, representing it as the backbone of the human being, as upon and to it are attached the various muscles, and organs, so upon and to the back-bone, or frame work of the continent, you are to build the mountains, rivers, islands, capes, cities, divisions, and other geographical objects.

For the purpose of fixing in the minds of the children the frame-work of South America, the continent preferable to begin with, draw before them an outline map of South America on the board. Always use a diagram for the continents. Haphazard drawing creates many faults in pupils, carelessness being one of these especially. Explain the diagram and teach the children how to place the outline upon it. Drill the pupils in drawing the diagram and outline so thoroughly that they can put them readily upon the board. Then prepare a board and putty and mould South America before the children. They will watch you with deep interest as you put on the different colors representing different heights of land. If possible have the children mould the continent with putty. At least let them build it in sand many times and draw it on the board to fix its form firmly in the mind. Upon this frame work place the mountains, rivers, etc., and get their names. From it teach soil, drainage, coast-lines, river-basins, directions, lay of slopes, and productions.

In teaching the productions of a country, let each pupil bring one of the staple productions, as a little sugar, or whatever it may be. Mould the continent either in putty or in sand and let each pupil put his production on the map in the place in which it is raised. The animals of a country should be taught by drawing them, and learning their names from their pictures. Next to this method stories are the best means of fixing their ideas and names in the mind.

Races may be located on the maps by giving the maps the same color as the races, by means of colored crayons.

Build upon the continent the political divisions and teach, to some extent, government. The locations of the cities will be easy, as the children readily see where they ought to be, in fertile regions, along rivers, or on the coast. Teach as far and as much as, in your judgment, you think the children understand, but be sure you have an interesting picture back of every idea that you introduce, else your effort well be in vain with such young pupils. Much time should be spent in map-drawing. It has one disadvantage that it represents the continent on a plane surface, but this can be obviated by means of the moulding board.—*Educational News.*

# EDITORIAL DEPARTMENT.

*The* MONTHLY *is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

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On to Toledo.

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The symposium suggested for this issue seems to have been postponed to a later date. Closing examinations, commencements, etc., have, no doubt, taken the time and attention of the symposiasts.

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You may call them "reviews," "tests," "examinations," or anything you please, but that class is unfortunate whose teacher has adopted the new "fad" that dispenses with good solid written examinations.—*Michigan Moderator.*

And so say we.

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A good many subscriptions expire about this time. Remember that the MONTHLY does not continue its visits without an invitation. Prompt renewal will save us the trouble of erasing and re-writing names on our mailing list, and save all delay and disappointment to subscribers. If any prefer to renew at the county institute, a postal card stating that fact will make the matter right.

We trust that our friends will not be unmindful to speak a good word for the MONTHLY at the institutes and elsewhere, as they have opportunity. We rely greatly upon the good will and good words of the tried and true friends of the MONTHLY.

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### "THE EDUCATIONAL RING."

"I was not at all surprised on receiving your letter of disapproval of my communication. I understand that it is only the few who belong to the 'Educational Ring' that have access to the pages of the MONTHLY."

The letter from which the foregoing extract is taken is one of a class which we occasionally receive. The writer had sent us a criticism of Dr. Hinsdale's article in the June number, on "The Teachers' Institute." The criticism was based largely upon a manifest misapprehension of the tenor and spirit of Dr. Hinsdale's article, besides being decidedly discourteous, and we declined to print it. Hence the letter from which we have quoted above. We allude to it chiefly for the purpose of saying that there is room in the MONTHLY's "educational ring" for the humblest worker that seeks admission, provided he has something to say that is worth saying, and says it in good spirit. But we can not altogether forego the privilege of having something to say about what goes into the MONTHLY.

"In the June number of the *Ohio Educational Monthly*, the State Commissioner of Common Schools tells what should be done, and what not done, at the institutes. If he had said that no institute conductor or editor of an educational paper should be allowed to get up and say, "that every one who failed to support a certain paper named was unworthy the name of teacher," he would have done a good thing. Such talk is heard in Ohio, friend Hancock." —*New York School Journal*.

Now, dear *Journal*, did you not know that that kind of innuendo is not quite honorable, and that a high-toned educational journal would not indulge in it? Tell us who it was, when and where it was, what "certain paper" it was—tell us all about it; and if the case seem to require it, we'll get out the paddle we used on those Illinois boys. Such talk must not be heard in Ohio, dear *Journal*.

## A SUGGESTION.

One day during Sherman's campaign before Atlanta, he overtook the enemy and sent out an aid to ascertain the position of the Confederate picket line. The aid soon returned and stated that the line ran north and south between two certain points. One of the officers not being satisfied with this report, another aid was sent out, who, on returning, was equally positive that the line ran east and west. The dispute now ran high at headquarters, and the third time an aid was sent out. A lucky chance led him to such a position that his glass swept the angle made by the two lines, one running north and south, the other east and west. Are not the positions of Supt. Zeller and Miss Sharp somewhat analogous to those of the first two aids? Each sees the truth from his own point of observation, but to those at the angle, the lines run in both directions.

ONE WHO WAS AT THE FINDLAY MEETING.

## ANOTHER GOOD SUPERINTENDENT BEHEADED.

Last month we chronicled the defeat of Dr. White, in Cincinnati. This month we are called upon to record the defeat of another of Ohio's most experienced and best educators, Dr. R. W. Stevenson, of Columbus..

These two cases are not entirely parallel, but they contain points of striking resemblance. Both are men of ability and large heart—men of pre-eminent fitness for the positions they have held. No lack of fitness, no lack of faithfulness, as far as we are aware, has been charged in either case. There has been a lack of subserviency to the private ends and wishes of individual board members, and that is just where the shoe pinches. In Columbus, as in Cincinnati, the appointment of teachers was the bone of contention. Had Dr. Stevenson been willing to recommend for appointment the incompetent favorites of the various members of the Board, there is little doubt that several of the votes cast against him would have been cast in his favor.

Dr. Stevenson has had charge of the Columbus schools for eighteen years; and this seems to have been one of the specifications in the charges against him, whereas it should have stood to his credit. He has given the schools of Columbus a very high place among the schools of the country, and won for himself a reputation as an educator which the jealous bickerings of no board of education can tarnish.

The outcome of the tendency of some city boards of education, unresisted, to set aside the very best talent and experience, cannot fail to prove disastrous to the highest interests of the schools. A close observer, not directly engaged in school work, said to us the other day, in reply to a question as to the outcome of all this: "If it goes on it will ruin the schools." And so it seems to us.

One immediate tendency, greatly to be deprecated, will be to destroy courage and manly independence in young superintendents.

## PROFESSIONAL ETHICS.

In re-appointing the Principals for the Cincinnati Schools, Supt. E. E. White gave the following reasons for referring the appointment of one of the Principals to his successor. Dr. White here emphasizes an unwritten law in the profession of teaching, one that should be universally observed:

"It is a well settled rule in the profession of teaching, that no teacher has the right to apply for a position held by another teacher *before the proper authority has decided that there is to be a change or vacancy.* So generally accepted is this principle, that during my connection with the Cincinnati Schools not an assistant teacher has applied for a principal's place, and not a teacher has attempted thus to displace another teacher. If any first assistant in the schools should attempt to undermine his Principal and become an applicant for his position, he would by such conduct clearly forfeit his own position. There is not a Principal in this city, who would not promptly as well as properly ask that the services of such an assistant be dispensed with.

The same principle clearly holds good in the relation of Principals to the Superintendent. No Principal has a right to attempt to undermine a Superintendent and become a candidate for his place *before a change has been decided upon by the Board of Education.* When the Board has decided not to continue a Superintendent whether by a direct vote on the question of a change or by blank votes in a ballot on his election, then any Principal or other educator has a right to be a candidate for the position; and when the Board has thus decided to make a change, it is the duty of the Superintendent to acquiesce in the Board's action, however unjust he may feel that it is to himself."

## THE TEACHERS' INSTITUTE.

We hope that all concerned in the institutes soon to be held in this State have read Dr. Hinsdale's excellent article, "The Teachers' Institute," which appeared in the June number of the MONTHLY. While not claiming to be an exhaustive treatment of the subject, it gives a succint history of the Institute, and puts in clear light some things concerning its function, and the proper range and character of institute instruction. Dr. Hinsdale quotes with approval the statement made by Dr. Barnard, of Connecticut, fifty years ago, of the two-fold purpose of the Institute: First, to give to those who attend "an opportunity to revise and extend their knowledge of the studies usually pursued in district schools"; and secondly, "to instruct them in the best methods of school arrangements, instruction, and government." Dr. Hinsdale adds that the best educators now lay more stress upon the second, and goes on to say that the main function of the Institute is to teach the science and the art, with something of the history, of teaching. This accords entirely with what we maintained in a brief editorial two months ago.

We wish to direct special attention to Dr. Hinsdale's cycle plan of institute instruction. It is based on the assumption that the average teacher who attends institutes at all is likely to attend two, three, or more years in succession. There should, therefore, be no attempt to cover the whole field of instruction in any one year, but a course of instruction, covering two or more years, should be mapped out and followed. Some attempt, we believe, has been made in this direction in some of the counties, but we are not aware of any case in which the plan has been fully carried out. It certainly is feasible, and is worthy of a full and fair trial.

## THE TWO QUARRELSOME BOYS.

Our readers will remember that some time ago we had occasion to administer a little wholesome discipline to a couple of quarrelsome boys out in Illinois, and some of them may be interested in knowing how these boys took their drubbing. Their names are Brown and Vale. This is the way Brown talks about it:

> "The venerable editor of the *Ohio School Journal* (?) gives the *Intelligence* and the *Illinois School Journal* a sound spanking in good old-education fashion in his April number. He thought he heard them calling each other names, and, true to his school-master instinct, he rushed for his paddle. He did not seem to know or care what it was all about, or whether or not it was a personal quarrel. Like an old war horse, as he is, he can sniff a battle from afar, and the habit of taking a hand in such affrays was too strong for his school-master nature to resist. He seemed a little in doubt after he had finished, whether he did not deserve to have his own ears boxed for meddling, but that was evidently not a new sensation and he 'let it pass.' But his victims have no disposition to be rude to the old gentleman, and they rather enjoyed his fatherly admonition after the smart was over. His solemnity would be appalling to one who was not a constant reader of his journal."

We were very hopeful of Brown until we read that last sentence; then we began to fear there would be further need of the paddle. He must have said that before "the smart was over," and perhaps his sense of "solemnity" is the natural and proper thing under the circumstances. At any rate, we notice that the quarrel stopped instantly. Neither has called the other a bad name since. Vaile, especially, has behaved well for him. After hearing what Brown said about "solemnity," he only said it over after him in a way to indicate that the smart is not yet entirely over, in his case. On the whole, we are highly gratified with the result of our efforts in behalf of these boys.

## SCHOOL VISITORS.

(*Continued from the May Number.*)

While parents owe it to their children to take an interest in the schools and show this interest by an occasional visit thereto, still more is this duty incumbent on those who have been chosen to represent the citizens as directors of the schools. When this statement is made we have visions of various school committeemen, and, no doubt, into many minds come Will Carleton's celebrated "deestrict skule" directors, and teachers tremble in their shoes lest they may be discharged for teaching somebody's daughter, "I love, Thou lovest" and other treasonable forms of like purport. But, without asserting that there is no room for improvement in the class of men chosen as school directors, from the smallest school district in the State up to the largest city, we claim that it is the duty of these directors personally to know something of the schools under their charge. A great number of the schools of Ohio have no supervision. The choice of a teacher is a more important matter than the building of a school house; and the retention of a good teacher is even more important than keeping the school house in repair. Although there is liability to error, the honest judgment of a thoughtful man is more apt to be given if he is acquainted with the teacher and his work in the school room than if he depends solely upon what he hears from others. If he feels his inability to judge of methods of instruction, he is at least able, if he is fit at all to hold his position, to tell something of the mental and moral atmosphere of the school-room; and, if I may be pardoned so bold a statement, there are ways in which he may lessen his ignorance of the science of teaching. It is true that he ought not to be expected to acquire the *art* of teaching when his life is devoted to mercantile business, to carpentry, to farming, to medicine, or to law; but if he "cannot possibly take time" to acquaint himself with any of the principles of true education or to see something of how these principles are carried out in the schools under his care, he cannot conscientiously hold a position on the school board. Of course we are met with the statement that the office of school director is a thankless office with no salary attached to it. In thoughtful minds the query will arise whether there ought not to be a salary sufficient to make a man feel that he is bound to give something in exchange for it; but, setting aside that question, a man is not bound to accept the office; but having done so, he is morally bound to fulfill faithfully the duties connected therewith. Nor does the employing of a superintendent, however faithful that superintendent may be, relieve directors from the duty of personal inspection of the schools. The friendly criticism of a keen business man is often valuable. Sometimes those devoted to any line of work look at it from a fixed standpoint which has its own line of vision and hinders the seeing of that which is quickly seen by others looking from a different point of observation. Some friends laughingly charged me with saying at one time that "I thought every board of examiners ought to have on it two teachers and one man of common sense." I think I could scarcely have said anything so uncomplimentary to my brother workers as that; but I think I said "one man of common sense *not in the profession.*" The same reason that led me to make that statement would lead me to say that thoughtful, honest men, even though not highly educated, serving as directors, should be allowed, nay, rather encouraged, to make their own observations on the schools under their care. Of course, I can understand how, at times, a superintendent can ask a director to go with him to some certain school and mention to him some particular thing that he wants him to notice; but the director should visit at least several times a year for himself and turn his eyes wherever he pleases. When the city grows too large for personal inspection of each school by each director, the work should be divided. In imagination I see the quizzical expression on the faces of some of my good friends, as they in turn picture to themselves certain directors of their acquaintance visiting school-rooms, having very plainly, indeed, the air of "fish out of water." I'll admit that I have had mainly in mind cities of a size where it is possible to have on the school-board men of such a stamp that they are not unsuitable visitors. If ward representation brings, in some cities, to the school board, men that are not proper visitors for the school-room, then the school-board should be no longer constituted as it is; then it would be high time to consider seriously the different suggestions that have been made in regard to city boards by one of the leading newspapers in the northeastern part of our State. Although it is the prime work of the board of directors of city schools to secure a first-class superintendent, and then give him large liberty in the selection of the teachers who are to co-operate with him, yet it is a dangerous power for one man to hold—the appointment of a large corps of teachers—unless the members of the board know something of the qualifications of the teachers to whom they trust the most sacred interests of the city.

It was with a feeling of great surprise that at a recent meeting of teachers, I heard a gentleman whom I consider thoroughly versed in school law, say that it was legally a part of the school-examiner's work to visit the schools, to teach in which he was to grant certificates to applicants. It may be that I did not understand the speaker correctly, but the first thought that came into my mind was that unless the superintendent of schools happened to be on the board of examiners, the schools were rarely ever inspected by any examiner. It is easy to see the difficulty that would be in the way of county examiners visiting the schools of all applicants who come before them: and at once the value of a county superintendent suggests itself. But the ease with which the city examiners of cities of less than twenty thousand inhabitants would visit the schools of all those applicants likely to come before them in one year for renewal of certificates is just as apparent. The fairness of this method of judging of the "practice" in good schools and of giving credit for it in the theory and practice grade seems plain enough to be understood by any ordinary thinker. If a man is in the slightest degree fitted for the honorable and important office of examiner, he ought to be capable of making a judgment in this matter, and he seems to me criminally negligent if too indifferent to trouble himself about such things, and complaisant even to the point of failing in a trust bestowed upon him if he is led in this matter entirely by another. It sometimes seems that the efforts to elevate and ennoble the men and women engaged in teaching cannot reach their greatest effectiveness if there is not a corresponding effort to improve the boards of school examiners and school directors. It is true that there are many superior men on both boards (there ought to be superior women also) but there cannot be too high a conception of the importance of the office. Leading journals, which discuss so many live questions of the day, seem to pass by this important question; and educational papers leave it almost untouched for two reasons:—one,—there are only a few teachers not afraid to discuss it; the other,—that there is a serious doubt whether the articles would ever be seen by any but teachers.

Teachers should also be school visitors. There is much to be learned by witnessing the work of a skilful and experienced teacher. Besides knowing how much I myself have derived from such visiting, I have heard many young teachers testify to the great assistance it has been to them. But these visits should not be restricted to one's own grade in the city in which one has probably been educated and in which one is teaching. Such a plan can scarcely fail to produce a narrow minded uniformity which brings about the dead level, one of the few things *justly* condemned by the enemies of the public schools. Teachers should be encouraged to visit the *best* schools within a reasonable distance of the locality in which they live. A practice of the best superintendents is to ask their boards to allow the salaries of those teachers who are willing to go to the expense of making such visits to go on during the time spent in visiting. One of my most pleasant memories is that of a time when fourteen teachers went under the charge of their superintendent from Steubenville to Cleveland to spend two days in visiting the schools of the latter city.

The teachers who receive such visitors ought to give a hearty welcome, show the best genuine work, and make any explanations desired by the visitors. And if the teacher whose school is visited, should happen to be somewhat restive under a lengthy visit, she should learn to exercise self-control; and, realizing how eager to learn all possible the visitor is, be willing to submit to any little inconvenience. I have been struck with amazement at the unbounded confidence in self which must reign in the bosoms of those teachers who having the opportunity of witnessing the actual teaching of some of the most skilful teachers in the country, do not avail themselves of it.

One very important visitor has not received attention in this article; but having previously considered his visits under the head of "The Superintendent and the Teacher," I shall only say here that the superintendent ought so to time his visits that teachers may never know just when to expect him; that in the course of a certain time, he should see the teacher's actual work in every branch taught, that while he should always come in the spirit of kindness, he should be keenly alive to what is going on around him; that when necessarily absent in mind, he may as well be absent in body.

MARGARET W. SUTHERLAND.

## EDUCATIONAL INTELLIGENCE.

—The Pennsylvania Teachers' Association holds its annual session this year at Altoona, July 9, 10, and 11.

—The Preble County Fair Directors have reserved space and invite all schools to make exhibits. Supt. Sharkey will have charge of the space assigned.

—The Wellington High School held its fifteenth annual commencement June 20 and 21, graduating a class of 30, seventeen of whom are boys. The school has graduated in all 99 boys and 95 girls. We doubt whether another high school in the State can boast as large a ratio of boys.

—The Centennial of Washington's Inauguration was duly celebrated by the teachers and pupils of the Madison schools, April 30, in their spacious high school room. The exercises, consisting of appropriate declamations, essays, &c., were well received by the citizens, who filled the room to its utmost capacity.

—Rio Grande College closed its year's work, June 13. The exercises of Commencement week were good. Dr. Hancock gave a fine address on "Literature in a Liberal Education"; Mr. E. S. Wilson, of Ironton, on "The Training of the Will"; Rev. W. J. Fulton, of Rio Grande, on "Intellectual and Spiritual Light."

—Students, Teachers (male and female), Clergymen, and others in need of change of employment, should not fail to write to B. F. Johnson & Co., 1009 Main Street, Richmond, Va. Their great success shows that they have got the true ideas about making money. They can show how to employ odd hours profitably.

—Some time last fall, E. L. Kellogg & Co., of New York, offered $270 in prizes for the best stories written by the boy and girl subscribers to the *Treasure Trove*. The prizes have been awarded and the stories are appearing in that excellent paper for young people. The prize winners are in all parts of the country, and their stories are of almost every pleasing variety.

—There seems to be an unprecedented demand in Hamilton County for high school instruction. Hartwell has added another year to the course and employed two additional teachers. Several villages that have not hitherto had a high school department will attempt at least the first year. Wyoming will add to her high school building this year, at a cost of $20,000.

—The Cambridge Public Schools have just closed one of the most successful years in their history. The High School is in very healthy condition and has just graduated a class of seven boys and ten girls.

The entire corps of teachers has been re-elected and four new ones are being added to the force. James L. Orr, Supt. of Shreve Schools, has been engaged as Assistant in the Cambridge High School for half his time, and as director of Music for the other half. Salary $80 per month. Mr. Orr had been re-elected at Shreve. During the past year a fine eight rooom building was dedicated and will be fully occupied next year. Immediately after commencing his work here two years ago, Supt. Corson inaugurated a course of most excellent popular lectures, the proceeds to be applied to the purchase of a school library. A similar course was given this year. The total result has been to give Cambridge two seasons of lectures and musical entertainments, the best ever given here, and to give the schools a most excellent library of 800 volumes. S.

—The commencement exercises of the Ohio University began on the 16th of June and closed on the 19th. The principal address was delivered by the Rev. Dr. Mayo, who is well known to all persons interested in education. The annual sermon was preached by the Rev. J. H. Gardner, of Newark, class of '59. On the evening of the 17th the contest between the literary societies was held. The Philomatheans were victorious and gained the prize of fifteen dollars in cash. On the evening of the 18th occurred the alumni exercises of which the literary part were an address by Dr. Eversole, of Wooster, and a class history by Dr. Lash, of Athens. These were followed by a banquet which proved to be the finest for many years. These exercises were in charge of the class of '69. On Wednesday morning the second pedagogical class was graduated; it consisted of five members. In the evening five Bachelors of Philosophy, three ladies and two gentlemen, were graduated. No changes were made in the Faculty except that Miss Carrie Sowers, of Cleveland, was appointed Teacher of Drawing, in the place of Miss Lane, resigned.

COMMENCEMENTS.—Seville, June 5—4 graduates—A. W. Foster, superintendent. Monroeville, June 6—11 graduates—W. H. Mitchell, superintendent. Bellevue, June 13—7 graduates—E. F. Warner, superintendent. Marysville, May 30—22 graduates. Dennison, June 7—12 graduates—Chas. Haupert, superintendent. LeRoy, June 7—3 graduates—F. D. Ward, superintendent. Mt. Sterling, June 13—6 graduates—L. W. Sheppard, superintendent. Quaker City, June 1—7 graduates—Alva B. Hall, superintendent. Gnadenhutten, June 11—10 graduates—S. K. Mardis, superintendent. London, June 13—15 graduates. Kent, June 13—16 graduates—A. B. Stutzman, superintendent. Newark, June 13—12 graduates—J. C. Hartzler, superintendent. Norwalk, June 18 and 19—30 graduates—W. R. Comings, superintendent. Lodi, June 4—6 graduates—B. F. Hoover, superintendent. Shiloh, May 31—2 graduates—C. H. Handley, superintendent. Canal Fulton, June 6—19 graduates—I. M. Taggart, superintendent. West Jefferson, May 28—2 graduates—D. C. Jack, superintendent. Salem, June 6—8 graduates—M. E. Hard, superintendent. Coshocton, June 6—2 graduates—J. M. Yarnell, superintendent. Millersburg, June 14—6 graduates—J. A. McDowell, superintendent. Mechanicsburg, May 29—15 graduates. Chagrin Falls, June 13—9 graduates—F. P. Shumaker, superintendent. Hillsboro, June 14—6 graduates—Samuel Major, superintendent. Dresden, June 18—6 graduates—Corwin F. Palmer, superintendent. Defiance College, June 21—17 graduates. Sidney, June 6—15 graduates—M. A. Yarnell, superintendent. Warren, June 13—13 graduates—J. L. Lasley, superintendent. Niles, June 7—6 graduates—F. J. Roller, superintendent. Delta, June 4—9 graduates—E. K. Barnes, superintendent. Lorain, June 21—6 graduates—E. E. Rayman, superintendent. Galion, June 21—11 graduates. Eaton, 7 graduates—J. P. Sharkey, superintendent. Wooster, June 21—36 graduates, 12 of them to enter Wooster University without examination—W. S. Eversole, superintendent. Elmore, May 31—5 graduates—A. D. Beechy, superintendent. Utica, May 31—5 graduates—I. C. Guinther, superintendent. Logan, June 3—18 graduates—R. E. Rayman, superintendent. Ashland, June 7—11 graduates—S. Thomas, superintendent. Centerburg, May 24—2 graduates—J. D. Simkins, superintendent. Barnesville, June 6—9 graduates—Arthur Powell, superintendent. Massillon, June 26—16 graduates—E. A. Jones, superintendent; W. R. Malone, principal of high school. Middletown, June 20—10 graduates—F. J. Barnard, superintendent. Canton, June 20—19 graduates—J. J. Burns, superintendent; C. A. Shaw, principal high school. Hudson, June 14—6 graduates—C F. Seese, superintendent. Akron, June 28—graduates, 16 in February, 33 in June, total for the year 49—Elias Fraunfelter, superintendent; W. V. Rood, principal. Washington, C. H., June 5 and 6—23 graduates, 3 colored—a colored girl took the class honors—N. H. Chaney, superintendent. Bedford, June 14—3 graduates—C. D. Hubbell, superintendent.

## PERSONAL.

—J. J. Burns has been re-elected at Canton.

—B. F. Hoover has been re-elected superintendent at Lodi.

—C. F. Seese has been re-elected at Hudson—his fourth year.

—C. F. Dean has been re-elected at Glendale, at a salary of $1,600.

W. V. Rood has been re-elected principal of the Akron High School.

—J. B. Mohler has been re-elected at Carrollton, with an increase of $200.

—J. E. Kinnison has been re-elected superintendent at Jackson — salary $1,300.

—C. D. Hubbell will continue his work at Bedford next year, being his ninth.

—Isaac Mitchell has been unanimously re-elected superintendent of schools at Ripley.

—E. E. Rayman has been unanimously re-elected at Lorain, with an increase in salary of $100.

—J. W. Simon, of Wilmington, Ohio, has been elected superintendent at Richwood, Ohio.

—E. K. Barnes has been unanimously re-elected at Delta, with an increase in salary of $150.

—John Davison has been elected for his seventh year as superintendent of schools at Elida.

—Miss Alma Sprague has been re-elected principal of the Wellington High School—salary $750.

—J. P. Sharkey has been unanimously re-elected at Eaton, for two years, at an annual salary of $1,200.

—Thomas A. Pollok has been unanimously re-elected at Miamisburg, where he has already served ten years.

—Frank R. Dyer, of Delaware, Ohio, has been elected principal of the Salem High School—salary $1,000.

—J. L. McDonald has been re-elected at Wellsville, at an increased salary. He has had a long term of service there.

—President J. M. Davis, of Rio Grande College, will give instruction in the institutes of Meigs and Hocking Counties.

—W. W. Donham has been re-elected to the superintendency of the schools of Bethel Township, Clark Co.,—salary $900.

—F. E. Miller is to continue in charge of the normal school at Canfield, O. The year just closed has been a prosperous one.

—A. B. Stutzman has completed his eleventh year in charge of the schools at Kent, and has been elected for another term of three years.

—R. H. Kinnison has completed his tenth year as superintendent of schools at Wellington, and has been re-elected, at a salary of $1,400.

—W. J. Schmitz has been re-elected to the superintendency of the Albert Lea (Minn.) schools, at a salary of $1,200. He is an Ohio man.

—Arthur Powell, superintendent of the Barnesville schools, is the recipient of a very handsome gold watch charm from his graduating class.

—E. F. Moulton and William Richardson, supervisors or assistant superintendents of Cleveland schools, have each been re-elected for two years.

—After completing his 25th year as superintendent of the schools at Fremont, Ohio, W. W. Ross has been unanimously re-elected for another term of two years.

—J. M. Yarnell reports a prosperous year at Coshocton, with encouraging prospects for the future. A new high school building will be occupied in September.

—J. W. Zeller has served twelve years as superintendent of schools of Findlay, O., and has been unanimously re-elected for two years, at an annual salary of $2,000.

—J. W. Pfeiffer has completed his first year in charge of schools at Canal Dover, and has received the endorsement of a unanimous re-election, with an increase in salary of $100.

—Martin Kennedy has been re-elected principal of Wayne Township (Clinton County) High School and superintendent of the sub-district schools of the township, at an increased salary.

—J. A. Shawan, for several years superintendent of schools at Mt. Vernon, has been chosen to succeed Dr. R. W. Stevenson in the superintendency of the Columbus schools—salary $3,000.

—Geo. W. Ready has been re-elected superintendent of the Painesville schools, at a salary of $1,500, and J. P. Barden retains the position of Principal of the High School, at a salary of $1,200.

—J. E. Ockermann has been re-elected at Frankfort, making his sixth year there. He has charge of the normal department of the Scioto Normal and Commercial College, at Chillicothe, during the summer.

—Dr. W. S. Eversole delivered the alumni address at Ohio University, June 18. His subject, The Scholar in the World. Dr. Eversole has been elected a member of the Board of Trustees of Wooster University.

—C. W. Bennett, superintendent of Piqua schools, has received the degree of Doctor of Philosophy from Moore's Hill College, Ind. Dr. Bennett was Professor of Mathematics in this institution from 1866 to 1874.

—B. B. Hall retired from the principalship of the Western Reserve Normal School, at Milan, last year, and engaged in teaching near Memphis, Tenn., for a time. He is now superintendent of schools at Huron, Ohio.

—R. W. Mitchell has been re-elected superintendent of the schools of Beaver Creek Township, Greene County. He has also been appointed one of the county examiners. Miss May Harper, of Xenia, has been chosen to assist him in the township high school.

—W. A. Vogely has been elected for a third year to the principalship of the High School at Dadeville, Ala. He was married June 9, to one of Alabama's fair daughters, and started at once for his native county in Ohio, Tuscarawas, where he will spend his vacation.

—C. H. Dietrich has completed his ninth year in charge of the schools at Hopkinsville, Ky., and has been unanimously re-elected. He organized the first graded schools in Hopkinsville and has remained in charge of them ever since. The papers of that locality commend his work very highly. Mr. Dietrich attributes his success to the training he received in Ohio schools.

—John E. Morris, superintendent of schools at Greenville, Pa., and Miss Emma P. Vaughn were married June 6, 1889. The happy couple made an entended bridal trip, during which they visited Niagara Falls, Lake Ontario, Thousand Islands, and thence by the River St. Lawrence to Montreal, thence up Lakes Champlain and George, thence to Saratoga, Albany and New York.

—The following are some of the principals of schools in Hamilton County, who will teach the coming year: Avondale, A. B. Johnson—his 30th year; Wyoming, C. S. Fay; Lockland, J. M. Miller; Clifton, J. P. Cummins; Norwood, W. S. Cadman; Reading, Eugene Dubbs; Harrison, K. S. Black; Winton Place, J. C. Locke; Hartwell, J. L. Trisler; Glendale, C. F. Dean, Westwood, S. T. Logan; Bond Hill, A. J. McGrew; Carthage, J. C. Church; Delhi, J. O. Falkinburg; Riverside, J. S. McKinney; Mt. Healthy, T. C. Crane; Madisonville, F. B. Dyer.

—Charles Haupert, of Dennison, has been called to succeed W. H. Ray, in the superintendency at New Philadelphia; and F. S. Fuson, of Mechanicsburg, is to succeed Mr. Haupert at Dennison. The Dennison Board had unanimously re-elected Mr. Haupert for three years, and added $200 to his salary; but New Philadelphia proved the stronger attraction.

—Laura Bridgeman, the famous blind and deaf mute, died at the Perkins Institution for the blind at Boston, May 24, after a short illness. She was born at Hanover, N. H., December 21, 1829. When she was two years old a severe illness deprived her of her sight and hearing and consequently of speech. Her sense of smell was also destroyed and that of taste much impaired. She was taken to Boston when she was eight years old and placed in the Parker institute for the Blind. The late Samuel G. Howe, who was then superintendent of the school, took a great interest in the child and undertook the difficult task of instructing her, which he accomplished.

On January 20, 1842, Laura was visited by Charles Dickens who was so much interested in her that he remained several hours. The facts of her life have been referred to by theologians, philosophers and medical men all over the world, and her physical and mental condition aroused the greatest interest until the hour of her death.

## BOOKS.

*Sir Thomas Wyatt and His Poems* is a neat little volume in flexible cloth, the thesis of William Edward Simonds, presented to the Philosophical Faculty of the University of Strassburg for the degree of Doctor of Philosophy. It is evidently the result of pains-taking and protracted investigation and throws light on a romantic life, hitherto wrapped in obscurity. Published by D. C. Heath & Co., Boston.

A book of special interest and value to young teachers is Dr. E. C. Hewett's *Elements of Psychology*. The author is president of the Illinois State Normal University, and has eminent qualifications for the preparation of such a work. He has not written this book for metaphysicians, but for young people with moderate attainments who need the simple truths of mental science as a guide in the practical work of teaching. The simplicity of classification and the sharpness and terseness of definition will attract attention. The book is worthy of the highest commendation. Published by Van Antwerp, Bragg & Co., Cincinnati and New York.

A very practical and useful little book for parents and primary teachers is *Ear and Voice Training by Means of Elementary Sounds of Language*, by N. A. Calkins, author of "Manual of Object Teaching," etc. It contains an admirable system of training in the perception, distinguishing and utterance of the sounds of the language. The author seems sometimes to have made a distinction where there is no difference, and at other times to have failed to make a distinction where there is a difference ; nevertheless, the work is generally accurate, and will be very helpful where help is needed. Published by E. L. Kellogg & Co., New York and Chicago. Price 50 cents.

*Language Exercises*, by Robert T. Metcalf, Supervisor of Schools, Boston, and Orville T. Bright, Superintendent of Schools, Englewood, Ill., contains excellent exercises in words and word forms, the use of the dictionary, the construction of sentences, reproduction, letter writing, composition writing, paraphrasing, etc. Published by Ivison, Blakeman & Co., New York and Chicago.

Prof. Putnam, of the Michigan State Normal School, has written an elementary text-book on Psychology, for the use of high, normal, and other secondary schools. It contains the first principles of moral as well as mental science, including the origin and nature of moral law, moral intuitions, conscience, etc. Since the moral nature is simply the mind knowing, feeling and willing, concerning matters of right and wrong, it is natural and appropriate to include the moral powers in an elementary treatise of this kind. The wonder is that this plan has not been more generally adopted. This book will undoubtedly find its way into very many of the secondary schools in which psychological study is pursued. It is published by A. S. Barnes & Co., New York and Chicago.

*The Brutus of Cicero*, edited, with an introduction and notes, by Martin Kellogg, belongs to the "College series of Latin Authors" published by Ginn & Co., Boston. It is designed for the early part of a college course. It is a valuable literary study, with the added interest which well written biography always gives.

*Memory Training*: A complete and practical system for developing and confirming the memory. Adapted to all kinds of subjects. By William L. Evans, M. A. Published by A. S. Barnes & Co., New York.

The author considers four elements of memory : impression, retention, reproduction, and reference to past time; and bases the training of the memory on three laws of suggestion; similarity, contiguity, and contrast. The book contains a system of mnemonics which seems rather complicated and difficult to master ; but the author claims that it will repay the effort required.

*The "Man Wonderful" Manikin*, published by E. L. Kellogg & Co., of New York, is a unique and excellent appliance for teaching physiology and hygiene. It can be handled and studied by the pupil almost as readily as an atlas in the study of geography. On the Manikin, when opened, may be seen the complete muscular system; not only the exterior muscles, but also the interior muscles. Here is shown how one set of muscles overlays another, and the course of the great arteries. How to place a bandage to prevent flow of blood in case an artery is cut is fully illustrated. These muscles can be removed, and the lungs, within their bony frame, the location of the heart, liver, stomach, diaphragm, intestines, and bladder are shown. Then removing the bony frame from the front of the lungs, we get a complete view of the circulation, the heart, exterior and interior, the trachea, bronchial tubes, the lobes of the lungs, and all parts as the stomach, the pancreas and spleen behind the same, the small intestines, the liver and gall bladder, the lymphatic system, the diaphragm and kidneys ; these in turn may be removed one at a time. In the head is shown the brain, the cerebrum and cerebellum, the nerves leading to the eyes, nostrils, and teeth. It is about as complete as the life-size manikins which are sold for $25 to $35. A complete manual accompanies each chart. Price, $5.00.

*The Great English Writers*, from Chaucer to George Eliot, with Selections, by Truman J. Backus, LL.D., President of Packer Collegiate Institute, and Helen Dawes Brown, Teacher of English Literature in the Brearly School, New York, discusses only prominent authors, in a style and method adapted to students who are taking their first view of the subject. The plan of the book is admirable, and the style is simple, direct and pleasing. The list of books for the school library and "Suggestions for Reading" are excellent features. We advise teachers of English Literature in high schools to see this book. Published by Sheldon & Co., New York and Chicago,

*Latin-English Dictionary*. By C. G. Gepp, M. A., Late Assistant Master at Bradfield College, and A. E. Haigh, M. A., Late Fellow of Hertford College. This is a very neat duodecimo volume of 563 pages, bound in flexible cloth, containing sufficient words with their meanings and inflections to meet the requirements of any ordinary student. It is a cheap and handy volume which students will greatly appreciate. Published by Ginn & Co., Boston.

*Historical Geography of the United States*, by Townsend Mac Coun, consists of progressive maps, with explanatory text accompanying. The maps portray the country as it appeared at the various stages of its progress, from its discovery to the present time. The text is explanatory of the maps, and points out the historical causes which have led to the changes indicated on the maps. The plan of the book is somewhat novel, and we think teachers of history would find it an excellent supplement to any of the ordinary text-books. Published by Townsend Mac Coun, New York.

*Whittier's Tent on the Beach*. Riverside Literature Series, No. 41. Houghton, Mifflin & Co., Boston.

*Fifty-ninth Annual Report* of Cincinnati Public Schools.

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**THE OHIO TEACHERS' BUREAU has filled a number of vacancies in the last month.**

—THE—

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

# THE NATIONAL TEACHER.

SAMUEL FINDLEY, . . . . . . . . . . . . . . . . Editor.

Volume XXXVIII. AUGUST, 1889. Number 8.

## FORTY-THIRD ANNUAL MEETING

—OF—

## THE OHIO TEACHERS' ASSOCIATION, HELD AT TOLEDO, OHIO, JULY 2, 3, AND 4, 1889.

### SUPERINTENDENTS' SECTION.

The Association met in the First Congregational Church, on Tuesday, July 2, at 9 o'clock, A. M., and was called to order by R. H. Holbrook, chairman of the Executive Committee.

Samuel Findley, of Akron, made the opening prayer.

The President, E. B. Cox, of Xenia, was then introduced and read his inaugural address.

The discussion of the inaugural address was opened by W. A. Clark, of Lebanon, followed by L. D. Bonebrake, of Athens, Alston Ellis, of Hamilton, Chas. L. Loos, of Dayton, J. D. Simkins, of St. Marys, Miss Margaret W. Sutherland, of Mansfield, H. L. Peck, of Caldwell, Miss Emma Hurd of Marysville, N. H. Chaney, of Washington C. H., Dr. John Hancock, State School Commissioner, A. A. Bartow, of Sandusky, and J. P. Sharkey, of Eaton.

C. L. Loos, L. D. Bonebrake, and E. A. Jones were appointed a committee on nominations.

On motion of H. N. Mertz, E. F. Moulton, of Cleveland, was chosen treasurer, Vice M. S. Campbell, deceased, Messrs. Loos and Reeve as assistants.

R. H. Holbrook announced that the citizens of Toledo had arranged an excursion for the teachers to Presque Isle, on Wednesday evening.

H. M. Parker, of Elyria, read a paper entitled "Legislation for Country Schools." The subject was discussed by R. W. Mitchell, of Beaver Creek Township, Greene Co., E. H. Webb, of Plymouth, Warren Darst, of Ada, and A. B. Johnson, of Avondale.

Mr. Johnson expressed the hope that Mr. Parker would put the suggestions of his paper into a few terse sentences, that they may be adopted and sent forth as the sentiment of the Association.

Dr. Hancock explained the difficulty of getting any school legislation because of the diverse views held by teachers. Messrs. Mertz, Ellis, Comings, Corson and Donham expressed opinions on township and county supervision.

On motion of Samuel Findley, the whole matter brought out in the paper of Supt. Parker and its discussion, was referred to H. M. Parker, Alston Ellis, and A. B. Johnson, to be formulated so as to be adopted by the Association.

On motion of J. J. Burns, J. F. Lukens, of Lebanon, was appointed railroad Secretary.

## AFTERNOON SESSION.

President Cox called the Association to order at 2 o'clock, and announced that a semi-chorus would be rendered by young ladies of the Toledo High School, under the direction of Prof. W. A. Ogden.

H. W. Compton, of Toledo, read a paper entitled, "What shall the Public Schools Teach?"

The subject was further discussed by F. B. Dyer, of Madisonville.

G. A. Carnahan, of Cincinnati, presented a paper on "Promotions without Stated Examinations."

The discussion was participated in by Reynold Janney, of Chillicothe, W. A. Clark, Alston Ellis, R. H. Holbrook, S. Thomas, Mr. Miller, of Crawford Co., Hampton Bennett, of Franklin, L. W. Day, of Cleveland, Mr. Dick, of Perrysburg, and H. N. Mertz, of Steubenville.

Chairman Loos, of the committee on nominations, made the following report:

*For President,* W. S. Eversole, of Wooster.

*For Secretary,* Corwin F. Palmer, of Dresden.

The report was adopted.

### EVENING SESSION.

At 8 o'clock the Association was called to order by the President, who introduced Prof. E. T. Nelson, of Delaware, the lecturer for the evening Subject, "A Man with *Two* Brains."

The Superintendents' Section adjourned.

F. GILLUM CROMER, *Secretary.* EDWIN B. COX, *President.*

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## GENERAL ASSOCIATION.

### WEDNESDAY MORNING SESSION.

The General Association met in the Congregational Church and was called to order at 9.40 A. M., by Dr. Alston Ellis, of Hamilton, the retiring President.

The exercises of the day were preceded by a chorus under the direction of Prof. Ogden, of Toledo, followed by a prayer by Rev. Dr. Williams, pastor of the church in which the sessions were held.

The Hon. Kent Hamilton, Mayor of Toledo, was then introduced, and in a most cordial way welcomed the Ohio Teachers' Association to the city.

Response to the welcome was made by Dr. John Hancock.

C. W. Bennett, President-elect, was then introduced and delivered his inaugural address. The inaugural was discussed by O. T. Corson and C. C. Miller.

A motion that the chair appoint the usual committees prevailed, and the President stated that he would announce them later.

Dr. Findley read the following letter :

CANFIELD, Ohio, June 28, 1889.

MY DEAR FRIEND:

For weeks I have been promising myself the inestimable pleasure of meeting you and the other beloved members of the O. T. A. at Toledo. I now see plainly that I shall be disappointed. Circumstances may control my body, but nothing can keep my heart away—nor my dollar, if you will have the kindness to hand the enclosed to the Treasurer. May kind Heaven bless you all.

Fraternally and sincerely yours,

Reuben McMillan.

E. R. Booth, of Cincinnati, read a paper on "Industrial Education." This was discussed by Alston Ellis, H. C. Adams, Dr. Hancock, Dr. Woodward, and R. H. Holbrook.

Very cordial invitations to visit their quarters were received from the Toledo Press Club, and the Draconian Club.

The President announced the following committees:

On Resolutions:—J. J. Burns, R. H. Holbrook, G. A. Carnahan, W. J. White.

On Communication between school officers and teachers: — J. W. Zeller, C. L. Van Cleve, H. L. Peck.

On Nominations:—Alston Ellis, W. G. Williams, A. B. Johnson, T. W. Harvey, E. F. Moulton, E. E. White.

### AFTERNOON SESSION.

From 2 to 3.20 P. M. the time was spent in viewing the work of the Toledo Manual Training School, after which the Association assembled in the High School Hall.

Miss Ellen G. Reveley, of Cleveland, read a paper on "Modern Methods in the Study of Geography," which was discussed by W. R. Comings and F. G. Cromer.

A paper was read by J. A. Shawan, of Columbus, on "Special Methods in Civics," which was discussed by Arthur Powell, of Barnesville.

The usual announcements preceded the close of the afternoon session.

In the evening the members of the Association enjoyed a very delightful excursion to Presque Isle, where refreshments were served — all provided by the generous citizens of Toledo.

### THURSDAY, JULY 4. — MORNING SESSION.

After an organ solo, the Rev. Dr. H. C. Haydn, of the Western Reserve University, opened the exercises with prayer.

Dr. John Hancock delivered a memorial sketch of the life and work of Dr. Eli T. Tappan, late Commissioner of Common Schools. The worth of the man was dwelt upon by E. E. White, R. W. Stevenson, A. B. Johnson, W. H. Venable, Miss Sutherland, R. H. Holbrook, and Alston Ellis.

E. F. Moulton paid a tribute to the memory of Prin. M. S. Campbell, late of Cleveland, and was followed by L. W. Day.

Dr. E. E. White was called upon for the report of the Committee on the Relations of the Institutions of Secondary and Higher Education within our State. After a brief statement he asked Professor King to read the report which he had presented before the Association of Ohio Colleges. The report was discussed by Dr. Hancock, W. G. Williams, Sebastian Thomas, and J. D. Simkins.

The following Resolution, offered by Dr. Williams, was unanimously adopted:

That the Committee be continued, and that the paper of Prof. King be referred to it, to report at the meeting 12 months hence.

Various announcements were made in regard to the State Examination, excursions, etc.

### THE TEACHERS' READING CIRCLE.

President Bennett vacated the chair, and Mrs. D. L. Williams, President of the Ohio Teachers' Reading Circle, took charge. E. A. Jones, Sec. and Treas., read his annual report.

(A fuller report of these proceedings appears elsewhere.)

The following resolutions, offered by Miss Ellen G. Reveley, of Cleveland, were unanimously adopted:

WHEREAS, Our Heavenly Father has removed from earth Mrs. Lucy W. Hayes, we, the teachers of Ohio assembled in our State Association, recognizing the high place that Mrs. Hayes filled as a woman and a philanthropist, do adopt the following resolutions:

*Resolved,* That as citizens of the same State and of the great republic in which this representative American woman was associated with her illustrious husband in his high official relation, we believe most sincerely that Mrs. Hayes has left to this country a priceless inheritance in the pure and lofty ideal of womanhood, never better realized in the life of any woman in the past or in the present, at home or in foreign lands.

*Resolved,* That while we feel that she was a perfect woman nobly planned, we shall ever be glad to dwell on the numberless charities, both public and private, conceived in her great motherly heart, and to remember that while one of the best loved and most honored women in America, she was ever simple and unostentatious in her life, thus exemplifying the truth that he is greatest who is servant of all.

*Resolved,* That in our work as educators, we will ever hold up before our pupils the life of this noble woman, so earnest in all good endeavor and so true to the principles of her life, as worthy of imitation by all the youth of our country.

*Resolved,* That as "workers together for good" with her, we extend to her noble husband and her family our sincerest sympathy, and present to them a copy of these resolutions.

### AFTERNOON SESSION.

The Annual Address was delivered by Dr. W. H. Venable, of Cincinnati. It was listened to with the closest attention, and elicited great applause.

The committee to nominate officers for the ensuing year reported as follows:

*President*—L. W. Day, Cleveland.

*Secretary*—J. P. Sharkey, Eaton.

*Treasurer*—J. A. Shawan, Columbus.

*Vice-Presidents*—H. W. Compton, Toledo; O. T. Corson, Cambridge; Martha J. Maltby, Norwalk; G. A. Carnahan, Cincinnati; Anna M. Osgood, Columbus.

*Executive Committee*—C. S. Fay, Wyoming; J. W. Zeller, Findlay.

*Board of Control, Ohio Teachers' Reading Circle*—Warren Darst, Ada; S. T. Dial, Batavia; H. N. Mertz, Steubenville; Chas. Haupert, New Philadelphia.

The Committee on Resolutions made the following report, which was unanimously adopted:

1. WHEREAS, Since the last Annual Meeting of this Association, it has pleased an all-wise Providence to remove from our midst and his field of labor Dr. Eli T. Tappan, State Commissioner of Common Schools; therefore be it

*Resolved*, That in his death the State has lost a wise and efficient officer, the Association a member constant in good works, the community an upright and greatly useful citizen, and his associates an esteemed and loved friend.

*Resolved*, That the Association extends to his family its deepest and tenderest sympathy in their bereavement.

2. WHEREAS, God in his wisdom has removed from our midst our friend and associate, Prof. M. S. Campbell, who for many years was an active and efficient member of this organization, bringing to our meetings the fullness of the experience of a devoted life, honoring both himself and us in his professional career as well as in his spotless private life, therefore,

*Resolved*, That in his death this Association has lost one of its most valued members; the State, an able advocate of the best education; our profession, a safe and competent leader.

*Resolved*, That in his quiet, unassuming life we find a model worthy of imitation; in his singleness of purpose, a characteristic worthy of commendation; and in his deep sympathy and devoted earnestness, an explanation of the universal esteem in which he was held by all who knew him.

*Resolved*, That while we thus mourn our loss, we extend to the bereaved family our deepest sympathy, and assure them that it will ever be our pleasure to honor those who by his death have been so sadly bereft.

3. *Resolved*, That the teachers of Ohio, assembled in convention, offer kindly greetings to our friend and brother, Reuben McMillan, in his enforced absence from this meeting.

4. *Resolved*, That we extend our sincere thanks to Mayor Hamilton, and through him to the citizens of Toledo, for the cordial welcome extended to us, and for the generous provision made for our comfort and entertainment; to the trustees of the First Congregational Church for the use of their elegant building; to Prof. S. O. Cushing, for his organ voluntary so generously contributed and so artistically rendered; to Prof. W. A. Ogden and the ladies under his direction, for their delightful music; to the Board of Trustees of the Toledo University of Arts and Trades, for having opened the Manual Training School and exhibiting its practical workings to our interested inspection; to Prof. H. W. Compton, Superintendent of the Toledo Public Schools, and his energetic assistants, for their enthusiastic and successful efforts for our comfort and divertisement; to the hotels of the city for their liberal efforts in our behalf; to the Draconian and Press Clubs, for their courteous and elegant hospitality; to the Cleveland *Plain Dealer* for its generosity in presenting to the Association the membership tickets for the present meeting and their good will shown to the Ohio teachers for this unusual remembrance of their interest; and to the newspapers of Toledo, for their generous report of our proceedings.

5. WHEREAS, We recognize the fact that this has been one of the pleasantest and most profitable meetings that our Association has yet held, and that this has been largely due to the wise efforts of the Chairman and Secretary of the Executive Committee, in their preparation of a program and their efforts to secure the courtesies which we have received; therefore be it

*Resolved*, That the thanks of the Association are due to Prof. R. H. Holbrook, the Chairman, and Miss Margaret W. Sutherland, Secretary of the Executive Committee.

6. *Resolved*, That we re-affirm and emphasize our conviction that the general provisions of what is best known as the "Albaugh Bill" are sound in theory and will prove effective in practice, and we pledge ourselves anew to earnest, persistent effort to make them operative throughout the State through legislative action.

7. *Resolved*, That we express the unanimous conviction of professional teachers and all who have made a careful study of the subject, that state control and supply of school books through an official State Commission would prove seriously detrimental to the best interests of the public schools, by depriving the proper school authorities of the right to select such text-books as may best suit their local necessities; by arbitrarily imposing so-called "cheap books," without regard to merit, quality or adaptation, upon school patrons; and by subjecting the public school system to the designing purposes of scheming politicians and selfish business interests.

8. *Resolved*, That we heartily approve the introduction of Civics in the Common Schools,—so that the coming generation shall be so thoroughly grounded in a knowledge of the fundamental principles of our government that loyal and patriotic citizens shall everywhere prevail, zealous in the support of our free institutions, firm and inflexible in the discharge of every public trust, willing to sacrifice everything, even life itself, in obedience to law and the enforcement thereof,—so that the time shall soon come when the disregard of officials high in authority to execute the law of the land shall be considered as treason to the State and base disloyalty to God and man.

9. *Resolved*, That we recognize as an important step in educational progress the recent legislation relative to compulsory school attendance.

E. F. Moulton, Acting Treasurer, made the following report:

**M. S. Campbell, Treas., in account with the Ohio Teachers' Association,**

| | | |
|---|---|---|
| | | Dr. |
| Dec. 12, 1887,— | Rec'd of Abram Brown, former Treasurer | $ 389.28. |
| June 28, 1888,— | " Membership Fees at Sandusky meeting | 263.00. |
| July 2, " | " Membership Ticket | 1 00. |
| | Total Receipts | $653.28 |
| | | Cr. |
| Dec. 31, 1887,— | Paid Expenses of Ex. Com | $ 26.75. |
| June 28, 1888,— | " " Chm. and Sec. Ex. Com | 11.54. |
| " " " | " For printing tickets | 2.00. |
| July 2, " | " Beacon Pub. Co. for Programs | 16.75. |
| Sept. 3, " | " Samuel Findley for reporting and publishing proceedings | 175 00. |
| Sept. 5, " | " Dr. Wm. T. Harris, Annual Address | 41.75. |
| Jan. 2, 1889,— | " Expenses of Ex. Com | 52.53. |
| | Total Expenditures | $326 32. |
| | Balance in hands of Treasurer | $326.96. |

Respectfully submitted,

E. F. Moulton, Acting Treasurer.

After singing the doxology the Association adjourned.

S. T. Logan, *Secretary.*

C. W. Bennett, *President.*

## INAUGURAL ADDRESS.

BY EDWIN B. COX, PRESIDENT OF SUPERINTENDENTS' SECTION.

Fellow Teachers:—It would be very ungrateful in me did I not express my high appreciation of the honor you have shown me in your choice of a presiding officer. However, I would have preferred that it should have fallen to the lot of some other one, who is fond of writing inaugural addresses and directing the proceedings of conventions. But as there is no going behind the returns of my democratic brethren, who put me in nomination, and with your forbearance and assistance, I will attempt to discharge my duty as your president.

The annual recurrence of these meetings suggests many thoughts and topics of great importance to teachers, and especially to superintendents. The dignity and necessity of the work we have in hand is recognized on all sides, as is shown by the discussion in our popular magazines of the educational problems that confront us. Hence, I hope that this convention will manifest its keen realization of the magnitude and importance of our work and of this annual meeting, by taking advantage of its almost unequalled opportunity for the free exchange of views on topics presented in the program for this occasion.

It may be truthfully asserted that this meeting of our Association will be a source of inspiration and profit to each of us, to the extent that each of us is impressed with the necessity of a thorough and profound discussion of the educational problems that await solution and that will be presented here. The program is rich in its topics for discussion. The committee that arranged it are very solicitious that each paper be discussed in the true acceptation of that term. You will observe that there are two papers for each session, thereby providing opportunity for debate, which, it is hoped, will be valuable by virtue of the wide experience and mature wisdom of those who will speak.

Too frequently do the discussions consist of supplementary papers prepared without reference to the papers read, and sometimes shooting wide of the mark of anything said in the original paper, and sometimes on wholly different subjects. Mr. Bardeen, in commenting upon this in his paper, says, "If reform gets as firm a hold of our associations as the average speaker thinks it has of our school methods, the associations of the future will have only two sessions a day, only one paper on the subject, only two appointed leaders to open the subject and these known to entertain opposite views, and will above all things absolutely forbid the reading of a prepared paper as a part of the discussion, or the use of notes not bearing on the paper just read. Then we shall get at these meetings what we come to these meetings for—the sharp flash of insight and wit and happy expression that comes from the sudden contact of quick and well stored minds." If these suggestions meet with your approval and members will act upon them, no teacher will have attended this meeting at Toledo in vain, nor leave without the conscious thrill, quickened pulse, and enlarged conception of his work, which will better fit him for its responsibilities, and fill him with an earnest desire for a better command of it, and a better fulfillment of his mission as a teacher or as supervisor of teachers.

Our experiences at this time of the year, I presume, are very similar. We have all had our annual or semi-annual examinations, and in a manner have taken an inventory of our year's work in our respective schools. As I have somewhat carefully examined into the results of our own work, and have observed success on the one hand and failure on the other, it has suggested the theme that I wish to present to you for discussion. I am a firm believer in our graded system of schools; yet the plan of classifying pupils into grades and classes according to their capacity, qualification and advancement in their studies, and of prescribing a course of study to be pursued from year to year by all, necessarily is attended with complexity and difficulty. Of course, every superintendent and teacher endeavors to look after the individual interests of the pupils in his school, and to do, to the best of his ability, what seemingly is for the individual pupil's welfare, at the same time planning for the general advancement and devising ways and means by which all will be educated in the most effectual manner.

While the public schools have constantly grown in favor and have almost wholly supplanted the old academic system, while every town, village and hamlet has its graded schools, and while our country brethren are clamoring for a better system which will enable them better to classify and manage their schools, we can't help but ask the question, are the results commensurate with our endeavors? Is the mass of mankind growing up to manhood with higher purposes of life? Do the masses *think?* has their training in these schools of ours, of which we are so proud, quickened their perception, trained their observation, and does it enable them to do clear and logical thinking? in short, have they developed intellectually and morally, or has originality been dwarfed and supplanted by a willingness to rest upon some one else and to be guided in life's actions by some other person? It is this question that I wish to present for discussion. I think you will agree with me that the masses do not think, and that there is no spontaneity of effort or set purpose to take hold and think logically and connectedly upon any subject, whether it be for their own personal comfort or a question of political or even religious import, the masses are simply led.

When physicians come together in convention, they find it profitable to listen to the experience of each other in the treatment of certain diseases. Might not we use the same method with profit? We surely all have dull and bright pupils; we just as surely are forced to meet all the difficulties, and have been doing so for years. There ought to be enough definite data in the experiences of the superintendents before me to talk hopefully upon this point. What have you done, and what are you now doing to obviate the difficulties that arise in grinding the whole mass of children through the same routine of daily work? What have you done, and what are you now doing to avoid that educating downward, that thinning down of scholarship that is too common?

With your forbearance I will make some suggestions that to my mind seem pertinent. The first difficulty encountered is in classifying pupils; children from all conditions of society whose requirements must be met; children from refined homes with their wholesome influences and stimuli, and those from homes where there is no control or guidance at all; children that are strong physically and mentally, and those just the reverse; children that are kind and well disposed and those that are vicious and bad; children that are active, alert, inquiring, easily guided, and others that are cold, sluggish, indifferent, needing inspiration and push. What a vast undertaking, then, is it to clasiify such! Still it must be done; for it is now almost universally admitted that class instruction is superior to individual instruction, and it is the superior methods that we are after. It has been asserted that members of a class learn more from each other than from their teacher, an assertion which I firmly believe to be true, provided that the class is thoroughly aroused and the activities of the youthful mind have been wisely directed.

It is right here that the vital work is accomplished. The teacher after all is the source of all true inspiration. While the class recitations may lead to a more thorough mastery of the subject, because the different members will see as many different phases of it; yet the minds of the pupils must strike fire in coming into close contact with that of the teacher, where the sparks of life of the one will enkindle a burning desire in the other to master the subject in hand ; it is in the recitation that the life spark should be given, the pupil's energies quickened, his activities directed, powers and attainments tested. But too frequently our classification and prescribed course of study that prevails in all our graded schools, with the eternal grind that it necessitates, so hampers the teacher that the class loses just what I have mentioned as the most fortunate thing that could happen any young person, viz., to be brought under the influence of a teacher of power, that can stimulate a pupil to his highest endeavors, a teacher that can make a pupil feel that sham and superficial work is not training, but that it simply engenders disgust for all intellectual work and dwarfs his mental powers.

Doubtless if all teachers were thoroughly skillful and were full of knowledge of the subjects taught, their power of teaching would be greatly increased, and the present plan of putting pupils into classes with a teacher in charge to lead them into a discussion of the intricacies of the subject, and to teach them to discriminate sharply between the controlling and vital points and the subordinate or incidental parts, would be the ideal scheme ; and I have no doubt this view of the subject has lead to the organization of schools as we now have them. But few teachers, however, are up to this ideal. There are not many Socratic masters behind teachers' desks to ask questions, or to so direct the scholar's efforts and activities. One remedy, then, is suggested;—that greater care should be taken in the selection of teachers; and this would naturally lead into a discussion of the training of teachers professionally, a phase of the question which I will leave wholly for my friend who is to open the discussion and who is engaged professionally in that kind of work.

A number of years ago I read a serial story written by J. G. Holland and published in the magazine he then edited. You that have read Nicholas Minturn will readily recall the beautiful and touching story and the grand truth it taught. It showed in Holland's inimitable way, and with his wonderful power, the true principle that should govern both public and private charities. It was a stern rebuke to that kind of Christian benevolence which feeds the mouth, and clothes the back and thereby nurses pauperism which has lost all ambition and emulation. He pictured clearly the curse it was to a poor man to give him what his labor could fairly earn. He showed how it was possible to so direct this class of greedy poor to *help* themselves, that life to them would soon take on a new aspect and would soon lead them to dignify the facts of their every day existence and surroundings. Under the impulse of self-activity those who were once debased would soon become men and women ready to respond to the motives addressed to men and women. The poor and unfortunate, when once taught how to help themselves, would soon develop a power of independence.

Does not this same principle apply to teaching, and is it not a safe guide for us to follow? Does not the mind by the EXERCISE of its several faculties acquire power to use them? Is it not a fact that with the activities of the physical being all aspirations of the child are bound up? How much more then does it become necessary to awaken the child's mental activity that he may learn to recognize his mental powers and not be nourished and satisfied with the false notion that the important thing for him in his school is to gather information. What an advance we will have made when not only teachers will realize that it is quality and not quantity of learning at which all school instruction should aim, but, also, when the common conviction of mankind, who are the patrons of our schools, will understand that getting over the course of study hurriedly without acquiring the ability to analyze and master the branches in detail is a false conception of school work.

Fortunately, the better class of our teachers have discovered this. I believe the majority of our teachers have learned that this is erroneous, that it is a delusion. But the other fatal mistake of giving pupils too much assistance, of doing for them what they should not only do for themselves, but also should *desire* to do for themselves, is not universally recognized by teachers or parents. In my humble judgment the greatest criticism that can be made against modern teaching is, that the teachers go to excess in helping and assisting pupils in their class work. Too much teacher's talk, too much teacher's explanation, too much of the feeling that I must get these pupils through the grade or my reputation as a teacher will suffer; on the other hand there is too little pupil's work, too little of that spirit that wants to attack the difficulties and master them with one's own effort and without assistance.

Oh, that some Holland would write a Nicholas Minturn and graphically portray the deadening effect that "excessive helps" in school work are having upon our schools; that he would earnestly rebuke that kind of teaching that is putting words, meaningless words, into the minds of the children; that kind of teaching which clothes the mind with superficiality and thus nourishes the mental pauperism soon to lose all ambition and emulation. I would that some one could bring it to the clear understanding of not only all teachers, but to parents as well, that it is a curse to the child and learner, whether he be in the grammar school, high school, or college, to do for him what he can do for himself, to give him what he should get by his own labor.

I believe it possible so to elevate the character of our teaching as to destroy utterly this greed for excessive help, and to dignify and incite self-exertion in pupils, that when once taught to help themselves they will soon develop a power of self-reliance and self-possession, and there will be created within them an interest that will carry them forward to more persistent work and will arouse in them all their natural powers.

### DISCUSSION.

W. A. Clark:—I wish to emphasize the point made by President Cox, in regard to the graded school system. I believe in the system. We grade to do better work; we are not apologizing in any sense for the graded system. The statement has been made that the ungraded schools produce the great men. I don't believe it. The graded schools produce more great men than the ungraded. The statement is also made that the teachers in graded schools are not free to instruct according to their own notions,—that the superintendents crush out the individuality of the teachers by making them do a certain amount of work in a specified time. I don't believe that. The teacher filled with love for the work will do better in a graded than in an ungraded school. The trouble is not with the system, but with the superintendent and with the teacher. The superintendent may crush out the individuality of the teacher, by the rigidity of the course, but this may grow out of the laziness of the teacher. It takes thinking for the teacher to say to the superintendent, "I believe this pupil will work better in the lower grade, or in the higher grade." It takes thinking for the superintendent to place that pupil where he can work best, even at the expense of his pet course of study.

L. D. Bonebrake: — This discussion should follow two definite lines — the work of the teacher and the work of the school. The difficulty of the whole matter is that we are disposed to bow down and worship knowledge. I fear that we seem to think that all there is in education is knowledge; that it is not a mental development. The teacher needs to be a student. It is not in the bulk of knowledge, but in the spirit of the work. We forget the fact that we are training citizens, that we are making men and women, such as are to take hold of the great social problems, and the problems of the church. We may even go so far as to make a hobby of the new system of education. Do we go to the schoolroom and teach from the known to the unknown? Let all the training be of the higher type. Let us teach the pupils that they are learning for a higher life, for the great work of American citizens.

ALSTON ELLIS: — The great thing is the development of thought in the school-room as a source of power. The hardest thing for a man is to think. De Quincy says thought is of two kinds: that which arises in the development of knowledge, and that which has for its end the development of power. It should be our great concern to seek out the means of the development of thought.

Much is said in these days about crushing out the individuality of the teacher. There is little danger from this source. Sometimes the best thing that can be done for a teacher is to crush out her individuality. As good a thing as a superintendent can do is to put his teachers on the right track and keep them there.

C. L. LOOS :—It may not be a bad thing to require the learning of the "first 79 pages." There must be thorough learning. A vocabulary must be acquired. Leading facts must be learned. There is danger in this discussion of leaving a wrong impression. Some teachers may be led to conclude that there should be no formal, detail school work. There is no way of exempting either pupils or teachers from hard work - not even from drudgery.

J. D. SIMKINS:—The "first 79 pages" spoken of means simply an estimate of about what an average class should do in a given time. Such an estimate is proper and desirable, and only its misuse or abuse can do any harm.

W. A. CLARK: — What I object to is the idea of completeness of knowledge — learning perfectly. There is a falseness in the idea. I make a distinction between thoroughness (throughness) and completeness.

MARGARET W. SUTHERLAND: — Much depends upon one's point of view. Superintendents look at these questions from their standpoint, and teachers from theirs. *Some* superintendents *do* crush out the teachers' individuality. Teachers are sometimes made to feel that they dare not go outside of the "first 79 pages."

N. H. CHANEY: — I would like to be enlightened as to what is individuality. It seems to me that it has its source in God, and cannot be crushed out. I would like to know what you mean by individuality.

ALSTON ELLIS: —A thief has his individuality and is disposed to exercise it. I suppose some of my friends here would say that he must not be interfered with, as he is only asserting his individuality. Whenever a teacher's individuality leads her in the wrong path, she should be set right.

JOHN HANCOCK: — We are gradually growing out of the narrow views and narrow ways. We cannot develop a human intellect in a day nor in a year. All turns around the one great principle — do all that may be done to cause the mind to grow.

J. P. SHARKEY: — I wish simply to protest against the use of the word *thorough* in the sense of *completing* a subject or a book. Possibly, with our admirably prepared readers and with supplementary texts in addition, we may *complete* the reading book to the "Page 79" referred to, in a given time. Ordinarily, when a course of study requires that a topic, such as *fractions*, *longitude and time*, the parts of speech, or the *geography of Ohio*, be completed in a given year, the blundering author of the course compels the pupil to commit meaningless words and the stultifying attempt to cram is the only resort of the teacher.

By such mistakes the perplexities of the relative pronoun and the absurdities of the possessive pronoun are often taken up in the sixth and seventh years.

No teacher has a right to say to any pupil, "I am not responsible because you do not understand that. You are supposed to have completed that work last year."

True teaching has first to do with the elements of a branch or topic or chapter. Such a drill one term or one year is to be followed in the next by advanced work in the same subject, and with advanced work in the elements of new topics. The teacher is responsible for anything the pupil must know in order to have him the better do the work at hand.

The Superintendent, particularly, in arranging courses of study, and in giving directions to teachers, is responsible for the unsuccessful attempts to get into the depths of a subject at an age when the pupil can master only the elements.

The discussion was continued by H. L. PECK, MISS HURD, and A. A. BARTOW.

[The foregoing discussion occurred before the arrival of the stenographer; hence, brevity.—EDITOR.]

# LEGISLATION FOR COUNTRY SCHOOLS.

BY H. M. PARKER.

Ohio was the first state organized from the "North-west Territory." The justly celebrated Ordinance of 1787 declared that "religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

The General Assembly of Ohio in 1824-5, passed an act for the regulation of the schools of the State. It authorized the election of three directors in each school district, and the levy of one half mill upon the dollar for the support of the schools. No adequate levy, however, was made till 1838.

The law now permits a sufficient levy for the support of good schools in every township of the State.

But outside of special districts, in the country schools, the management of educational affairs is in the hands of three men chosen by the voters of each sub-district, the same as in 1825, sixty-four years ago.

There is no bond of union between the sub-districts of a township, nor between the townships of a county, in educational affairs.

The General Assembly, from time to time, has passed acts touching public education, but nothing of a compulsory nature has been enacted for the improvement of the rural schools of Ohio.

Indiana, Illinois, Michigan, and Wisconsin, the other states formed from the North-west Territory, have far outstripped their elder sister in the provision made for the education of their future citizens.

Colorado, Delaware and Kentucky have provided no State Normal Schools for the training of their teachers. Ohio has established a Normal department in connection with its University at Athens, and furnished it with a meager support. Utah Territory has done as much.

The other states have from one to eleven normal schools, supported at public expense. The Legislature of New York recently passed an act establishing two additional training schools, making a total of eleven. Pennsylvania has eleven, and Ohio, the third state in the Union, has none.

Your Executive Committee requested me to prepare a paper on "Legislation for Country Schools." The inference is that the committee is of the opinion that there are defects in our common schools which might be remedied by judicious laws.

First, we will consider some of the apparent defects, and then suggest how they may be remedied.

I shall mention the defects which seem to me to be found in the rural schools of Lorain County, since my observations have been chiefly confined to the schools of this county for the past 16 years.

I will venture to give a few facts gleaned from reports of township clerks. I know such reports are not always perfectly accurate, but they approximate the truth.

There are 157 sub-district schools in Lorain County. Fifty-five of these have an enumeration in the district of less than 20 children between the ages of 6 and 16 years. This is 35 percent of the whole number. In these 55 districts the enumeration ranges from two to nineteen children between the ages of 6 and 16 years.

Thirty-two districts, or 20 percent of the whole number, enumerate less than 15 pupils between the ages of 6 and 16 years, ranging from two to fourteen pupils. Seven districts have an enumeration of from two to ten children between the ages of 6 and 16 years. Eight townships have an average daily attendance of over 20 pupils per district. Seven townships, or one third of the whole number of townships in the county, have an average daily attendance of less than 16 pupils in each school.

Last year these seven townships paid $1274 to 49 teachers for teaching 660 pupils in average daily attendance each school month. This is $1.93 per month for each pupil in average daily attendance, or $15.44 per pupil for a year of 8 months.

Were the 49 schools consolidated into 21 schools, the number of pupils in each school would be increased from 13½ to 31, and the monthly wages of teachers could be increased from $26 to $40, and save $434 per month, or $3472 for 8 months. This is $62 a month for each township, which would doubtless pay for the transportation of those pupils who live at a great distance from the school-houses. This evil is increasing, rather than growing less, as many of the small farms are from year to year added to the larger farms, and the owners of the former move to some town or city, or go farther West, where they can own more land. Thus it happens that the school population in many parts of Ohio is gradually diminishing. When the enumeration does not exceed 15 children, and the average daily attendance does not exceed eight or ten pupils, the directors come to the conclusion that they can not afford to employ an experienced teacher, and they look for some one who will teach for a small sum of money, with little regard to her qualifications.

Should the directors thus secure a young lady without experience, who develops ability to organize a school and do efficient work, they would not retain her a second term, if to do so they would have to increase her salary.

The frequent change of teachers is a serious detriment to any school, especially when no effort is made to secure a more competent person when a change is made. In many of our districts the school year is divided into three terms, and it is not at all unusual to have as many different teachers as there are terms.

Many of these teachers are poorly qualified for the work of the school-room, having attended no other school than the district school, and having pursued no other studies than those required for a certificate to teach

A large number of young people occupy positions of teachers, who read no educational periodical, and who take no pains to keep themselves informed upon the topics of the day. They have no knowledge of literature save what they may have gleaned from the reading books used in the school where they studied. Their only ambition seems to be to get a certificate and a school, that they may be able to draw their salary.

Again, there is no regular course of study adopted which must be followed by all the schools. Such a course of study carefuliy adhered to is a great stimulant to regularity of attendance, since pupils like to feel that they are advancing by regular steps. Should one teacher succeed in doing systematic work, she is likely to be succeeded by one who has no idea of system, and who has no knowledge of a course of study save that obtained in the country school where she received her education. I have known a township board of education to adopt a course of study, and have it printed and placed in the hands of the teachers. For a year or two some of the teachers tried to follow the course, but within three years from the time of its adoption not a teacher in the township knew of the existence of such a printed course. The school officers neglected to call the attention of new teachers to the fact that they had a course of study, and there was no superintendent, and hence the failure to secure the benefits which might have been enjoyed from its adoption.

Experience has taught those having charge of city and village schools that better results are secured by having short vacations between the terms. It is customary to arrange the opening and closing of the year so as to have a vacation of one week at the Christmas holidays, and one week about the first of April. When pupils have become interested in their studies, they make greater progress in a given time than before they have become thus interested. A vacation of a month at the close of the fall term would detract much from the efficiency of the school at the opening of the winter term. Many of our country schools have a term of two months in the fall, followed by a vacation of one month, then a term of three months, a vacation of one month, and a term of two months in the spring. It usually happens in such schools that only the small children attend the fall and spring terms, and the older pupils have but three months each year in which to obtain an education. By a different arrangement of terms and vacations the older pupils could attend school from four to five months, instead of three months, which would be greatly to their advantage.

If all the patrons of the schools in a township could fully appreciate the advantages of a thorough common school education, it would not be long before such changes would be made as to secure the best possible results. But it is a lamentable fact that the majority of the residents of many of our townships are apparently more interested in securing the best results in raising cattle, horses, grain, or in making butter or cheese, than they are in the education of their children.

I have referred directly or indirectly to the following defects in many of our country schools, which could soon be remedied, in large measure, by proper legislation :

1. Small schools, resulting from sparsely populated districts, on account of which there is waste of money and teaching force, and a lack of that interest which would necessarily accompany well filled school-rooms.

2. Frequent change of teachers, which detracts from the permanency of the profession and deters those wishing to teach from spending time and money to fit themselves for thorough work.

3. Poorly qualified teachers resulting mainly from low wages and want of permanency in the calling.

4. No regular course of study.

5. The terms of school and vacations are not arranged so as to secure the best results to the pupils.

6. Irregular attendance of pupils and consequent want of interest in their school work.

7. The failure of the patrons of the school properly to appreciate the value of superior schools.

In considering the means for the removal of the defects menioned in our rural schools, too much importance cannot be placed upon the proper education and training of the teachers of the State. The learning, skill, and personal influence of the teacher must not be lost sight of in the discussion of the question.

With a teacher thoroughly competent, the work of the school will be unquestionably good. Appliances, such as examinations, apparatus, improved text-books, can not take the place of the teacher. The question, then, naturally presents itself, how can we secure capable teachers?

The most efficient aids to this end at present are to be found in the public normal schools. Most of the states have established such schools, and many of the older states support them liberally, by a tax upon the property of the state.

Ohio pursues a different policy. She expends millions of dollars annually for the support of her free schools, but leaves them in the hands of untrained teachers, and without supervision. This would seem poor economy in any other calling.

The means of education in Ohio are abundant. Colleges and lesser institutions of learning are scattered over the State. Academic education is of great importance to the teacher, but it can not take the place of special training in the science and art of teaching; for it is a recognized fact that there are well defined laws and principles in accordance with which the mind must be developed, and the recognition and application of these is necessary to successful practice in teaching.

The State Superintendent of Schools in Nebraska says: "Experience has proved that a normal school under the care and direction of the state is a necessary part of a state educational system; that good schools can not be had without properly trained teachers, and to supply these no agency has been found so efficient as properly conducted normal schools, where education is taught as a science and teaching as a high art."

To show the sentiment upon this subject in other states I quote from Commissioner Dawson's report: "Three states will report additional normal schools next year; California is building one in the northern part of the State; Alabama is adding another; New York will establish two; Michigan will provide increased accommodations for the students of the State desiring increased professional training; Nevada asks that its State University be conducted, for the present, as a state normal school; North and South Carolina are persistently demanding a normal school in their respective states for the education of white teachers. The demand for professionally trained teachers is still largely in excess of the supply. In some states the need of competent teachers is so urgent that many pupils remain only one year at the normal school before assuming the responsibilities of the profession."

In these days, when illiteracy and nihilism are increasing in our fair land, and are threatening our beloved institutions, may we not ask of the General Assembly of Ohio, believing that we shall receive, appropriations sufficient to establish, equip, and maintain at least two first-class normal schools?

The evils inherent in our present sub-district system can not be eliminated except by the annihilation of the sub-district. It is a relic of the past age, and is in no way suited to the needs of the day.

An act abolishing the sub-district should provide for the election of a board of education of not to exceed six members, to be chosen from the township at large. This board should have entire control of the schools, the same as boards of education in cities and villages now have.

This would be no experiment, as the plan has worked successfully for many years in other states. The testimony of competent witnesses who have observed the work under both plans, unhesitatingly commend the township plan.

Such a board of education would be more careful in the selection of teachers. There would be a better distribution of teachers with reference to the number of pupils in the different districts. Small schools could be consolidated, and more efficient work rendered possible.

This subject has been brought before our Legislature in the Metcalf bill of several years since, and in the more recent bill introduced and urged by Mr. Albaugh. The House passed both these bills, but the Senate saw fit to reject both.

This subject should not be dropped; some one should be found who will again introduce a similar measure, making it even stronger than either of the two bills referred to above.

Thorough organization, accomplished by means of efficient supervision, lies at the foundation of the successful system of common schools to be found in the cities and villages of Ohio.

In the country, the sub-district is the unit. Each school is isolated from all other schools in the township, and each teacher is isolated from all other teachers, and carries on her work without reference to any higher school, and often with but little thought of the best interests of the children. With no definite course of study each pupil pursues the studies he likes, paying no attention to some of the subjects which would be most useful to him.

The large majority of the patrons of the schools are not only apparently satisfied with the present condition of their schools, but they look with suspicion upon any proposition which would change the existing state of affairs.

Forty years ago the residents of the large towns and villages of Ohio were as much opposed to the changes which were proposed for the improvement and supervision of their schools as are the residents of the country now.

Such men as Lorin Andrews, Dr. Lord, M. F. Cowdery, Thos. W. Harvey, M. D. Leggett, and others, recognized the importance of creating public sentiment in favor of the reforms which seemed to them necessary to further progress in public education. As a means to this end, meetings of teachers and of citizens were held, at which addresses were made by the above named and others equally interested in reform. Many attended these meetings because they desired some change, others because they were opposed to change. But I need not give the particulars of the history of the movement which gave the towns and villages of Ohio graded schools as good as those of any state in the Union, for you are all familiar with them. What was needed then in the centers of population is needed now in the rural districts—an awakened public sentiment in favor of furnishing the youth of the country the best possible educational facilities.

To induce the patrons of the rural schools, especially the voters, to attend meetings for the discussion of educational topics is a difficult task. It is also difficult to find men and women in every county who are sufficiently interested in the country schools to give of their time and their money to attend such meetings, when called, and present reasons for a change of organization. Men must be imbued with a true missionary spirit before they can do such work for a series of years without seeing any marked effect of their labors.

I have believed for years, and still believe, there is but one way to reach the ear of the patrons of the country schools, and that is through an *efficient county superintendency.*

Such an officer should be removed as far as possible from political influence, and should be well paid, so that a competent person could feel that there is a fair degree of permanency in the position.

Such an officer would be a professional friend to all the teachers in the county—one to whom they could look for counsel and advice. He would introduce into the schools improved methods which are the outgrowth of varied experience in the educational world. His influence would tend to raise the poorest schools to a level with the best, and to make them all better than at present. He would hold teachers' meetings in the different townships, for the discussion of courses of study and methods of instruction. After the introduction of more systematic work, the children would become more interested in their school life. Parents would observe this increased interest and would be led to inquire into the cause of it. This point gained, the County Superintendent would call meetings of the patrons, at which the advantages of good schools could be discussed, and the people could be led to give up their old notions for better ones. A few years of such work would see them asking to have the sub-district system supplanted by the township system, and demanding of the General Assembly the establishment of normal schools for the proper training of the young people who are to occupy the positions of teachers in their schools.

The General Assembly should not wait for instructions from their constituents. They should study the subject with reference to its bearing upon the future prosperity of the State. The very existence of a republic depends upon the "intelligence and virtue of its citizens," and these depend in large measure upon the character and condition of its public schools. Would we steer clear of anarchy and despotism, it must be through the influence of our schools. Our legislators ought to take a broad view of this subject, and not be influenced by party prejudice nor by the "fossils" scattered over the State.

The teachers and advanced thinkers upon this subject should exert their influence in the caucus and at the polls, in private and in public, at home and abroad, until we elect a General Assembly that will deal with this subject in accordance with its importance. The enactment and successful execution of a law creating the office of County Superintendent will be the stepping stone to the passage of other laws which will place Ohio on an equal footing with any other state in the Union, in the efficiency of its free common schools.

## DISCUSSION.

R. W. MITCHELL: — This question of legislation for our country schools, which has been discussed quite frequently before our county and state associations, is one in which I am deeply interested. The chief thing in the way of its discussion here is that we are talking to the wrong class of people. If we could talk to the legislators of the State and give them our opinions and sentiments, this discussion might be more productive of good results. One obstacle in the way of such legislation is a feeling on the part of the people that the country schools are good enough. True, we can point with pride to men who have risen from the rural districts to the first positions in our land, and it would be difficult to convince the people that these men have not received their education in the district schools.

The subject has been so well treated that I will only speak of one or two points. The first point I wish to notice is that we have a system with two heads having no sympathy whatever with each other. The gentleman who read the paper stated that he would abolish the sub-district system and elect a board of education at large, not to exceed a certain number. I will agree so far that we should abolish the three sub-district directors and elect one in each district to represent it in the township board of education.

My reasons are these: If we should abolish the sub-district and elect the board of education at large, then we enter into politics at once, as it is in most of our cities. We would be unable, in some of our townships, to elect some of the very best men and advocates of the system. If we could elect them from the sub-districts, one man from each, we would have some hope that at least a part of the board of education would consist of representative men. I speak now from observation in a few townships. The president of our board of education could not be elected in the township at large, though he is the best man we have.

I admire that part of the paper which points the road to the system of county superintendency, but I have pity for him who undertakes to do the work which the rural districts would expect of a county superintendent. His working days would need to be twenty-five hours long.

If we could get our boards of education and the people of our townships to recognize the needs of our schools as we who work in them see them, our progress would be rapid. With the lack of a systematically arranged course of study, and the constant change of teachers, each having his own plans and methods, many of the pupils go over the same work year after year, and at length drop out of school entirely. One of the first effects of supervision on the schools of a township or county, is a marked increase in school attendance.

We need a superintendent to enforce the course of study adopted by the board of education. Wherever we have work done under an efficient superintendent we will always find an increasing interest on the part of both teacher and pupils. The boys and girls who have completed the prescribed course will find that they cannot afford to stop, and you will find them going to the city schools, the normal schools and the colleges.

I would like to have a clause inserted in the law making it compulsory on boards of education to establish and maintain a high school whenever fifteen or more pupils are sufficiently advanced and express a desire to attend such a school.

WARREN DARST:—It seems to me worthy of some thought that there has been, since the establishment of the graded system of public schools in the towns and cities of this State, no legislation effecting any radical change in the management of the country schools of this great State. While the city schools have been improved and graded, and have made great advancement within the life-time of some now present, the country schools in the majority of the districts have made but little advancement—none but what is the result of the better education of the teachers. The statement of the excellent paper that Ohio is far behind her sister states is a forcible argument that we should use all our endeavors as educators to bring about a public sentiment in favor of radical legislation, not merely prompting the establishment of the township system but managing it in such a way as to effect a real change in all the districts. This has been the weak point in the past.

I am in favor of the three-fold remedy suggested in the paper. The arguments in favor of these three different objects of legislation I do not at present desire to go into, but I shall refer to one or two points which especially attracted my attention, and which seem to have been in the mind of the President in his inaugural address. I have reference to the organization of our school system in such a way as to enable the highest culture, the best discipline, and the highest conception of education to reach the children of the State. To-day we cannot do it. To-day the best educators in the country, those who would be capable of directing the education of the youth of the land in all the improved methods, cannot put their hands upon the children of the State. It has been suggested that the people are competent to work out these changes for themselves. But they are more interested in their daily occupations. They are too much absorbed in business to give heed to these things.

Plato says, "more men are noble by education than by nature." In coming in contact with the highest culture of the world and the best thought of all the ages, a young man is so awakened and quickened that he becomes a new man. I have seen young men come to educational institutions with no knowledge of the world, no knowledge of its history, no knowledge of the riches of literature;

but when introduced to this new life it is like the entrance to a new world. How often have I wished that I had had access to the stores of learning from the time I was ten or twelve years old, and had been directed by wise teachers, that these years might not have gone to waste.

Europe spends millions upon millions to sustain her armies. We do not have to sustain such armies. We can afford to give this money to the schools of the land. We may thus put it into the very life blood and sinews of the nation.

A good book is not a mechanical thing. Dr. Harris told us last year about the inspiration which comes from good literature. It is this influence which I wish to have brought to bear upon our public schools. Can we not have a good library placed in every school in the State of Ohio? Can we not secure for the children the inspiration of such grand old characters as Milton and Shakespeare, Longfellow and Lowell? Thus the hope of the country in the common schools shall be realized.

A. B. JOHNSON:—Questions have run through my mind this morning which have frequently been there before in the sessions of this Association. I have listened to the suggestions of this carefully prepared paper. One improvement was proposed which was first suggested in 1836, and it has been reiterated year after year, and yet nothing has come of it. We hear these excellent papers and we hear these suggestions and go forth and forget what we have heard. If we are not more efficient in carrying out plans for the improvement of our schools than we have been in this case, we can take little credit to ourselves.

I had hoped that the paper would suggest something that we might act upon. The suggestions were good. They should have been adopted years ago. I propose that Mr. Parker be requested to put the leading suggestions of his paper in such a form that we can act upon them; for it will amount to but little if we do not back up sentiment with action.

You know and I know that there have been sad blunders made by the Legislature in the last few years. The superintendents and the teachers do not exert the influence they might in regard to school matters.

H. M. PARKER:—I think I made it plain in the paper that the one thing which I place above all others as the thing which, in my judgment, would correct the faults now prevailing in our schools is compulsory county superintendency. I believe in township supervision, but I believe we ought to hold for one thing. When we find we cannot get county supervision let us have township supervision. Let us have it, and let it be compulsory.

COMMISSIONER HANCOCK:—I want to say that I have changed my mind somewhat in regard to this question. I believe that the average legislator is as likely to be in favor of progressive school legislation as the average teacher. Last winter, when the question of township organization was under consideration, a member of the Legislature said to me, "I have my pockets full of letters from teachers asking us to take no such steps." The same has been the case with county supervision.

Now, I have found the legislators quite as liberal in the direction of county superintendency as the teachers themselves. The question is one of difficulty.

About the same state of things exists in Illinois. The State Association resolved unanimously in favor of township supervision. The people have discussed it and are getting ready to act upon it, I trust. So that Ohio does not stand alone in that.

We are not sufficiently united on this question. The trouble with us as teachers is that we have too much individuality. Some are in favor of county supervision, and some favor township supervision. As has been said by my friend Parker, county supervision will be the entering wedge for all these other good things. I believe in county as well as township supervision, and I believe we are nearer to it than we were years ago. We can at least all work in that direction ; and whatever we see we are most likely to get, let us take that and be thankful for it.

H. N. MERTZ: — I want to make a suggestion that was made to me by one of our state senators. He thought there might be a compromise. His proposition was to divide the county into three districts, with the three members of the board of examiners as superintendents. He thought such a bill as that could be passed; but he thought it almost useless to attempt to carry through either county or township supervision.

ALSTON ELLIS: — We are making a mistake in one direction and that is just this. We are showing ourselves to be a class of people not of one mind. One year it is normal schools, the next it is county supervision, and then it is township supervision. I am in favor of staying by the leading provisions of the Albaugh bill. I would not give a straw for a county superintendent wandering around over the county, with the local directors antagonizing him at every step. We must do away with the sub-district, and until we do we will not have a clear road to any educational progress. We are coming up to it gradually. Let us take no step backward. Let us hold distinctly in view this question of the organization of the district schools which is to eliminate the sub-district.

O. T. Corson:—I am heartily in favor of standing by the provisions of the Albaugh bill. I do not believe that county supervision, township supervision, or any other supervision will do any good until we do away with the sub-district directors.

W. W. Donham: — I believe that whatever is done here ought to be by vote of the whole Association. I agree heartily with what Dr. Ellis has said. We have commenced the fight, and while we do not see results yet as we expected to see them, we certainly are making advancement. We have commenced the fight and we ought to carry it through on this line. County supervision will not count very much for us. You may say what you please about individuality, if you go into the country schools you will find that instead of the teacher's individuality being crushed out, it is permitted to run to extremes.

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## WHAT SHALL THE PUBLIC SCHOOLS TEACH?

BY H. W. COMPTON.

This is a well-worn interrogatory. It has recently occupied the attention of various minds, both great and small. It has graced the pages of one of the most weighty and prosperous magazines of the republic, and it has appeared and re-appeared in the columns of struggling educational journals.

It has been answered by judge, Jew, gentile and agnostic, by editor, preacher, poet and pedagogue. Yet, in despite of all this, the Executive Committee of this Association has decreed that "What shall the Public Schools Teach" still has enough vigor and freshness about it for presentation here; and have selected me to disclose the beauties, truths and suggestiveness that escaped the writers of the *Forum* articles on this subject.

But however trite to the ear this form of words has become, it is certain that to the earnest men and women of this intensely intellectual and progressive era, the question itself is one of perennial interest. To those who believe that the public schools are the pledge of moral and intellectual freedom and the bulwark of national liberty and perpetuity, this question will never become trite or antiquated.

Personally, I believe that the *who* and the *how* of the public schools are much more important than the *what*. Emerson condensed volumes into one sentence when he said, "It matters not so much what you study as with whom you study."

One difficulty confronts the writer upon this question at the outset. If he trust to general suggestions and critical comments he will be to many indefinite and unsatisfactory.

If he assume the task of the specialist, and enter into the details of the curriculum, he is in danger of that prolixity which is so fatal to American audiences. In this limited paper I shall touch only upon what seems to me some of the more important phases of the question.

Conditions have changed vastly in this country, even within the last quarter of a century, and forty or fifty years ago this question was easily answered. The tide of immigration as we know it now had not then set in. There was a scant but homogeneous population. The Puritan faith and traditions largely prevailed. There were but few schools and few industries. There were but few text-books. In short, there was a general unanimity of ideas, faiths and occupations. How vastly different to day! We have sixty millions of people; hundreds of thousands of immigrants every year; no faith and every faith represented; a hundred and fifty thousand miles of railway linking all parts of the country; the most varied industries; numberless schools and colleges ; enough different kinds of text-books to build a new pyramid of Cheops !

*Truly the change has been marvelous.* Fifty years ago the Bible and spelling-book answered very well the educational needs and ideals. To-day they are not enough and yet too much. In these days of text-books I sometimes think with compassion of the teacher or superintendent who was brought up on a spelling book and slate. His survey of a modern educational catalogue must give him a severe attack of vertigo.

Or perhaps, when the avalanches of new text-books begin to come down upon him through the mails, he feels some of the perplexity of Artemus Ward when he counted a hundred and eighty pairs of stockings in the back-yard of Brigham Young.

Circulars, letters, charts, "studies," leaflets, primers of science, periodicals for primary grades and grammar grades, anthologies, patriotic readers, endless series of language lessons, in buff, lilac and lavender boards, flow in upon him. His shelves groan under their burden. His waste basket runs over. His floor is uppiled with dead, dying and dust-covered text-books.

In this mass of boards and paper is no solution to the question that presses upon him, "What shall the public schools teach?" He thinks with longing and regret of the log school house of his boyhood where he learned to read, spell, write and cipher; when his teacher "set" the copy and he sat on the slab seat and thumbed his dog's eared speller.

But these are better days, and in spite of the perplexity or despair, or regretful retrospection of our imaginary superintendent, we are solving the question with reasonable celerity and unanimity as to what shall be taught in the schools. There are a few things upon which all agree, or ought to agree. Reading, writing and numbers *must* be taught in all the lower grades. Reading is the foundation of every thing else. It is, in an important sense, the gateway to all knowledge. Reading is the key to the palace of progress. It has been well said that in a reading lesson lie all the elements of a liberal education.

Reading as a school exercise means vocal expression of thought from the printed page, including correct emphasis, enunciation and pronunciation. In its broader sense it means the perusal and interpretation of the science, art, history, and literature of the world. In its double sense it is the one thing of all others which makes the educated man and woman; and it is in this sense that it must be taught in the schools with all the enthusiasm and love that are born of conscientious fidelity and untiring devotion to country and humanity.

When, by the quickest and most efficient methods science and experience have approved, the arbitrary signs and symbols of ideas and the power to gather thought from the printed page are mastered, then story, sketch, poem, essay, biography, travels and history must be added, in successive grades to the often dull and fragmentary reader. The love of reading, cultivated in the pupil by a zealous teacher, *insures* the pupil's education and often guarantees his greatest happiness and supremest consolation for a life-time. Success in teaching reading and in inculcating a permanent love for it as a means of culture and happiness, will always depend upon the mental and moral character of the instructor.

*Writing is a very practical art,* a means of communication between individuals, second only to the power of vocal speech. It is one of the absolute necessities of civilization. It has the double meaning of penmanship and composition. As penmanship it is a manual art, a species of free hand drawing, giving opportunity for the cultivation of movement, beauty and accuracy. It is a vital branch in the public schools.

In the lower grades special attention should be given to correctness of form; in the higher, to movement and rapidity.

As composition, sentence making, thought expression, writing is invaluable, and furnishes the surest means of acquiring fluency, accuracy and precision in the use of language.

And if there is any one branch which deserves and demands special attention in American schools it is the English language.

Next to reading and writing in importance comes the study of numbers. Arithmetic has been greatly overated both as a practical and as a disciplinary study. Many a bright and budding child has been sacrificed to the Moloch of numbers.

Outside of the four fundamental processes and their practical application, together with the skillful handling of fractional numbers, what is there of arithmetic for the masses, for the ninety-five percent of our public schools? Mental arithmetic, a useful part of the science, had its day and went out. Many are glad to see it coming back with a more modest claim than of old, to insure its welcome. Such arithmetical subjects as alligation, circulating decimals, ratio and proportion, compound interest, and the evolution of roots should, if taught at all, be remanded to the highest grades where they will affect as few pupils and waste as little time as possible.

But exclaim many, "The disciplinary power of mathematics, its aid to reasoning power." I would not, and could not, decry the science of numbers. I recognize the fact that mathematics will always hold a deservedly honored place in our courses of study, but this will not be because of its disciplinary value, but because of its constant use in the measurement of the forms and forces all about us in our daily life. It has been shown again and again that the mathematician, outside the pale of purely demonstrative reasoning, in the realm of moral and philosophic truth, is the most inaccurate and unreliable of reasoners. His mind is fashioned to perceive only equalities and differences; his tendency is to proceed with false premises and exclude the data essential to valid moral and philosophical discussion.

I have now spoken of the necessity for teaching in the schools, reading, writing, the English language and the useful subjects of arithmetic. "Of geography," says some one, "the less the better." I should say, rather the better, than the less. Every child should have a clear notion of the earth's form, motions, its surface structure, its principal plants, peoples, animals, climates, forms of government, great cities, modes of communication, and the great railways and waterways of the world.

But the burdening of the youthful mind with dry and barren definitions, the cramming of the memory with disconnected, unrelated details of infinitesimal towns, lakes, rivers, capes and islands, cannot be too severely condemned. Happily, nature has so constituted a child that he can soon after leaving the school-room rid himself of this kind of *impedimenta.*

But what shall be said of physical training, calisthenics, athletics, or whatever it may be called, and of physiology in connection with it, of morals and manners, drawing, manual training, elementary sciences, and of foreign and dead languages, in the public schools? *It is manifestly impossible* to touch, however lightly, upon all these points. In all the discussion that has appeared upon this subject, special interest has been centered upon moral and manual training. I do not wish to anticipate the discussion of the manual training question, which has a special place on the program of this meeting, but I do wish to notice briefly a certain elementary species of manual training which can and ought to be given in all schools, with but little additional expenditure of time and money.

I refer to the systematic study of drawing in connection with the study of form. It is difficult to persuade the great mass of uneducated people that drawing is a "practical" branch. Although it is the *sine qua non,* the very basis of all constructive arts by which the common people earn their daily bread, and although it is indispensable in the higher realm of science and pictorial art, the people too generally look upon drawing with distrust or indifference.

Even teachers who should know better, sometimes forget or fail to recognize its power to stimulate the senses, train the hand and form the taste, and begrudge the time given to drawing.

They forget, too, that all the great educators, living and dead, whose names are revered by us to-day, have advocated drawing as one of the indispensable branches of the school curriculum. When drawing is united with concrete form and color study, in the shape of clay moulding, cutting designs from colored paper, placing of splints and tablets, the copying of forms from nature, such as fruits, vegetables and leaves, when this work is done under skillful supervision by willing, enthusiastic teachers, I know of nothing in the whole realm of intellectual and manual training so calculated, in a rudimentary way, to educate the taste, kindle the creative imagination, train the unseeing eye, and the awkward hand. When more of this training is given we shall have better industrial skill and capacity among the working classes, more tastefully furnished and decorated homes and more refined and happy lives.

There is one question in connection with the schools which grows old but never dies. It is the question of moral training. It has already become hoary with age, but it will never die so long as one great economic law pervades the affairs of men; the law that national existence depends upon national character, and that national character is in turn dependent upon the moral and religious culture of youth. Without attempting to discuss that higher phase of national education known as religious training, I wish to inquire briefly what the schools can do, strictly in their own domain, in consonance with law and the acknowledged principle of the separation of church and state, and in harmony with the conflicting sentiments and opinions of public school patrons, to promote correct habits, and virtuous feeling and action on the part of the youth of the country. What can be done in the presence of creed and no creed, which all will say, so far as it goes, is right, just and proper in the formation, elevation and purification of youthful character?

The germs of character which are implanted in the minds and hearts of children usually develop into correct moral principles. On the other hand, a wicked or degraded childhood, seldom, if ever, develops into a pure and noble manhood or womanhood. "Childhood shows the man as morning shows the day," "as the twig is bent the tree is inclined," and many other sayings of like nature are old, but pertinent truths. No one will venture to deny that the foundation of those attributes which fit men and women to become good citizens is laid in youth. Hence the opportunity and the duty of the public schools.

But it is claimed that moral education in the schools is impracticable or out of place because there is no agreement as to what constitutes moral instruction. What is morality and how shall it be taught? are the questions that are thought to stand in the way of the work. One thinks that morality cannot be taught because it is "not simple, but complex." Others say that morality is a matter of definition, and as definitions vary, a system of instruction which shall be universal is impossible.

It must be admitted that while there is great difficulty in wording a definition of morality that will suit every body, its real nature is recognized and appreciated by all. If we quarrel over the definition, we cannot disagree as to the thing itself. The man who is truthful, who is honest in his financial dealings, who is kind, just and benevolent towards his associates, is universally recognized as a moral man; the individual who cheats, lies, steals, embezzles, etc., is an immoral man the civilized world over.

There can be no difference of opinion, then, as to those standard virtues and habits which should be taught in the schools. With those boys and girls who have been taught correct habits, whose minds and hearts have been imbued, as it were, with the old fundamental virtues from the time they were first capable of apprehending any truth, with such boys and girls virtuous actions become a sort of moral instinct, a controling impulse *governing the life.*

Some writers upon moral education make an elaborate classification of all the virtues, and speak very learnedly of the importance of having a youth apprehend the reason for the ultimate grounds of moral obligation. I think it may be safely assumed as a demonstrable fact that moral culture does not depend on an intellectual apprehension of the reason for moral actions. Just as men may express thought without a knowledge of the laws of rhetoric, or reason well without logic or the syllogism, so the very best moral culture may grow and ripen where there is no understanding of the laws of obligation. If you say to a youth, you must do this because it is right, or because it pays, or because it is for the ultimate good of all, or because God commands it, you may awe or satisfy his intellect, but you exert very little influence on his life.

It has been well said that "moral philosophy may make men wise, but it does not make them moral." To philosophize on virtue is one thing, to acquire a love for virtue and the habit of doing right is quite another. The fact is that definitions, lists of duties, catechisms, classifications of virtues and moral emotions, do not teach morality any more than vocabularies of minerals and grouping of genera and species of plants teach science.

There is a body of feelings and actions which all are agreed to call noble, pure, upright, virtuous, without any regard to the reasons for their being so. Moral education is the training of boys and girls to feel these sentiments and perform these actions. He is teaching most effectually who is cultivating in his pupils the habit of feeling moral emotions and doing moral actions. This is necessarily a somewhat slow and tedious process, very similar to the training of any other faculty, physical or mental. When an accomplished artist would awaken and develop the esthetic faculty of a youth, he does not begin by giving him theories. The definition of beauty given by Hogarth, Cousin and Ruskin will only amaze and mystify. He who would have the aesthetic nature aroused would have his sense of the beautiful trained to keenness and delicacy of perception and discrimination, must study beauty itself and not its conditions and elements and abstractions. He must read the dramas of Shakespeare, the harmonies of Milton, the melodies of Keats, the arias of Shelley. He must linger in the art galleries and study the ideal forms of beauty wrought from marble, behold the visions left on wall and canvas by the touch of genius, let his soul dilate under the influence of Beethoven's and Mendelssohn's music, He must study the face of nature in storm and calm, from the roll of the sea to the tinting of the autumnal forest. In him who sees and feels these things aright, the sense of beauty grows and becomes strong and keen and appreciative. He does not need Hogarth's Analysis of Beauty, or Burke's Essay, or Ruskin's Modern Painters to tell him what beauty is and make him love it. It is just so with the moral nature. It is a growth and gains its strength not from the law of duty, but from the experiencing and fostering of pure and exalting feelings, and from the performance of pure and unselfish actions. Habit is more potent than principle. Beget right habits of thought, feeling and willing, and these will gradually mould the entire being in the directions of the noble pure and just, until they crystallize into a character which will stand, "sun-crowned, above the fog in public duty and in private living."

Some will say, this idea of moral education is unobjectionable, but how is it going to be rendered operative in the schools? How shall it be put in practice? The work of doing this may be somewhat difficult and will differ in different hands. The object to be gained is simple, to so cultivate the moral sense as to keep and guide pupils in the paths of rectitude and honor. I will attempt to give a few suggestions as to the method of accomplishing this end.

First, it must be borne in mind that the very organization of a good school is favorable to and really necessitates the practice of what may be called the mechanical virtues. These furnish a form of moral discipline of no mean kind, although they are simply external rules prescribed for pupils, in which little moral choice is exercised. The chief of these are obedience, punctuality, regularity, silence. Obedience trains the will to submission to authority and hence is a valuable training for society and citizenship. Punctuality and regularity are taught the pupil for kindred purposes. He must be at school on time; sleep, errands, play must give way. He must prepare his lessons promptly, banish excuses, move to and from recitation with regularity and precision. He learns and should learn the value of silence. It furnishes the opportunity for concentration of thought and conduces to order and industry. No school is worth the fuel it consumes, where these virtues are not taught and heeded by all. They constitute an elementary training in morals, and where they do not exist, any effective moral education is an impossibility. They furnish the *soil in which morals grow.*

These virtues, together with the character of the teacher, go to make up the moral atmosphere of the school. If obedience, punctuality and silence prevail in a school, and the teacher himself is a well balanced character, just and gracious in his manner of dealing with his pupils, morality will strike root and grow there and the moral tone of the school will be good. If, on the other hand, he is hot tempered, vituperative and given to exhortation, his personal example will destroy the effect of his words and eradicate moral impressions faster than they can be made.

I have in mind one teacher whose pupils engaged in all sorts of mischievous pranks while he was busy with the morning prayer. After the exercise was over, the phrases which he hurled at the pupils were couched in anything but the language of prayer and benediction. The very fact that a teacher has to resort to argument, expostulation and invective to impress his pupils with the need of right action, the fact that his religious exercises are not heeded or do not influence the lives of his pupils, shows that there is something fundamentally wrong. The mechanical, the elemental virtues of obedience, punctuality, industry and silence are not felt and exercised, and worst of all, the teacher's own character and example are out of plumb with his teaching. If this be the case, if his school discipline be bad, if his own character does not manifest the qualities of manly dignity and honor, blent with firmness and courtesy of speech and manner, and crowned with the unquestionable purity and consistency of his own private life, he may as well banish all his auxiliary moral aids and religious ceremonials. For there is no moral atmosphere in his school, and no soil there in which morals may grow.

There is no time to show how the study of history and the noble literature that enriches our language may be utilized by the wise and cultured teacher to promote moral education. How vast the field of history from which to cull the truths, the stories, the examples of loyalty, self-sacrifice and devotion! How rich and ripe the harvest of literature from which to glean legend and song and story to rouse all noble and generous emotion and teach the "Thoughts that breathe and words that burn!" In a country like ours, where the separation of church and state is an acknowledged principle of the national government, where there are conflicting creeds and manifold doctrines and interpretations of doctrines, it would be next to impossible to introduce a system of religious instruction into the schools.

But the broad idea of moral education which I have tried to outline, the cultivation, of virtuous thought and action through the means which the school work itself affords, furnishes ground for all to stand upon. Protestant and Catholic, Jew and gentile, atheist, infidel and agnostic cannot and will not object to nobility of thought and action.

If the school can thus aid in laying the essential foundation of morality, a morality which must be the basis of every religion that is worth anything, then let the church and the home supplement the work of the schools and bring to bear all the influences they may, within their hallowed sphere, to deepen, enrich and spiritualize the national life.

I cannot close this paper without some reference to the adverse criticism of the schools which has appeared in the public prints within the last two years.

A great share of public attention seems to have been for some time concentrated upon the public schools. We have been told in many different books and periodicals, by many different men and women, what should be taught in the public schools and how it should be taught.

Some of these critics seem to think that nearly everything pertaining to the schools is all wrong Some find fault that so many branches are taught, thus necessitating the evil of superficialness in the training. Others deplore the meagerness of the curriculum and want added to it the teaching of religion, patriotism, special arts and trades—in short, all that will train body, mind and soul for all the exigencies of life.

Others profess deep scorn for the mechanism of the schools, as if system and discipline could be dispensed with in the handling of thousands of children. One critic reaches the conclusion, evidently not by actual experience and observation in the schoolroom, that women as teachers, are failures.

But those who have tried them and seen them work, year after year, and have measured and compared their results with men's work, think differently. They recognize the fact, however reluctantly, that feminine tact and sympathy, with their accompanying instinctive appreciation of child nature and its needs, make women more desirable as teachers than men, especially in the lower grades. Nor is this superior mental and emotional adaptation to the work offset by more capricious health or less continuous service, though the fact that women occupy over ninety percent of the school positions, serves to render their dereliction in this regard more conspicuous.

Another writer displays the gloomiest pessimism in contemplating the work of the public schools, and after considering both the object for which the schools exist and their results, pronounces them, as a whole, *"a dead failure."*

Still another, eminent and successful in his own line of work, rather outdoes all the rest in anathematizing the present teaching and studies of the schools, and concludes, by arguing with special vigor, that one of the important and practical branches to be taught in the schools is "the diet proper for infants."

A large volume of unique quotations could easily be collated from recent criticisms upon the schools, a volume only interesting to the humorist and to the student of comparative pedagogy.

It will be readily conceded by all those having immediate control of the schools in managing and teaching, that the critics have furnished much that is stimulating and suggestive, even though it has often been mingled with the amusing and the absurd. This adverse criticism cannot injure the schools and may conduce in some ways to their efficiency. But were it attempted to incorporate into an educational system all of the diverse views, or to eliminate all of the objectionable features brought forward by eminent critics of late, there would be such a Babel of confusion, such a chaos of conflict and disorganization, as would wreck all intellectual progress.

The man who endeavored to prune his fruit-trees in accordance with the advice of all his neighbors found himself in possession of objects too crooked and ungainly for hitching-posts and without any branches for bearing fruit. If the educational tree were trimmed and trained according to the suggestions of all critics who make wry faces over the flavor of its present fruitage, its future would not be promising. Thus, some writers are urging the vital necessity of teaching sectarian religion in the schools; others are clamoring just as loudly to have every vestige of religious teaching excluded. Others assert that the sole object for which the schools exist is to produce good citizens; still others are crying that the schools are a hopeless failure, unless they teach special trades and a thousand and one other "practical" things. In the midst of all this, superintendents and teachers, sustained by the common sense of the people, are working steadily on, believing and teaching that if the schools produce earnest, honest, cleanly, polite, intelligent boys and girls, religion, patriotism, citizenship and the trades usually take care of themselves.

Intelligence may well include a proper degree of both mental and manual culture. But manual training does not necessarily imply special instruction in special arts and trades, as some alarmists and pedagogical demagogues would have us believe.

The graduates of the Toledo Manual Training School, established in conjunction with the public schools, are occupying positions of profit and usefulness as superintendents of manufacturing industries, as architects, draughtsmen, wood carvers, and skilled designers, but they were taught no trades. They were simply taught, in connection with their school studies, the elements of industrial drawing and the skillful handling of the tools that are fundamental to all trades. With mind, hand and eye thus educated, they follow their own bent after graduation, and readily adapt themselves to any art, trade or profession. Those critics who would turn the schoolrooms into workshops and train boys and girls only to cook and sew, to make and handle tools, and produce articles for the market, thus teaching them "to meet and cope with actual conditions," as they say, really obstruct the progress of proper industrial training. Sound mental development must precede or accompany such training, else the pupils remain in reality ignorant and undeveloped, mere manual dexterity alone making them little better than skillfully constructed machines which must be directed by the intelligence of others.

Such utilitarian critics as these would build the superstructure without the foundations. They overlook the protean power of trained intelligence to make its own way in the world, adapting itself to all forms and conditions of life. Scathing criticism of routine and artificial methods of teaching often prove of service to school officials, in educating the people with whom they have to deal to more liberal and rational views. Teachers and even boards of education are sometimes handicapped by local prejudice and obstinate opinion. The people who entertain these prejudices and opinions are critics of a lower order than those who adorn the periodicals with brilliant essays upon the shortcomings of the schools, but they often prove more annoying and obstructive to the progressive educator. If a teacher, to arouse flagging interest and relieve monotony, tells a pleasant story, she is "wasting time." If an excursion is planned to lake and wood that children may study form and color in pebble, cloud, leaf, and flower, she is "*not teaching anything.*" And when the teacher would educate the taste and the senses and stimulate the intelligence by a lesson in clay modeling, she and her pupils are "playing in mud."

The tendency in all educational criticism is to throw the whole responsibility for the moral and mental development of children upon the public schools. It would be only fair and just for the critics and others to remember that the schools have the children under their care but five days of the week and usually less than five hours of the twenty-four in each day. Considering these facts and that there are from two to three vacation months in summer, a simple computation will show that the youth of the country spend less than one-sixth of their whole time under the influence of the schools. During the remaining five-sixths of their time, the home, the church, the streets, the games, the public library, the theater, the juvenile periodicals and the social circle have the youth of school age under their sway and are shaping their minds and characters for good or bad.

The schools are only one of the potent educational forces of the day, and the whole responsibility for good morals and sound culture does not rest with them. The schools recognize their duty and are willing to assume their task of giving children a start, an impetus in the right direction. They will gladly strive to impress right character, impart the elements of knowledge and inspire a love of learning; but they beg to be relieved from the onerous exactions of those who demand that the school send forth the pupils clothed with supernal attributes and profoundly versed in all the intricacies of human wisdom and handicraft. The critics of the schools, while condemning so unsparingly, not only overlook what is good in the old methods and their results, but are not cognizant of or ignore the actual progress of education in recent times.

Already the spirit and methods of Froebel and Pestalozzi are beginning to permeate our school-rooms. Discipline has grown milder and more humane. Corporal punishment is becoming unusual and unpopular. The true, the useful and the beautiful are taught by means of objects. Skill and taste are developed through the training of the special senses. Very much of the old, abstract definition, the rigid mechanical drill and meaningless verbiage that once characterized many schools have been discarded by all sensible, progressive teachers.

The languages are now more often taught by the natural method, by pictures, by stories, by conversation, instead of by the weary conning of grammars and the dreary turning of lexicons, as in the "good old times."

Botany is taught amid the fields and flower gardens, and geology, amid the rocks or on the sea shore. It is so in a large measure, in the best schools, with all the common branches. Even music is simplified and made more inviting to children by the Tonic Sol Fa system.

Thoughtful people observe these facts. They contemplate the marvelous growth of our country in industrial and intellectual progress, and are not ready to join in the cry of carping pessimists that the public schools are a failure.

The American nation is gradually working out, on a grand scale, the problems vital to human happiness and freedom. On this great continent, in this free air, "encompassed by the inviolate sea," this nation, young and strong and free, is working to a definite goal, with sublime faith in its own destiny.

The public schools will withstand the criticism that would subvert and the hostile hand that would annihilate. They will work on, silently and effectively, in the retired hamlet, by lonely country wayside, in the teeming, turbulent city. They will continue to feed the fires of patriotic hope and pride, mental vigor and just ambition.

## DISCUSSION.

F. B. DYER:—I could not but admire the sagacity of the writer of this paper in disposing of those friends of education who, like Iago, are nothing if not critical. As Verdi collected ninety-six hand-organs, as they passed his window, and stowed them in his back room, and so cleared the atmosphere of their melodies, while he prepared his opera, so the writer disposed of those who dare to offer their criticisms against the public school system. And it is very satisfying to believe that our critics are brushers of other men's clothes. But even all these critics do not belong to that class of animals which Samantha Allen calls "braying animals," and we may gather help from their criticisms. We may, perhaps, take their medicine and profit by their criticisms, even though we deny their authority. These critics, it seems to me, divide themselves into three classes, and it is from the study of their criticisms that we can most profitably approach the subject under discussion. First, the genuine old grad-grinds, who look upon man as nothing but a biped who wears breeches. The second class includes such notables as Herbert Spencer and Alexander Bain. The third class includes the idealist, who looks upon man as a soul, and would educate him in a manner to develop all the latent forces of the soul into perfect activity, together with the acquisition of noble sentiments and the aspiration to be one of the highest types of his species. Now, with this in view, the best minds have determined that there are a few subjects that are best adapted for that development of the forces of the soul, and I would not include among these writing. I would include among them more than reading and numbers. First, language, which leads up to reading. Second, a study in abstract truth, such as arithmetic, which will develop into algebra, and into natural philosophy, and the like. Third, grammar, which, beginning with the close discrimination in the use of words and the parts of speech, proceeds to analysis and to logic. Fourth, history, which will teach of the world, and man's relation to man, and which will develop into civics, sociology, ethnology, political economy, and the like; and fifth, bringing the child into contact with the objects of outward life,—geography, which will develop into physiology, zoology, botany, and the like.

Among other things that should not be neglected is form training. It consists, in the school-room, of drawing. Geography, it seems to me, should be taught by concrete form methods. I cannot conceive of a child's having a complete conception of a river system without having seen a model of one. Clay molding will help, and map drawing will help.

Here I wish to make two criticisms upon the dangers attending form study, at least in the teaching of geography. By calling the child's attention to forms all the time, as in the map drawing, the attention is apt to be drawn from other things which go to make up a full comprehension of the subject.

The second danger is this: If the current of mental activity sets strongly towards the senses outwardly, the mental activity is thereby diverted from purely intellectual processes, such as judgment. These statements will apply further in the direction of the kindergarten. If the mental activity sets strongly towards the feelings it will be diverted from the intellectual operations. It has an objection in this, that it does not distinguish between work and play.

Speaking of moral training, it seems to me that Dr. Harris pronounced a grand sentence when he said that the regular discipline of the school is the best training in moral habits that a pupil can possibly have,—a training not only in punctuality but in neatness, in order, in accurateness, in what-not virtue.

As there must be some direct moral instruction, the teacher should not accept the doctrine of Rousseau that the child is born good, nor, on the other hand, that he is born with the instincts of a savage.

There was no word said about health lessons. Our State has wisely included this, which comes closely in contact with moral lessons, perhaps, though not quite the same. Through the instrumentality of the W. C. T. U., the State has come to expect the teachers to train their pupils in the laws of health. I do not understand the import of this to be that certificates must be withheld from those teachers who use tobacco; but I do believe it is necessary that every child should be taught the laws of health, and I believe it is the duty of the teacher to set a moral example, in everything that morality really means, before the school.

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## PROMOTIONS WITHOUT STATED EXAMINATIONS.

BY G. A. CARNAHAN.

The Executive Committee of the Ohio Teachers' Association has assigned to me as the subject of a paper, "Promotions without Stated Examinations." I shall be content, if I succeed in newly adjusting the educational kaleidoscope so that you may obtain a new view of this important topic.

Promotions in the public school are made, primarily, for purposes of gradation and classification. Progress in the work of instruction necessitates the advancement of pupils, from class to class, from grade to grade, and from school to school. A constant influx of new pupils also compels frequent readjustments in grades and classes. Wise administrative ability is required to arrange properly a system of promotion that shall conduce to the highest welfare of every child, in whatever grade he may be placed. Very diverse opinions prevail respecting the frequency with which promotions should be made. The possibility of securing the highest advantages to be derived from gradation depends in a great degree upon the decision that is given to this inquiry.

It is probable that no method of promotion can be devised that will give complete satisfaction to all, since conditions vary in every community to such an extent, that the best contrived plan will prove faulty in some particular, and fail to accomplish the results anticipated.

Fifteen or sixteen years ago the subiect of "Gradation of Schools" (which is only another phase of the subject of promotion) provoked a very general controversy among the leading educators of the country. A brief "resume" of this discussion will enable us to appreciate more clearly the place and value of examinations, when we come to a consideration of that part of our subject.

It was claimed by those who objected to the "Graded System" that the prevalent methods of classification, that of annual promotion, crippled the advancement of pupils possessing strong and bright intellects, by fixing a standard of promotion, suited only to pupils of average mental activity. It was further claimed that it deprived the pupils of the best labors of their teachers, since the teachers were not at liberty to use their own individuality but were compelled to work after a uniform plan prescribed by some higher authority. It was further urged that annual promotions made "cramming machines" of the teachers to a fearful extent, since the standing of the teacher was liable to be judged by the number of promotions she could make at the annual transfer. It was further claimed that this system was the cause of a large proportion of the withdrawals from school, on account of discouragement caused by non-promotion. Still further it was asserted that this method of promotion fostered dishonesty in school work, both in teachers and in pupils, by constantly substituting sham work for real teaching and thoroughly honest study. The accumulating effects thus produced through a series of years was extremely demoralizing to all.

Such were some of the most prominent evils alleged against the system of classification which generally prevailed at that time in the common schools.

A strong effort was put forth under the lead of Dr. W. T. Harris, Superintendent of the St. Louis Public Schools, to demonstrate the superior merits of a system of promotion that should be applied to all grades of the common schools. It was maintained that this system would reduce to a minimum the evils that seemed to threaten the entire destruction of the graded system.

The plan proposed contemplated frequent reclassifications of the pupils. Instead of divisions by grades, separated by the interval of a year, that prevailed in nearly all the schools of the country, the pupils were to be classified in classes of thirty or less, and were to be separated in their studies by intervals of one, two, three, or five months. As often as these classes, any of them, became too small, by the withdrawal of pupils, or too large, by the accession of new pupils, there should be a new formation of classes. The best pupils of one class were to be sent up to the next higher class, the best from the next class below were to be promoted and joined with the pupils remaining. Thus, within the limits of a course of study requiring eight years for its completion by the average pupil, there were from twenty-eight to thirty classes, varying in distance from each other in their studies, from one or two months in the lower grades, to three months, or five months, in the higher grades. This plan of promotion elicited strong opposition and numerous protests were made against it in various quarters of the land. The positive assurances of the good results that would follow the adoption of this arrangement were generally received as glittering promises of an educational millennium that should dawn upon the world in the "sweet by and by."

The plan presented by Dr. Harris was adopted by several Western cities; notably St. Louis and Chicago, and is still adhered to, with some slight modifications by these cities. Elsewhere the scheme met with little favor. I believe that in a majority of the cities in the Union, promotions are made annually in all of the grades above the second and third years in attendance.

Whether promotions shall be made at short intervals of time, quarterly, semi-annually, or annually, are matters that by common consent have been relegated to school superintendents, each to regulate for himself, in perfect freedom, directed by his own enlightened judgment, according to the exigencies of time and place in his own field of labor.

The evils incident to gradation are inherent in the system and their mischievous effects can be averted, to a great extent, by an intelligent supervision of the schools by vigilant superintendents and principals.

Particular attention is called to the fact, that, in all of the discussion that followed the presentation of Dr. Harris's plan of promotion, scarcely a word of objection was uttered against the system of written examinations that formed the basis of every scheme of gradation and classification. Very few educators dreamed that any thing wrong was associated with the examinations to which the children were subjected, in ascertaining their fitness for advancement. Gradation presupposed examination.

The examination was the motive force that moved the children from class to class and from grade to grade. The examination held almost unquestioned control of the graded school. The evils everywhere apparent were supposed to be caused by the imperfect adjustment of the different parts of the machinery. No one thought of questioning the efficiency of the motive power or the wisdom displayed in the mode of its application to the different parts of the machine.

At length, thoughtful teachers began to observe that it made but little difference how the machinery was adjusted, whether it was set to work out promotions at short intervals or at long intervals, the evils, so seriously complained of, still infested the schools.

A reaction was at hand. Educational thought began to take a new direction. The suspicion was awakened that the cause of the mischievous influences at work in the schools, had a deeper origin; that they arose from a wrong application of the forces that moved the machinery; that the evils supposed to be incident to systems of gradation and classification, originated in the means used in effecting the promotions; that they were the prime generators of the serious mischief everywhere prevailing. By common consent the first field of controversy has been abandoned, and a new field has been chosen, on which the combatants have ranged themselves for contest. The evils that were formerly attributed to imperfect or wrong methods of gradation and classification, are now ascribed (in almost the same terms) to the misuse and abuse of the written examination.

It shall not be my purpose to attempt to controvert the numerous arguments that have been adduced to establish the excellence of written examinations. It is conceded that the proper use of examinations affords to pupils an incentive to study; that they train the pupil to expression and to a grasp of subjects in a comprehensive way; that they influence methods of study by indicating the essentials to be remembered; that they secure concentration of thought, intellectual knowledge, and self-mastery for the pupil. It is not denied that written examinations reveal to the teacher the deficiencies of his class; that they furnish comprehensive reviews of subjects; that they indicate the ability of pupils to enter successfully upon work of a higher order, and test the faithfulness of their work and the permanence of their acquisitions.

It is granted that to the superintendent written examinations test the methods of teachers and determine their real value; that they secure a convenient uniformity of attainments and afford a basis of classification ; that they often reveal the deficiencies of teachers and afford means of suggestion that result in strengthening their labors and promoting the efficiency of their instruction.

We go further, and declare that we believe written examinations are indispensable to the existence of a well graded school. We believe that they are as essential in securing true success in instruction, in obtaining a righteous administration of intellectual discipline, and in attaining the ultimate success of a school, as the well appointed and frequent examination of the machinery, the equipments, and hourly progress of an ocean steamer is to the comfort and safety of the passengers and the sure and successful termination of the voyage. Both school and ocean steamer would be in danger of wreck and ruin without constant and effective supervision and examination.

It is assumed, in the admissions just made respecting the utility of examinations, that they are such as would be approved by the wisest and most experienced teachers. The intrinsic value of examinations cannot be denied. The essential thing to be established is the right use of examinations. No other educational force can be made to operate with so much efficacy if it be rightly applied. But they must be made educative. This is a fundamental principle.

The grave mistake in school supervision that was made in the past, was the adoption of written examinations as the sole basis for the promotion of pupils. It has taken almost a quarter of a century of experience to show us the serious error into which we have fallen. Educators have been slowly, but surely and wisely, coming to the conclusion that there is a better use of examinations than its exclusive application as a measuring rod for testing intellectual attainments. They are now disposed to make a careful discrimination between the use of examinations for educative purposes and their use merely as criterion for purposes of gradation and classification.

The decision at which we shall arrive, respecting the usefulness or uselessness of stated examinations, depends upon the character of the discrimination of which we have just spoken. This is a vital point in this discussion.

All that is valuable and worthy of preservation in any system of examination depends upon the use to which it is applied. Use is a measure of value in matters educational as well as in things material. Right use of intellectual and moral forces leads to mental growth and moral progress. Wrong use of educational forces and appliances is productive of mental stupidity and spiritual death.

This doctrine of uses leads us to the statement that examinations may be properly classified in two distinctly separate classes. In one class we may arrange all examinations that have a purely educative purpose, that may be used as instruments of teaching and training. In the second class may be placed those examinations that are used solely as standards for promotion, as measures of accumulated knowledge. He who is able sharply to distinguish the peculiar characteristics that separate these classes will have no trouble in fixing the place and in defining the value of written tests in a system of schools. The place which the written examination should occupy and the value it has when used for purposes of teaching and training are so well set forth in Dr. E. E. White's Elements of Pedagogy that I cannot do better than to quote in full what he has written concerning them. Dr. White says :

"Written tests may be used to a limited extent in the daily recitations, and increasingly as we ascend in the grades. The written test has long been used in teaching spelling, the written processes of arithmetic and algebra, and it is now increasingly used in teaching language and other branches. It may be effectively used in final reviews, where the recitation needs to be more incisive than comprehensive. What are usually called "written reviews" are only written tests applied to the successive portions of a subject gone over more thoroughly and fully when advancing. The topic method of reviewing subjects affords an excellent opportunity for the use of written tests, especially in the reproduction of analytic outlines to serve as a basis for the fuller oral recitation.

"But the written test may be wisely used as a final review of a sub-division of a branch of study. Nearly all the branches of knowledge taught in the schools are composed of several more or less closely related subjects which are sufficiently distinct to permit their successive mastery. Arithmetic, for example, includes the several fundamental rules, fractions, decimal fractions, United States money, denominate numbers, percentage, etc., and like subdivisions are found in geography, English grammar, history, physiology, etc. When pupils have gone over one of these sub-divisions and are supposed to be well prepared to advance to the succeeding one, it is very profitable to subject them to a searching examination, and the same is true when they have completed a branch of the subject."

In addition to what Dr. White has stated, it may be said that in the regular course of the teacher's daily work, at various points in the course of study, written tests should be applied which shall determine the status of the pupil, 1st, as to the mastery of the topics passed over in his study, 2nd, as to his relative standing with other pupils of his class, 3d, as to his fitness for promotion to other work.

The questions submitted to the pupils should be few in number and may touch but a single topic, as in weekly or monthly reviews, and should occupy no more time than is usually devoted to the daily recitation. These tests should never be used at stated intervals, but at any time when the good of the pupils seems to demand it. Such examinations will sufficiently determine the fidelity of pupils in their school work, and will not load their memories with a multiplicity of facts that become burdensome and are the occasion of endless fret and worry. This is the only kind of examinations respecting the minute details of lessons that should be applied to children in the common school. "When thus used the written test is a most valuable means of school training. It is not only in harmony with the freeest and most rational teaching, but may be made a valuable aid to school training—a fact attested by the experience of the most progressive and skillful teachers of the country."

The substitution of the use of the written test, as suggested in the outline that I have just presented, combined with the constant use of the oral examination, which necessarily forms a part of the daily work of every competent teacher, is the radical remedy that is offered for the cure of the manifold evils and abuses that have grown out of the system of stated examinations that has succeeded in fastening itself as an incubus on our public schools.

It is no valid argument against the examinations that we have advocated, to assert that they may be made a source of cram, worry, rivalry, over-study, and the host of evils common to the use of the ordinary stated examination. Nature's choicest blessings are subject to abuse and misuse by those who are careless and ignorant. The wisest scheme for the improvement of systems of instruction may be misapplied by the unskilled and ignorant. The most careful foresight cannot provide against the misuse of the best educational methods ever devised.

Examinations used as instruments of training, or as tests of mental growth and power, lead directly away from the evils so much complained of. Examinations used exclusively as criteria for promotions, as tests of accuracy of attainment, as gauges of accumulated facts, tend inevitably to the production of direful results. The standard set up for the teacher's work has a powerful influence on the work itself, and virtually controls it. Examinations of the first-class are incentives to every conscientious teacher to put forth his best powers and to labor for the best interests of his pupils. They lead to real teaching, teaching that arouses mental activity, that develops the mind in the best possible way, and at the same time leads to the acquisition of knowledge that is most useful to the mind. Such examinations constantly lead the teacher to the construction and use of questions that shall test the condition and progress of the mind in its development.

Examinations of the second-class constantly lead toward a perversion of the best efforts of the teacher, narrow and groove the instruction, set an artificial value on accuracy of statement, almost necessarily occasion the use of mechanical methods of instruction, tempt pupils and teachers to mere cramming, produce unsymmetrical development of the faculties of the mind, and cause most of the mental worry, physical exhaustion and overpressure charged upon the schools by their most virulent critics and enemies.

Intimately associated with the remedy suggested, as an element of prime importance in the "new departure," is the acceptance of the teacher's judgment as a controlling authority in forming the decision of fitness for promotion. Examination should go along with instruction every day of the child's school life. The process of real teaching is a process of examination as well as of instruction. Every recitation whether oral or written is in a certain sense an examination. A competent teacher who has taught the subject of spelling for six months, does not require the intervention of a superintendent's examination, set forth in tabulated percents, to enable him to decide with sufficient accuracy the fitness of every pupil in his class for promotion in spelling. The teacher who has diligently and enthusiastically trained his pupils in mental arithmetic, carefully applying oral and written tests in his daily work, knows more about the ability of his pupils to do the work of the next grade than a dozen examinations set by a foreign hand will reveal.

Take as another illustration the subject of geography. Who can conceive a more dreary drudgery than that of preparing a class of pupils to obtain the required percent on a set of questions selected from the ten thousand probable questions scattered throughout the prescribed course of study. Give the intelligent teacher freedom to do her best work in her own best way in this delightful study, and she will accomplish better results and will be enabled to decide with more certainty the competency of her class for higher work than any certainty which the figures of stated examinations can possibly signify to her. Her decision will be a better standard for promotion than the answers to chance questions selected by those who are ignorant of the special work she has attempted and the methods employed in doing that work.

If the ability and honesty of teachers be doubted, there are ample means at hand to judge of their work, from data that can be gathered in the school-room, by the superintendent or principal in charge of the school. Besides, it is the special province of superintendents and principals to ascertain by proper inspection of the teachers' methods of instruction and discipline, whether they have the requisite knowledge and ability to educate the children entrusted to their care. If the teacher cannot judge wisely of the progress that the pupils have made in their studies, and fails to rank them justly in the promotion, she is not qualified to be a teacher. She has an inherent unfitness which cannot be amended by examination but by dismissal from service.

There can be no doubt in the minds of those who are deeply concerned in questions of educational reform, that the system of written examination, so universally used as a criterion in making promotions, has for many years held the place of pre-eminence among educational appliances. It has dominated in all departments of public instruction, from the lowest primary grade to the highest class in the university, dictating and determining the rules and regulations by which all educational progress shall be adjusted, establishing the conditions for the distribution of all scholastic honors and rewards, fixing the comparative standing of scholars, deciding the relative efficiency of teachers and the places they shall hold in educational service.

The multiplied evils that have followed the prevalence of the system of written examinations in England have become so oppressive, that the outraged sentiment of the people has found expression in a petition to Parliament, praying relief from the unjust and oppressive influences that, in the language of Mr. Frederick Harrison, "is now bullying, spoiling, and humiliating education."

Prof. Max Muller, in his comments on this "Sacrifice of Education," as it is called, says: "I believe the time has come to examine the examinations, to improve them, and to reduce, if possible, the evils which they have produced. The mischief done is, I believe, most serious. It will poison the best blood of England, if it has not done so already. Many years ago we wanted to have examinations for the sake of the schools and universities; we now seem to have schools and universities simply and solely for the sake of examinations."

I quote the following from the American supplement to the Nineteenth Century: "Our leading educators, as in England, have already learned the lesson that the examination system has been overdone, but lower down in our vast system of common school education, the examination octopus is sending out its arms and grasping all that comes within its reach. Unless stopped in time serious mischief may be done. The cramming of the youngest minds; the accustoming of children to frequent, long, weary and exhausting examinations; the elevation of the system of marks to the loftiest pinnacle of the educational edifice; the uniform grading of a host of differently constituted children by a system of figures; the ignoring of individuality; the suppression of all free and vigorous intellectual growth; all these features cannot but result disastrously upon the advance of our intellectual development. When we see the brightest and best minds of England coming forward and loudly protesting against the present system of examinations as practiced in that country, we may well take the lesson to heart. It is an unmistakable warning that examinations can, as they have in England, be pushed to extremes."

Can the evils that are the occasion of so many serious complaints be corrected without the destruction of the examination system? There are some objectors who assert that the annihilation of the system is a blessing devoutly to be desired. Indeed, in many localities the tendency is toward the abolition of all examinations. The true solution of the problem will be found in the right decision of the question of what is the legitimate *use* and *purpose* of examinations.

This use and purpose has been sufficiently indicated in what has been said respecting the two definite and separate classes of examinations. He who has firmly settled in his mind that examinations should be used only for purposes of teaching and training, and has determined that all of the educational forces at his command shall be directed toward the accomplishment of this purpose, has practically settled the problem. The entire abandonment of the use of stated written examinations as a basis of promotion, will banish the detestable brood of evils that has infested the public schools, as the dawning of the morning light will banish the darkness of night.

A few years ago, the promotions of the pupils in the schools of Cincinnati were made upon written examinations at the close of each year. The questions for examination of pupils of the district and grammar schools were made by the principals of these schools, under the direction of the Superintendent, and were uniform throughout the city. The questions for examination of pupils for admission to the high schools were prepared by the Superintendent.

So much dissatisfaction was expressed from year to year respecting the promotions made to the high schools and to the various grades in the lower schools, that a change in the mode of promotions was urgently demanded. An arrangement was made whereby those who had attained a percentage of 90 or above, should be promoted as "Honor Pupils." An additional number, about one-half of those remaining, were advanced without examination. The remainder were required to pass a written examination, on which they had to obtain an average of 70 percent to entitle them to promotion. Those who were advanced as "Honor Pupils" and those promoted without examination were ranked in the high schools on the averages of the various examinations they had passed during the year in the grammar schools.

Three years ago, at the suggestion of Dr. E. E. White, a "new departure" was authorized by the Board of Education. This plan prescribes that all promotions in the grades of the district and intermediate schools shall be determined by the actual knowledge of the teachers and principals, of the proficiency of the pupils, derived from careful observations of the daily work and progress of the pupils throughout the entire year.

Monthly estimates of the work of each pupil are recorded in books properly arranged for the purpose. These estimates are made without the daily marking of pupils and the use of results obtained from monthly or other stated examinations for this purpose. These estimates are subject to revision by the principal of the school, who is required to make himself thoroughly acquainted with the proficiency of the pupils under his supervision. This acquaintance is to be acquired by subjecting the pupils to such oral and written tests as will indicate the advancement they have made in the several studies. The recorded estimates are sent to the parents for their information, at the end of each month, or two months, as may be preferred. The average of each of the studies in these monthly estimates is the basis upon which all promotions from grade to grade and from one class of schools to another class of schools is made. The promotions from the intermediate schools to the high schools, and from the district schools to the intermediate schools are made upon the written order of the Superintendent. Promotions from grade to grade in the various schools other than those just mentioned and made by the principal in the respective schools. The right of appeal for an examination is reserved for any parent who may be dissatisfied with the decision of the principal or Superintendent, in reference to the non-promotion of his children. This plan has been in use three years in the Cincinnati schools. The results of this system of promotion have been fully set forth in Superintendent White's report for 1888-89. The plan has worked well and has been received with general favor. There are some principals and teachers so stiffened and blinded by the mummifying tendencies of the old system, and so stupefied by the soporific influences of "percentages," that they are unable to see any virtue in the "new departure."

I desire to enumerate some of the advantages accruing from the adoption of the plan that has been substituted for the "percent" system of stated examination formerly used in Cincinnati.

First. It has brought freedom to the teacher—freedom from the thraldom of "cram," that has ruled so long with despotic sway, that in the language of S. Simon, the French educator, "we do not prepare our pupils any more for life but for examinations." Freedom has come to the teacher to thrust aside false methods, and to introduce into the school real teaching, that shall have for its object the development of every faculty of the mind, the upbuilding of real knowledge, instead of attempting to store up in the child's memory a mass of isolated facts and unrelated ideas of little value in after life.

Freedom has been given to the pupil. His attention has been called away from the ever impending examination, and he finds time to study the principles that underlie each subject of thought, and he learns to love knowledge for its own sake. Teacher and pupil find a common bond of interest in the work in which they are engaged, and are lured onward by the constant opening up of new fields of thought and experiment.

The uplifting and vivifying influence of this extension of freedom to teacher and pupil cannot be overestimated. Its effect has been to increase the interest of teachers in their pupils, and to substitute a living personality for a flexible measuring rod—a real teacher for an automatic weighing-machine. Its most important influence on pupils has been to relieve them from undue anxiety with regard to their promotion, by building up in their minds an abiding faith that fidelity to daily duty, a cheerful performance of the work that each day brings, will ensure its prompt reward.

Second. It saves much valuable time. For many years, it was the custom to examine the pupils in many of our grammar schools five, six, or eight times a year. I have known schools in which the pupils were examined in every branch of study, every month in the school year. At least from three to four days were spent in writing answers to the questions given at each examination. Thus, in the course of the year, from twenty to thirty days were lost in the work of answering questions, marking papers, recording and summing credits; which work signified nothing when it was done. Had the time been spent by the pupils in suitable study and training exercises, and by the teachers in endeavoring to ascertain and administer to the needs of the pupils, manifold more benefit would have resulted to all. We read in an educational journal a few days since the following item: "We were much surprised on visiting —— in February, that atter a week spent in examining, all the schools in the city had been dismissed for two weeks to give time for checking the promotion lists and re-arranging the classes; and five hundred teachers and more than twenty thousand pupils waited while two or three persons in the central office did the work." Contrast this brief description of wasted time and energies with the following statement:

In the city of Cincinnati last June, more than twenty-five thousand pupils were quietly promoted from grade to grade and from school to school without the loss of a single day, and without worry and excitement from examination, and no overtaxing of nervous energy in cramming to make up for lack of application or loss of time, or to satisfy the anxiety of parent or pupil.

This is an obvious result in favor of promotion without stated examinations.

Third. The promotion of pupils without stated examinations, lifts a heavy burden from the shoulders of earnest and conscientious teachers,—a burden from which many weary souls have earnestly prayed to be delivered—that of marking papers and recording results.

The teacher's labors are ordinarily severe enough without the imposition of needless work and worry. No work that the teacher engages in with her class is half so exhausting of vital energy, so soul wearying in its nature, as that incident to the close and careful investigation of the thousands of examination papers, prepared by the pupils in answering the questions set by principals and superintendents. How often have I seen teachers carry home great bundles of these papers, over which they have drearily and painfully labored, robbing themselves of precious hours that should have been devoted to restful sleep that would have given them needful strength for the labors of the following day. This useless labor, cruelly imposed upon them, has often unfitted them for the class-room, and frequently laid the foundations of disease and premature death. All this is done to determine the pupils' standing for the next term, or for the next grade, or for the next year. Every teacher who is worthy to hold his position knows perfectly well before the examination each pupil's rank and fitness for higher work. He alone is the best judge of the pupil's ability to do the work of the next grade. Why should we longer tolerate such a foolish waste of time and labor?

Fourth. The moral influence of promotions without stated examinations is of inestimable value. Good behavior, fidelity to daily duty, and success in school work are the elements that decide the pupil's right to promotion. A knowledge that these are hourly and daily requirements that cannot be put off to a more convenient season, operates as a powerful stimulant to success. The faithful pupil, delivered from the torment of the ever-impending examination, knows that his persevering efforts will meet with satisfactory reward. Thus encouraged to study and diligent endeavor, the close-plodding pupil is more certain to succeed. Character counts for more than smartness and quickness of memory, and is always apparent in the daily and monthly estimates of his teachers. The lazy and indifferent cannot hope to find time in the future to make up by cram and dishonest endeavor the losses caused by idleness and inattention. No spasmodic effort can compensate for time and opportunity lost. The pupil is thus taught that the work that each day brings to him, is a duty which he owes to himself and to his school. Habits of industry and self-control are found to be of essential value, if he would make progress and succeed in his school work.

This is practical and effective moral training that must result in the upbuilding of character. Thoroughness in work attempted and perseverance in well-doing are the products of the daily choices he is called to make. Neither of these sterling virtues can be cultivated by cramming for examinations. Their opposite effects are more often manifested when the supreme desire is to pass the examination and attain the highest percents.

The object of all school effort should be the correct training of the young in such habits of study and conduct, and in the acquisition of such knowledge, as will make them good and true men and women, blessings to themselves and ornaments to society. The teacher is greatly aided in accomplishing this grand object by dispensing with stated examinations for promotion.

### DISCUSSION.

**Reynold Janney**:—Everything new that we start out on is honestly undertaken. We may adopt a system or plan and attend to it honestly, but after we have used it a while it becomes corrupt.

We fall into habits that are not becoming. Then we must turn. We start out on a new line and it works well for a time. Then, another change. I am inclined to think that, in this question of examinations, we work with an honest end in view—that of honest promotion of pupils. But we lose ourselves in formalism and routine. Then we want a change. It is more in describing what we want—a war of words—than a war of ideas. We often hear discussions ou this point that are merely discussions of definitions. There is a difference merely in the way of defining a term; but we are all seeking one end.

Laying aside the idea that the final examination alone should determine a pupil's promotion, nearly all agree in this, that the class and recitation work of a pupil is incomplete without oral and written tests. The oral work should enter duly into the determination of the student's fitness for promotion. The viligant teacher will find in it the very best opportunity to determine the student's application to his work. But there is as much room for dishonesty on the part of the teacher in oral work—there is as much room for fault-finding, as there is in the case of the examination system. Teachers are not always able to make just estimates; and where two or three teachers are in the same grade in different buildings, I think there is room there for such individual leaning as the teacher may think best. Written tests show the pupil that mere chaotic information is weak. They show to the teacher weak points in his work, and serve as checks to any over or under estimates he may have made, based upon oral work. Up to this point I think teachers generally agree. Now comes the place of disagreement. Shall we have, after all this, a final examination? Many teachers and superintendents, influenced by the evil results of purely mechanical examination, have been lead to believe that promotion should be based entirely on the teacher's estimate of the oral work of the class room. My ideas are based chiefly upon practical use of what is learned in the school-room. If the facts learned in the schoolroom are to be used in practical life, the pupil must become master of them. He must review them often, and every fact and principle learned must be applied in all subsequent work.

It is the fault of the teacher or superintendent if the pupil dreads the final examination. Looking back over an experience of ten years in the school-room, and gathering all the information I have been able to obtain from all sources, I have found no system that pleases me more than the one I have used in the high school room. That system is this: The teacher should make a monthly estimate, from memory and such written record as he may have of the student's oral and written tests during that month. He should not make daily grades during the time of daily recitation. Let there not be more than two final examinations. Let not reviews stand out as the only chance the student has to be promoted to the next grade. Let the final passing of the student be based upon the combination of these final examinations and these monthly estimates. I am aware that there are objections to this plan, but no plan strikes my mind as being better adapted to give good results.

W. A. CLARK:—The gentleman has made the statement that he would object to any written record made by the teacher during recitation; that is, to entering a grade in a roll book or record book during the time of recitation. What is the objection?

REYNOLD JANNEY:—I do not object to entering a grade at the close of or during the recitation, provided it is done in the proper manner. I do object to marking each pupil as he recites, as this practice diverts the attention of the teacher from the real work in hand.

ALSTON ELLIS:—I have not been able to give vent to my feelings on this subject for the three or four years that it has been under consideration. I would like to say that I am not afraid of examinations. I believe they have a double purpose in the school-room; they may be used as a basis for the promotion of pupils, and for the purpose of determining how much is taught and how much of real mental power the pupils possess. All the arguments that have been made against examinations in the public schools are based on the incapacity of those who conduct them. If properly conducted, they are an inspiring means of testing the work done. First, examinations should test how much of the work has been completed by teachers and pupils. Second, they should test how much of general information and how much of thought have been brought out by the teachers in their work; and third, they should test how much of mental power the pupils have gained. It is not necessary to prepare several tests, but one test may be sufficient to accomplish these three ends.

The only trouble with such a system of examination is this: If you have a cast-iron rule that says that the pupil must attain a certain standard before he can go on to the next grade, instead of leaving the matter to those to whom the work is intrusted, evil may result. Let the board of education keep hands off. I claim that high percents are not necessary in order to just promotion of pupils. The whole matter of examinations and promotions should be left with the superintendent of schools, and it should be his duty to aid the subordinate teachers in forming their judgment. If all teachers were infallible, and all capable of forming accurate judgments in all cases, then I should say there would be no need of the superintendent's examining. Now, it seems to me that these people who advocate doing away with examinations are actuated by a two-fold purpose. First, they want to gain a little notoriety, and second, they want to get out of the work necessarily involved.

I have, for fifteen or eighteen years, determined the promotion of pupils from two things: the examinations, and the verdict of the teachers themselves; and with my experience before me I will say that I am inclined to place less dependence upon the teacher's estimate and rely more upon my own knowledge of the case. I am going to take more of the reins in my hands hereafter. The teachers will inevitably vary in their judgments. In some cases the pupils will have almost wholesale promotion under the verdict of the teacher. It would be better for the superintendent, in schools no larger than those I supervise, to come into direct personal contact with every pupil under his control, in the course of the year. My experience has shown that the daily grades of the pupils will correspond very nearly with their record in examinations.

I would suggest that we leave off the final June examinations. I do not believe that they are necessary, and I would suggest to superintendents that they can very easily arrange their examinations along in May or June, so as to have them finished and out of the way before the end of the term. One of the principal objections will thus be disposed of.

Examinations have their use and their abuse, but I believe when properly used by intelligent and honest teachers, the whole system of examinations will be for the up-building of the schools.

R. H. Holbrook:—I cannot say that I always agree with my brother in all points that we discuss, but I most heartily endorse the sentiments of the paper which he has read. I thought it breathed the spirit of an awakening in our educational work. I thought it would inspire every teacher to renew his interest in the personality of his pupils and in the immortality of his work.

I did not like to have my friend, Dr. Ellis, get up here and accuse the writer of being afraid of work, afraid of examinations; for I have been in a position to know something of the grand good work which he is doing. The whole business of examinations rests upon good foundations. I do not believe that the schools of this country would introduce into their machinery any element such as tests or examinations, without its having in it something that is needed, something that is useful. I do denounce the abuses which come from examinations. We need not be afraid to be criticized, we need not be afraid to have the abuses of a good thing pointed out to us.

I am disposed to think that there is in examinations a great deal that we forget to get out of them. Examinations ought to be a means of educating, a means of training, and we narrow them down simply to a means of testing. Our examination work fails to produce the benefit that it might produce for the reason that we do not have enough examination.

Now, I would like to enter into a sort of philosophical explanation of that position. All intellectual activity is based upon certain physical accompaniments. The mode of receiving or expressing knowledge is naturally but physical activity. Our pupils have first to acquire facts; they have to think about them and digest them, and, lastly, express them. But we forget that. We fail to remember that education is not cramming. We do not take into consideration the fact that the process of digestion and assimilation must follow the acquisition of facts and material,—the process of changing the raw materials into the qualities of the mind. Just as soon as certain facts have become familiar and have been thought about sufficiently, then give pupils a chance to tell what they know. And if you want pupils to appreciate examinations give them often.

SEBASTIAN THOMAS :—I am not in favor of abolishing examinations altogether. I think every superintendent and every principal ought to be informed as to the fitness of the pupils for promotion. In a little school with which I am quite well acquainted, where the superintendent can do everything and name every pupil in his school, he can very readily know whether a pupil is fit to be promoted. It is not necessary for pupils to stand an examination when the teachers all know that they can do the work in the next higher grade.

I believe in examinations as tests, but I do not believe in them as being absolutely necessary to establish the teacher's authority. A man comes to me and says, "My boy was not promoted. Why not?" And I simply say, "He is not fit for it," and then let him go and chew upon that. Teachers need to establish their authority in this matter, and it should not be necessary, in order to satisfy everybody, to establish a certain grade and make it the basis of promotion. *When a pupil is fit to be promoted, promote him, and if he is not fit, I would not promote him.*

C. H. MILLER :—I just rise to tell you that I could take you to a school of about eighteen, who love examinations. I have had written examinations and found them very profitable.

W. A. Clark :—The trouble with our examinations, in the first place, is that they are negative tests. The natural progress of the pupil is upward. The examination is a test to discover whether he will miss enough answers to keep him back; and that whole system of negative tests is wrong. There comes a complaint that the examinations are grinding the life out of the pupil. It true, we have got to do one of two things: either abolish the examination system entirely, or else make it so that the pupils and teachers will love that work.

H. Bennett :—The gentleman says we must either dispense with the examinations or make the pupil love them. If the examination is only similar to the recitation, what will you do with the pupil who does not love the recitation? Put him out of the class?

L. W. Day :—I cannot see any reason for taking such extreme ground on this question, either way. I believe in examinations to a certain extent, properly prepared and submitted under proper conditions. I believe the judgment of the teacher should be considered equally with the result of the examination. The idea of saying that we shall have no examination, or all examination, is simply ridiculous. I believe there is a golden mean.

S. M. Dick :—My teachers complain of more work under the new plan of tests than under the old method of examinations.

G. A. Carnahan :—The gentleman has made the mistake of giving examinations instead of tests. To illustrate my idea of a test, we will suppose that a teacher has been teaching spelling. Suppose she has been teaching it a week, and on Friday she gives a test and gives it in the time of the usual lesson. The same plan would be followed in arithmetic and other branches.

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## A MAN WITH TWO BRAINS.

BY PROF. E. T. NELSON.

Prof. Nelson's paper, read at Tuesday evening's session of the Association, was not furnished for publication. We reproduce the *Toledo Commercial's* brief report.—Ed.

The paper given last evening by Prof. E. T. Nelson, of Delaware, was illustrated by several cuts of the brain, which helped to give much interest to the talk.

He related the story of the learned Dr. Robert Hall, of England, who suffered mental alienation, in which he imagined his head grown to such enormous proportions that it contained two perfectly formed and distinct brains; that he could use one while the other rested, and who said to a young physician who thought to convince him of his mistake by saying that he too had two brains, "You, you young upstart! why you have not half brains enough to fill one head of ordinary size." After relating this by way of an introduction, he said: "Ladies and gentlemen, though I run the gauntlet of like criticism at your hands, I desire to talk to you to-night about men with two brains, and while so doing to present some thoughts on educational methods which may be suggestive, if not practical. The dualism of many organs in the human body is self-evident. Thus we have two eyes, two ears, two lungs, etc. Though the elements of a pair have a community of interest and are mutually dependent, yet probably in every case one organ is capable of performing its appointed work after the extirpation of its fellow. He gave instances of this in the different organs and said: This dualism of organs is so obvious that it appears axiomatic, and yet the full force of the teaching has not been appreciated, and is not to-day. It remained for Prof. James Dana to sum it up in a paper on "capitalization," on "head power." * * He elucidated the law that all single organs are to be found on the middle line of the body, and further that when organs exist in a pair, they are to be found on each side of that middle line.

Some claim that it is not universal in its application, and point in triumph to the heart, ill-shapen and displaced, to the lungs and to the stomach. Here the truer insight of the anatomist serves him a good purpose. He knows that the heart, if an exception, is only so from the accident of its position. He then told how the heart, in fontal life is symmetrical and central, but is displaced by the breast bone as the organs become enlarged. He also spoke of the aorta as one of a pair, the other becoming a slender cord simply from disuse, giving the reasons for the same.

The human brain is a double organ having right and left halves of nearly equal size and weight. These are separated by a fissure extending the entire length of the brain. If the fissure were separated, a fibrous mass called the "callous body" would be found, its fibers passing transversely across the chasm, serving, as is generally supposed, to co-ordinate the two hemispheres of the brain. However, many deny this, Fiedeman maintaining that the fibers connect the upward extensions of the spinal cord; Todd reminds us that the fibers are developed prior to the hemispheres; Hamilton flatly denies the assertion.

Prof. Nelson then explained the matter by means of cuts representing the brains of lower animals—the codfish, cat and ostrich—showing the separation of the hemispheres, and continued: "Thus the gross anatomy of the human brain and a survey of selected types of lower animals unite in dictating to our minds that the brain of man is not one single organ, but rather a pair of organs placed side by side.

The left hemisphere of the brain was then represented, and the small mass of gray nerve matter known as the Island of Reil, pointed out. In this mass of gray matter, he said, is the seat of articulate speech. He referred at length to the ravages of disease called aphasia, or loss of power of speech. Proper names, then names of parts of the body, then articles of dress and of food vanish, and the vocabulary is reduced at last to a few meaningless monosyllables. The disease, he demonstrated, was due to an injury to the frontal portion of the brain.

It is evident that we are discovering the laws of brain action in our universities and physiological laboratories, and laying the foundation for a truer, because more scientific, psychology than that which is taught to-day.

He explained the course of the spinal cord, it too being a double organ, and that a variation in the size, weight, mental power, or blood supply of the hemispheres explains the right or left sidedness in any particular case.

He then told how the half of the brain may be removed from lower animals without producing death, and that even the symptoms of paralysis disappeared after a time. There is, then, no argument for exclusive specialization in either hemisphere; no foundation for phrenology; less, if possible, for the ofttime assertion that the left side of the brain is the seat of the understanding; the right, the seat of the will. The dualism of the brain is as certain as that of the eyes or the feet.

Prof. Nelson closed by asserting that he believed it possible so to educate the brain by educating the muscles of the body, that the organ could perform two separate functions at the same time. If we would reach our highest possible development, we must begin to educate the left hand. We must teach it the arts and the sciences as we have taught the right. Thus will more blood and more power be sent into the right brain, waking its latent energies. Then and not till then will the mind regain her throne, and the world see what God created and man almost destroyed—"a man with two brains."

## ADDRESS OF WELCOME.

BY HON. KENT HAMILTON, MAYOR OF TOLEDO.

*Mr. President, Ladies and Gentlemen of the Ohio Teachers' Association:*

No words of mine are necessary as a welcome by the people of Toledo to the teachers of the State of Ohio who have done us the honor to gather in our midst at this great convention. We are always exceedingly glad to welcome any stranger, but I wish to assure you that the people of Toledo hold in exceedingly high regard the teacher, not only in the State of Ohio, but those from any portion of the Union or the world who follow that high avocation.

We all recognize the honor, the greatness, the responsibility, and the vast duties of the office of the teacher. We recognize and believe that if the teacher, standing as he does at the very fountain head of human intelligence, and therefore of human progress, fails in his duties or comes not up to the high water mark, then indeed all of us suffer. We also know that the teacher who is actuated by a sense of the great responsibility of his calling, who feels that he has a mission and a duty to perform in this world, who recognizes the great responsibility that he has in performing aright the great functions entrusted to him,—we all recognize that when the teacher thus honorably and properly performs his great duties, not only is the city, but the state and the nation immeasurably advanced. Whatever other avocations men may pursue, there are none that the state holds in higher honor; for those who have led mankind from the dawning of civilization to the present day in the pathway of progress have been the teachers. It is the great teachers of the world that have lighted up and made luminous the pathway of mankind in the progress of civilization. Read the annals of civilization and you find that among all the greatest minds of the world those who stand prominent above all others have been the teachers, and why should we not therefore be glad to welcome to our midst those who have set themselves apart to this high and illustrious calling?

I can only say to those within the hearing of my voice that I hope your gathering here will be pleasant in every sense of the word, and that when you go away from Toledo you may always entertain pleasant recollections of your visit here. I hope you may be able to see something of our city. We are not only proud of ourselves but we are proud of our town, and we want you to look it over and go back to your neighbors and tell them about it. If we did not know that you were indispensable elsewhere, we should insist on your staying here right along. But I say to you, if you are dissatisfied at any time with the place where you are now, you had better come to Toledo and we will all be glad to see you here. We hope that you will have a pleasant visit here among our people. We are glad you have come and we would also be exceedingly glad to have you return. I bid you, in the name of our people, a very hearty welcome to our midst.

## RESPONSE.

### BY HON. JOHN HANCOCK.

*Mr. Mayor:* It has been made my pleasant duty to respond to your very cordial welcome to the teachers of Ohio. It is just a quarter of a century since the State Association met in this city of yours. Some of us, at the time of the former meeting, through the urgent solicitation of our well beloved Uncle Samuel, were in the tented field, and were unable to be in the city at that time. What things have occured in that twenty-five years! Then the country was discordant, now it is united, as we trust, by a bond that shall never be severed.

The material progress of this country has been wonderful within these twenty-five years. We could not set it forth in words. No nation in the world's history has so thriven as has this country of ours, within this last quarter of a century. Laying aside all thought of this material glory and increase in wealth, what have we done in the cause of education during that time? Those years have been more prolific than any twenty-five years within the world's history. Great progressive movements in methods have been made in that time. We have thrown aside as useless the methods that prevailed before. We have adopted methods that have their foundation in the philosophy of the human intellect,—those better methods that stir the minds and stir the hearts of children instead of benumbing them. We have not done so much in the way of legislation as we should be glad to report to you this morning. Our city, town, and village schools generally have a system that is not excelled by any in the world. There all is activity and investigation. This has been reaching out into the country, so that we have high schools not only in these regions, but they are conducting them in the country. We trust that ere another twenty-five years shall have gone by, the influence of higher education will have touched every portion of this land of ours.

It was my pleasure last year to travel to the Pacific Coast, and there we were received by that hospitable people, that splendid people whose hospitality could not even be exceeded by the beauty of the country and its delightful air. And in triumph went the teachers from city to city, and everywhere open houses were kept and carriages were at the disposal of the teachers, and when we arrived at San Francisco every house seemed to be open, and, as I have said, we have never seen or known such splendid hospitality before. But it remains for the city of Toledo, one of the many cities of Ohio, to reproduce as a city some of this hospitality. If the program is carried out, as we have a right to believe it will be, by the citizens here, we shall find in your midst a hospitality as free and as generous as was the hospitality of the Pacific. In behalf of the Association, I return thanks to you for this warm and hearty welcome which you tender us in behalf of the citizens of Toledo, and we shall carry home with us most pleasant recollections, and this city will be talked about as I know you will be glad to have it talked about.

## INAUGURAL ADDRESS.

BY DR. C. W. BENNETT, PRESIDENT OF THE GENERAL ASSOCIATION.

*Fellow Teachers of Ohio:*—I desire to thank you most sincerely, for the honor this Association has conferred upon me. A conscious feeling of inefficiency only serves to deepen my obligation to you, and to increase my appreciation of the high recognition I have received.

At the close of another year, we have locked our school-room doors, and have come to the annual meeting of the Ohio Teachers' Association. The purposes which have brought us together, are manifold. We are here to represent the great general idea and aim of education, in the broadest sense, from the common school to the college and university; to gain inspiration from debate; to re-enforce our right convictions and to correct such as are wrong. We have come to strengthen old bonds of fealty and good will, to talk over our successes, our mistakes.

Bancroft says, "It was the custom of the Scythians to strike the cords of their bows, at their annual feasts, to warn themselves of danger."

And it is at these annual meetings, mainly, that we raise the voice of warning, and sound the bugle note to the advancing line. Every loyal teacher in Ohio, we are confident, must look forward to these meetings with feelings of pride and solicitude; (a) an honest pride for the rapid growth of scholarship and the large extent of intelligence the schools of the land are giving back to the people for the money expended in them; (b) and an intense solicitude, for the future necessities and demands which restless, changeful public sentiment is placing upon us from year to year.

There is no work in this country, so complex, demanding so much wisdom, forbearance, persistence, and heroic faith, as the management of the American public schools. There is no subject of more vital consequence to this vast commonwealth, or to its government, than our system of free public instruction. It is the liveest theme of the age. It is the greatest pride of the republic, the bed rock upon which are founded all our institutions, public, private, political or financial. Education is power. The great life agencies which are inventing and hammering out our machinery, bridging our rivers, constructing railways, applying the force of the electric spark, developing the oil and gas fields, are in the trend of this gigantic mental force. The basis of all our social relationships is centralized here. The foundations of society and of national progress are fixed in the general intelligence of the masses. And it is a well nigh conceded proposition that the future of this country is in the hands of its educators.

Education is a subject which never grows old, view it from whatever stand-point we may. The various ends to be sought are fashioned by the customs and tastes of the people, by the kinds of labor in which they are employed, and by the various nationalities represented. And the means for accomplishing these ends, must, of necesity, be infinite in variety, answering to the varied requisitions made upon them by the public.

This turbulent, on-rushing age of progress, with its teeming wealth and stirring life forces, will make changes in our educational policy, to meet the exigencies of the times. Immigration pours in upon us its flood tides of opinion and power from other systems of training, introducing new phases in social order. The spirit and essence of the age finds its motor force in the work shop, in the busy counting room, in the laboratories of science, in the necessities of a rapidly increasing population. Invention, of itself, has eliminated many of the old forms, and has ushered in a new era, to the laboring classes.

The new modes of production give to labor the character of restlessness, and new problems of legislation and of education have been created therefrom. Now all these conditions and many more, the school of the present and of the future must consider. How the school is to be made serviceable to these demands is the question for solution. The problem will be worked out, in time, presenting conclusions satisfactory, and of highest interest to all classes of people. Viewing the situation from an educational standpoint, we live

"In an age on ages telling,
To be living is sublime."

All our educational processes are within the force and trend of this age, and swayed by its magic influence. Goethe has said, "As if driven by invisible spirits, the sun-horses of the times run away with the light vehicle of individual fate ; and nothing remains for us but to grasp the reigns with undaunted energy."

Reviewing the past year, there is much to encourage in substantial progress. The retrospect is gratifying, for we have gained ground. School legislation, though somewhat conservative, has given us the compulsory law, which, if wisely administered, must result in great advantage.

Looking down the line of topics to be discussed here, we find some of them old and thread-bare. But some old topics are always new, because of their importance. Other subjects are well nigh settled in our opinion, still others are perennial. We expect to discuss them every year. They are in a plastic, formative state, and must be handled and packed by the skillful moulder again and again, to fit them for the peculiar uses to which they are to be applied. Among these are questions of legislation, school reforms, text-book bills, industrial training, likewise the relation of the high school to the college, commonly known as the hoary question. Closely correlated with these are other issues, which, if not a fundamental part of the main question, are very important to it. Of these, morals and manners must always claim a large share of our interest and best effort. By promoting them, we develop the elements of citizenship. For the school makes the citizen and the citizen makes the state. A proper code of ethics is a very important factor in school economy, to inculcate principles of right living, and to establish a high sense of moral honesty and fair dealing between man and man.

Allegiance to the civil Sabbath is a vital question of the hour. Is it not a part of general education to teach children, without sectarian bias, the sanctity of the Sabbath, when so much depends upon it for the maintenance of civil liberty, and when the future of this country is to be, mainly, what the public schools make it?

Intemperance, the greatest social question of the age, the great national problem just now, of immense difficulty, claims its proper recognition. Just what are the most feasible measures to be adopted concerning it, may not be clear to us. But the dire subject is here; it has come to stay. It is upon the school, the church, the state. It cannot be set aside by a too cautious conservatism, neither can it be evaded by the cry of fanaticism. With reference to this giant evil, it must be admitted that the salvation of society must come from the proper moral force and training in the family and in the school. The most effectual power to create temperance sentiment among children, is through the united effort and precept of the parent and the teacher.

How to teach civics, how to train the citizen in national loyalty, are also live questions before the American teacher. We cannot be reminded too often of teaching history, not simply as a collection of chronological curiosities, but to arouse the highest sentiments of patriotism, to awaken the most implicit obedience to properly constituted authority, based upon the organic laws of the land. History should never be presented to children as a bundle of dry facts, the relic of dead centuries, but as truths, living truths, appealing to thought, calculated to arouse and to train patriotic feelings in the young mind.

The school is of untold national service. The vast army of more than 200,000 teachers in the American public schools, is a source of great power. It is building up the nation. The study of our language by the children of all nationalities, which come to us in the tide of immigration, is our best interpreter of American life and its institutions. No one can easily estimate the power and value of this language to the strength and perpetuity of the government.

No matter of what lineage, the child who has gone through our schools is an American. Hence the language we teach, in all its forms and details, is the most important study of the schools. It is the key to progress on this continent. Our educational forces fix the sentiment of the age. Subject to severe attacks of criticism, yet the outlook for the future is hopeful and inspiring; for no object we may safely affirm, has a stronger hold upon public confidence, or is more thoroughly fixed in the affections of the people, than our system of public instruction. The school is not only a part but a pride of national life, so highly estimated, and every one must concede the fact, that the best paying capital of this country is to be found in its general education.

It is both unjust and unwise, in criticism, to dwell exclusively on what ought to be done, and to forget the good already accomplished. And yet this is the unfortunate tendency of modern criticism.

Neither should any school policy settle down into such a condition of self-sufficiency, as to be unable to see, or to have any one else discover, its imperfections. This is equally unfortunate.

But what to teach, is the great question. We are told that the two leading objects of all right instruction are (1) to develop and train the faculties of the mind, and (2) to acquire knowledge. But what are the best means for accomplishing these ends. For things taught are means, and not ends.

What subjects shall be selected, which shall be of greatest general value, and the highest agents of power?

"Why," I hear you say, "teach the best things,—teach the essentials. The attempt to teach everything is a mistake." What are the best things? What are the essentials?

Along these lines of inquiry there is anxious thought. For these are the vital questions, after all; questions upon which diverse views are entertained,—questions discussed vigorously by the wisest and most philosophic minds, without reaching positive conclusions.

Just what should be taught in the public schools, is an open question, and must depend upon many contingencies. But upon some things, I am sure, we shall all agree. We must decide that the tendency of every appliance in public instruction should look to the general good, and aim to reach the highest good for the largest number. We must decide that the chief end of a wise educational policy, is to develop individual effort and inclination, in this general sense, to bring about habits of industry, and a well defined will-power to pursue the assigned task. We must decide that the school is to refuse to teach more than can be taught well, that the whole scope of scientific truth cannot be grasped, even in its elements, and it remains the business of the school to fix its attention upon subjects which may be well learned by the child, and shall be to it, at the same time, of the highest general value. The principle of education is depth and thoroughness in a few things, and afterward, if there be time, general information suited to any calling in life. Then, if we all agree upon this as a safe and rational basis, upon which to build, it must follow that instruction, in common schools, must be general, and seldom, if ever, reduced to specialties.

Closely allied to these fundamental principles of education is another old truth, upon which we shall all agree, viz: "The teacher is the school." Or as Dr. Vincent states it with greater force, "The teacher is the soul of the school." He is the leader, the designer, the artist. He gives cast and coloration to every phase of conduct and moral sentiment. He gives inspiration and freshness to old subjects, to old text-books, and makes his pupils hungry for information. The teacher makes his own course of study, regardless of your printed course. What superintendent here does not know that fact?

But the subject of unlimited importance to this discussion is the discipline of character. That, after all that may be said of things to be taught and of the uses of ways and means to accomplish the end in view, we are not to lose sight of the fact, that it is the man, the real man, we seek to educate. Everything else must subserve this end. And it must follow that the conscientious teacher will seek out most diligently, by skillful introspection, this highest purpose of all educational appliances.

It is not the business of the common schools to make lawyers and physicians, nor merchants, nor tradesmen, only so far as they are aided by general preparation; but it is their exalted aim and business to make *men*, to develop and discipline American character. Here is to be found the high value of the school, and herein consists the most important part of our work, both to the state and the individual. Character is better than scholarship. It is far more important to make of a boy a good man than a good scholar. It means vastly more to inquire concerning him how much of a man he is, rather than what is his rank in his class. To the parent who toils and prays for the future of his children, to him whose heart burns with intense solicitude for a wayward boy, the point I raise is of superior interest. How to manage the boy of reckless demeanor, how to make a man of that out-law, are vital questions.

And these are the topics we should make prominent at our annual meetings. To expend too much time discussing expediencies, is likely to be misleading. We may detract from the prime object before us by laying too much stress upon the ways and means by which the object is to be reached. Just as if it were more important to the builder to expend his plans and exhaust his genius in putting up the scaffolds.

The scaffold is only means to an end; it must be torn down when the building is completed. It seems to me there is too much scaffold building. Our plans and expedients are valuable only so far as they serve to develop the inner and hidden springs of the moral nature, and to quicken into life all that is pure and exalted in human character.

To develop the whole man is the purpose of the vast educational policy. Man is a unit,—a single being having a physical, mental, and religious nature, all blended harmoniously, and each inter-penetrating and influencing the other. Now, these are not separable faculties, not agencies or factors, which may be considered apart from other endowments of his nature, nor independent of them as constituting a distinct sphere of life. We cannot sever these prime elements of our nature by any educational process. They are one; they must he considered as a whole. For the healthful, vigorous growth of the one depends radically upon that of the other, so that the neglect of the one necessarily interferes with the perfection of the other, and man's highest perfection can only be reached by the harmonious and systematic development of the whole. Like the man of sedentary habits, who, however busily he may employ his hands or his intellect, feels that a part of himself is unused, and the unemployed members of his body suffer for want of exercise, so man with his purely intellectual efforts, finds faculties still unemployed and longing for use.

Whatever education may mean in the abstract, it must combine the physical, mental, and spiritual growth of its subjects. Man is to be considered a triad, possessed of all three of these forces, at the same time a unit,—a single being—made up of the harmonious blending of the rational, the physical, the moral. The limit of my time will prevent a discussion upon the processes employed for mental and physical growth. They are topics, however, which cannot be too often presented. But we hear less, possibly, and are inclined to be conservative, I was about to say indifferent, as to man's spiritual development. If this inner realm of his nature controls his actions and gives color to his thought, to a very large extent, then it must be drawn out and cultivated. Not that the school should deal with dogmas or creeds, necessarily; certainly no sectarian bias nor partisan views have any right there. But when we discern, as we do, the divine mingling in the thoughts of childhood,—the young mind in its first unfoldings exhibiting this element, and among its first exercises beginning to climb through nature up to nature's God, while the conception of the mysterious, unseen Creator is among the first to occupy its thought, the teacher, both in his spirit and practice, has a very plain duty before him.

And he is blinded to his best convictions, it occurs to me, if he should fail to teach the existence of a Supreme Ruler, a great first cause, and his relations and necessary allegiance to his God.

Now this principle is innate, deep rooted in man's nature, and asserts itself at every turn in life. The soul, then, possesses faculties which find their right development and true sphere of action, only in the realms of religious truth. There are restless impulses and longings within us seeking to grow, which nothing but the spiritual, the divine can satisfy. No amount of strictly mental acumen can answer these demands of the soul.

Shut out the vast realm of religious truth from the student, in quest of secular lore, and he becomes, at once, one-sided. A part of his nature is unexercised because unemployed. The traveler crossing the parched Sahara, famishing for water, finds no other gift of nature will meet his want; nothing in the whole realm of nature to gratify him but water. The cooling breeze affords but temporary comfort. Food, itself, but mocks and intensifies the burning thirst. Relief comes only when the green oasis lifts itself amid the arid desolation.

Man, without these inner faculties of the soul quickened by the power of the divine, has longings and thirstings for possessions unrealized. Give him all the wealth of lore, the philosophy of Bacon, the pleasures of Epicurus, the genius of Shakespeare, the matchless power of Aristotle,—indeed if it were possible to concentrate all these in himself, he has only inflamed, but not satisfied, the mysterious thirst for the spiritual, the divine.

There is a part of his nature ill at ease, filled with continual unrest, and not satisfied by things of time and sense. All other acquisitions and attainments still leave his soul crying out for God.

The whole man, then, is to be educated, and not merely his physical and intellectual faculties. For, the vigorous, well-rounded, scholarly man, strong in whatever sphere you place him, is he who has developed all the fundamental elements of his being symmetrically; who, in every effort made toward the growth of his mind, has recognized that unity which attains its greatest power, only when all its parts work together in health and harmony.

"The highest mental development requires the mind to be occupied with the highest thoughts, for what food is to the body, thought is to the mind, and as the health of the body depends upon the quality of its food, so the health of the mind depends upon the quality of its thought."

Now, we are sure, this line of investigation must commend itself to the teacher's conscience, and we shall hope it may lead us to think more of that side of education, which no age can transform, and no period of time alter; to that part of our work which does not prepare, merely, for the practical utilities of the world without, important as they are, but which seeks to build up a world within, looking in its preparation to spheres immortal, to the life beyond the skies. Considering these facts, what momentous possibilities, what amazing power, is bound up in the teacher's profession ! And if we be candid and fair in our convictions, we have come to realize that not only do our moral states necessarily influence our mental perceptions, and our feelings give color and condition to our thinking, but that our intellectual nature and our moral nature are the same nature in different aspects and relations. And, if like begets like, and if child nature is most delicately capable of impression, we breath these influences, as imperceptibly as the noiseless zephyr, into other spirits young and most susceptible, whose life forces for happiness and success we have set in motion, and whose destinies, possibly, we have largely determined.

The rule in one's school becomes very much like himself. And we may always safely conclude, that if the teacher has a good heart, a pure mind, and exalted aims in life, he will exert a similar power over all who come in contact with him. Said Chas. Spurgeon:

"Build thy studio on calvary; there raise thine observatory, and scan by faith the lofty things of nature. Take thee a hermit's cell in the garden of Gethsemane, and lave thy brow with the waters of Siloam. Let the Bible be thy standard classic, thy last appeal in matters of contention; let its light be thine illumination; and thou shalt become more wise than Plato, more truly learned than the sages of antiquity."

Now, we have attempted to scan briefly a few salient points relative to the teacher's qualities and the quality of his work, touching such as have seemed to be most important. We have tried to make prominent the value of character culture, and to emphasize the fact that the influence of a life kept pure is a potent agent to assist the student as he develops his mind, to cultivate the principles of right living; that character culture transforms society only as it transforms the individual; that the rational dependence for the highest order of man's development is to be found in the realms of divine truth; that when his mind is filled with it, his soul quickened by it, and his heart made pure by its general influence, man is lifted up into a higher sphere of enjoyment, and urges all the capacities of his being into a new service and allegiance.

Thus, the relation of the school to the right development of character, must always be a theme of most practical bearing; the theme of stupendous importance to the youth, who, from the absence of right moral precepts in the home, depends solely upon the forces of the teacher's character to lift him out of the meshes of dishonesty, treachery, and depravity.

How sad a sight to find a brilliant boy in your school, strong and vigorous in mind and body, but with a dead conscience. How to rouse the moral sense is the great question, is'nt it? Of what terrible possibilities is the human intellect capable, when there is a perpetual growth in sin! There is much discussion, in our public meetings, upon what are the best things to teach a boy just budding into manhood, restless to leave school and find other employment. I have a settled conviction that is of paramount value to him, first of all, to educate his conscience, to appeal strongly to his inner moral sense.

Every motive in school management, must look toward reform; it must aim to make the life better. Rules, incentives, restraints, rewards, punishments, are appliances which should always point to the well-rounded symmetry and perfection of the life within. In the light of these facts, with what intense solicitude, heart-deep sincerity, and genuine honesty, should one live and move in the presence of children! What opportunities are here afforded for moulding into right proportions, the moral nature, what fields are open for us to become ministers of wisdom and righteousness to the youth of this generation! Who can rightly estimate the extent of this power in the teacher? Its absence is most painfully apparent, its presence not easily disguised. What grander sight or loftier model of excellence anywhere, than that of the teacher of right convictions, maintaining his conscience and high sense of honor at whatever cost?

We are wont to extol the heroes of war. There are also heroes of peace; men who fight in the ranks of truth; men who are willing to lose positions of high preferment, rather than sacrifice principle.

I cannot close this paper without reference to the unfortunate complexion of school officers, which sometimes exists, by which a valuable educator is removed from position for no better reason than that he had answered to his conscience, and followed the courage of his convictions in working out necessary school reforms.

All honor to such enviable types of character.

When the future history of this country is written, another class of heroes, who have stood in the breach and fought the battles of school reform, will be written therein. Then it will be seen far more clearly than now, that man's chief value to a community is not to be weighed in silver and gold, but in the strength of his integrity and in his courage to stand in his place to resist the corrupting evils of the age, to be sacrificed, if need be, in the cause of truth.

"The world wants men—large hearted manly men,
Men who shall join its chorus and prolong
The psalm of labor and of love.
The times wants scholars—who shall shape
The doubtful destinies of dubious years,
And land the ark, that bears our country's good,
Safe on some peaceful Ararat at last.
The age wants heroes—heroes who shall dare
To struggle in the solid ranks of truth;
To clutch the monster error by the throat;
To bear opinion to a loftier seat;
To blot the era of oppression out,
And lead a universal freedom in.
And heaven wants souls—fresh and capacious souls,
To taste the rapture and expand like flowers
Beneath the glory of its central sun,
It wants fresh souls—not lean and shriveled ones;
It wants fresh souls—my brother, give it thine.
If thou wilt be what scholars should;
If thou wilt be a hero and wilt strive
To help thy fellow and exalt thyself,
Thy feet, at last, shall stand on jasper floors;
Thy heart, at last, shall seem a thousand hearts,
Each single heart with myriad rapture thrilled,
While thou shalt sit with princes and with kings,
Rich in the jewel of a ransomed soul."

## DISCUSSION.

O. T. CORSON:—It is a difficult matter to discuss such a paper as this. I would much prefer to discuss a paper in which I could take the opposite side, but it is impossible to do so in this instance. I am certain that this paper voices the sentiments of the teachers in the great State of Ohio, on the all-important question of manual training in the public schools.

One point hinted at in regard to the Sabbath I cannot pass over without making some few remarks. I believe that in this age, when one of the dangerous tendencies is toward doing away with the Christian Sabbath, the teachers ought to join hands with all the people of this country in seeing to it that our sentiments are voiced in favor of observing the Sabbath in every particular. I do not believe we are careful enough in this direction. Some time since, the ministers of this country proposed to petition Congress to stop certain Sunday mail trains. It seems to me that Congress ought to petition the people to stop riding on these Sunday mail trains on the Sabbath.

Another point touched upon was the subject of temperance. A law has recently been passed in Ohio which requires that the children in the public schools should be taught the evils of intemperance. Every teacher here, I trust, knows in his own heart and in his own conscience that he has honestly tried to carry out the provisions of that law, not because the State of Ohio says he must, but because the needs of humanity demand that it should be done.

We all agree in the great central thought of the paper, that character is above everything. Since character is the direct outgrowth of habit, and since habit is made and fixed in youth, everything that is done in the school-room should have in view, first and above all, the fixing of those habits which will always be unchanged, no matter what comes. Every pupil should be made to give prompt and immediate obedience to every reasonable requirement made of him.

One of the dangers which threaten us is the tendency to look lightly upon the laws of the State. Those engaged in the liquor traffic have set themselves to have nothing to do in the line of obedience to legal requirements. I have no belief in the theory that you must not make a boy behave himself, for fear you crush out his individuality. If necessary, I believe in a good, genuine corporal punishment occasionally. I do not believe that any teacher ever reaches that point where he can relax his hold on the pupils in the way of strict discipline. It is necessary, occasionally, in community, that some one be executed; and I believe that in the public schools it is necessary, also, occasionally, to exercise severity.

Another habit is that of study and independent thought. I think the tendency is to make the school after the style of a play-house. Promotions are being made upon easy terms, examinations are done away with, and the tendency is to make the work of the school entirely too easy. Boys and girls will have to learn that life is real, life is earnest, and we must give them to understand that the same law prevails all through life—that men and women must work. It is hard to say to a pupil that he has not come up to the proper standard and cannot receive a diploma, but it is something that must be done occasionally, to keep up the proper standard of attainment in our high schools.

I know of no one thing that has so much to do with developing individual character as the influence of reading. I am more and more convinced of this every year. I believe in doing everything possible in the line of putting into the hands of pupils good books. No superintendent or teacher has any excuse whatever for saying that he has not in his school a good library. Let us work for the development of manly men and womanly women, and in this work I believe the public schools to be the chief agency.

C. C. Miller :—The paper holds out a triple division of education, physical, intellectual and moral. "A sound mind in a sound body," was a Roman maxim two thousand years ago; and when our schools fail to develop the physical part of man's being it places a very weak foundation on which to carry out the intellectual forces or the moral part. We have had, in the history of the world, but very few great men with weak bodies, the majority of them being men of strong physical development. Garfield was said to be the most symmetrically developed man in America. In this line of physical culture, we hope to have something said in the papers which follow. When we have a strong body to support the intellect, then and only then can the full force of man's influence in the world be seen.

Under intellectual training, it has been well said that we attempt to teach too many things. It is certainly the main work of the high school to inculcate the foundation principles in each of the departments of learning. One of the faults of the university and the college, as well as the high school, is that the professor will start the pupil, before he has a foundation laid, at what he terms original investigation; thus setting him to work upon one plan before he has a foundation laid in the other departments. It is the work of the common school, the work of the city schools and high schools, to development true men and make them ready to grasp the great questions of civilization which are coming up before us and which are at hand and must be solved. One of these great questions is the drink problem. For the control of this problem we need men educated in mind and soul, and it depends largely on the teachers to be leaders in this as well as in many other respects, to see to it that this curse be taken away from our land. And the great question of immigration must be solved by the pupils who are now in our schools.

The old Greeks and Romans taught gymnastics in their schools, and while Plato commends this in the highest degree, he still holds that religious training is paramount. Each pupil who goes out with the proper religious training will be the teacher of those with whom he comes in contact. Sir Charles Reed says that at one time Jupiter offered the crown of immortality to the man who had performed the greatest service for mankind; and at the time appointed there appeared different applicants for that prize. First there appeared the soldier covered with the glory of his victories, and after him came the historian and the poet, and the priest holding in his hands the keys of heaven and hell, and last of all came one who, in answer to Jupiter's inquiries as to how he had served mankind, said, "I have nothing to claim. These are my pupils, I their teacher." "Crown him," said Jupiter, "crown him with the laurels of life."

S

# INDUSTRIAL EDUCATION.

BY PROF. E. R. BOOTH, TECHNICAL SCHOOL, CINCINNATI.

It has been said that, of all peoples upon the face of the earth, Americans delight most to be humbugged. But it must be admitted that those ever ready to be made the victims of whims and ill-considered ideas number far less than a majority. As a matter of fact, we are rather cautious and, upon the whole, we rather loathe to accept new ideas and new elements in either material or intellectual progress, until the old ideas become a by-word, if not a blot upon our otherwise fair escutcheon. Slavery was acquiesced in till it became such an enormous incubus that it died of its own malignity. Such labor-saving machines as the reaper and the sewing machine had to fight their way to the front, and then we all raised such a shout of joy as fairly rent the heavens. The average business man buys of the sharpest salesman, and thus often not only shows his innate tendency to be humbugged, but also his deep rooted inclination to carry a stone in one end of his bag to balance the grain in the other.

Our fair land has such vast possibilities that we oftentimes will not deign to look around and lay hold of the elements of progress seen elsewhere, and assimilate them with our inventions and discoveries. We provide for schools upon the theory that an educated constituency is an advantage if not a necessity to a republic; but we forget that an education may be a power for evil as well as for good. We say, train the citizen to think with reference to the most difficult and abstruse of all subjects in which he is interested, viz., the functions of civil government; but we violate the inflexible laws of development that demand that we look after the lower as well as the higher functions of our being. We train the intellect to the neglect of our other powers, and lull ourselves to sleep in the arms of the delusion that intellectual power is the one thing needful, and that we must attain it as Horace advised poets to begin writing a poem, *in medias res*. The recent verdict of the people of this country was protection to home industries, and yet we import annually 50,000 skilled laborers from Europe to compete with, rather to crush out, the army of our own people who have been knocking at the doors of our workshops and factories pleading for an opportunity to learn to fill the positions occupied by foreigners.

"When the census of 1880 was taken, thirty percent of the persons engaged in the trades in Philadelphia were of foreign birth; in Boston, forty percent; in New York, fifty-six percent; in Chicago, sixty percent; and in Brooklyn, sixty-nine percent. Large as was the proportion of foreign-born skilled workmen then, it is probably larger now. Since the census was taken, trades-union rules excluding boys from the trades have been strictly enforced, and immigration has increased."—Richard F. Auchmutz, in *The Century*, January, 1889.

The mission of the school as a state institution is two-fold: 1st, the welfare of society, including the state; and 2nd, the welfare of the individual. Although the welfare of the individual is a secondary consideration, so far as the state is concerned, it is really the only channel through which the welfare of the state can be conserved. Theorists may deplore the low aim of education when the individual is made the direct goal, yet a careful examination of both past and present customs will make clear the fact that the primary aim in most of our school work is utility, not so much in developing and elevating the mind, as in preparing it for industrial pursuits. Dr. Harris says, in his paper on "The Psychology of Manual Training," that "If the child will learn how to read and write he may learn the experience of the race through the countless ages of its existence." A noble aim and worthy of attainment, but what does the average child, or its parents, care for "the experience of the race through the countless ages of its existence," compared with the every day affairs of its life? Why does the state have reading taught?

why do you teach it? and why do children learn it? That the individual may be the better prepared to perform the duties pertaining to himself, his family, and society. Wherein lie those duties? Primarily in fostering those industries which lie at the foundation of all progress and higher civilization. Therefore, we teach reading for immediate practical, really industrial, purposes. Spelling, ditto. Writing, ditto. Arithmetic, ditto. Geography, ditto. History, ditto. Physiology, ditto. Grammar—I give it up, as usually taught. These are the studies that demand the time of the 800,000 pupils in the State of Ohio. Why the useful studies only? Why not let music take the place of some of our arithmetic? It surely is not much inferior as a source of mental discipline and none the less valuable as a means for developing the social and æsthetic feelings. Why not put Latin in place of English in all our schools? Have the ancient classics lost any of their former power as sources of mental discipline? Why not phonetic spelling? Why not the anatomy, physiology, and hygiene of a chicken? Although not so large and complicated as man, it would be a subject about which there might be something yet unlearned at the end of the term. Why not study about Moses in the Wilderness instead of Washington at Valley Forge? The one answer is that the branches of study almost universally considered essential, or at least most desirable, are those that are valuable primarily as bread-and-butter winners, and secondarily, as elements of higher culture. The state cares little for either the quantity or quality of your culture or mine, except as that culture makes steady, industrious, discreet, honest, law-abiding, intelligent citizens, first, able and willing to maintain themselves and those dependent upon them, and second, strong and determined in maintaining and perfecting her institutions. It is, therefore, evident that those studies which contribute most to the physical, mental, and social needs of the individual, as well as the body politic, are the ones to which at least some attention should be given in every scheme of education.

The criticisms of our opponents seem to be based upon a misunderstanding of our principles and objects. This is doubtless due, in a large measure, to the incorrect and one-sided impression left upon the mind by the term "manual training," applied to schools in which manual work is simply made an important feature. If America had been named Columbia, the essential facts as to our history and our standing among nations would not have been different; so the fact that the name "manual training," so misleading to many, is applied to those schools in which the use of the han is recognized as a valuable educative influence, does not change their real nature. The word "industrial" is even more vague and one-sided, and "technical," although expressing more nearly the true idea, is objectionable, because its paronyms are applied to special schools of a very high grade. Trade schools are not advocated by anybody, so far as I know, in any scheme of education. I suppose it was the intention of the Executive Committee of this Association that the subject of hand work, or work which may lead to some trade or industrial pursuit, should be the subject of this paper.

### THE EFFECT OF MANUAL TRAINING ON MENTAL DEVEOLPMENT.

I do not consider it necessary to discuss the practicability of Manual Training before this intelligent body of teachers, for that is no longer an open question; nor shall I discuss its advisability, for many schools, both private and public, have given their testimony in its favor. I shall discuss it principally from a standpoint only indirectly touched upon by its many able defenders, viz., *Physiological Psychology,* or *The Effect of Manual Training on Mental Development.* "I am persuaded that the only possible route to truth in mental philosophy is through a study of the nervous mechanism......The advancement of metaphysics is through the study of physiology," says Dr. Draper.

Now it will hardly be denied that the brain, or perhaps the entire nervous system, is the organ of mind. In this connection, I will quote Prof. Ladd. "Our modes of being effected," says he, "are directly localized *in* space outside of the body, or in the various peripheral parts of the body. The part of the body on which the activity of having these percepts is immediately dependent, is localized by science *in* the brain. Other activities of mind are probably also thus dependent on the brain. In no other sense can the brain be said to be the seat of the mind." "Without the physical mechanism, as a real existence, there is no manifestation of so-called mind,—no manifestation actual, possible, or conceivable. And when this mechanism is dissolved, the mental phenonema, so far as appears, wholly cease."

The effects upon the mind, of a diseased or abnormal condition of even the most remote parts of the body, and more especially of nervous distempers, are matters of every day observation. The tea devotee finds his inspiration in his cup; the smoker, in his pipe; and the discreet housewife knows that the surest way to the heart of her liege lord is to satisfy the wants of the physical system, as it makes its appeal through the lining membrane of the stomach.

The effect of a deranged condition of the body is strikingly illustrated in the case cited by Dr. Rush, of an Italian gentleman, who died of yellow fever in New York. In the beginning of his illness he spoke English; in the middle of it, French; but on the day of his death, only Italian. Now, what I want to show you to-day is that there is a much closer and more abiding relation existing between supposed purely physical acts and the higher powers of the mind, than exists between many familiar physical conditions and well known mental states. In order to do this, I shall call your attention, as briefly as possible, to a few well-established facts in the anatomy and physiology of the brain, particularly the cerebrum and that part of it known as the cortex.

## THE CEREBRAL CORTEX.

The human brain weighs about one-fortieth as much as the entire body. The cerebrum comprises about five-sixths of the entire brain. It consists of white matter, composed principally of fibers connecting different parts of the brain, and a covering of gray matter, one-fifth to one-fourth of an inch thick, called the cortex. This gray matter, according to Prof. Bain, is composed of about 1,000,000,000 cells, and five times as many fibers connecting these cells into groups and bringing the whole cortex of each hemisphere more or less into combined action. These cells are arranged in six layers (five in some parts), separated by layers of "fibres running in various directions—some toward the surface, others more or less parallel to it." (Kay). The gray or cortical layer is the part involved in all psychical and higher physical functions.

In order that the amount of the cortical substance may be increased, the surface of the cerebrum presents numerous irregularities called convolutions, or giri, separated from each other by deep fissures, or sulci. They are more prominent in man than in any other animal; and lower orders of intelligence either in man or brute are marked by fewer fissures and greater regularity. The convolutions, as will be seen presently, often form natural boundaries separating well-established areas for special functions, but quite frequently one convolution is involved in two or more closely related functions. The cells of these convolutions are not only joined so as to form groups, but the adjacent convolutions themselves are joined by what are called arcuate fibers, passing beneath the gray matter, thus showing further anatomical unity of the cortex. A most significant fact in this connection is that some of the areas generally supposed to be most intimately associated with each other have the least anatomical connection. For instance, there is a direct connection, of course, between the frontal and occipital lobes by continuous fibers, but each of these connects with the tempero-sphenoidal lobes, by means of a greater number of fibers; and the parietal lobes are connected with the tempero-sphenoidal and the frontal lobes by fibers extending from cell to cell as well as by fibers passing immediately from lobe to lobe.

I now quote from the "Reference Handbook of Medical Science": "But the cortex is not a series of isolated ganglia like the neuckeus lenticularis, for instance. All parts of it are connected together by association fibers, both in the cortex itself and in the white matter; interruption of these may also cause more or less entire cessation of certain functions, as in injury to sight, which, in Hitzig's experiments, followed destruction of the frontal lobes, and in many other cases......In the same way lesions may affect certain memories and only these. It is generally, and with good reason, believed that memory depends upon the renewal of the sensation or volition by the same cortical mechanism that produced the original one, and that it requires the specific association of a certain number of nervous elements. The injury of this association must affect the memory, and the position of the injury, to have that effect, must depend, to a great degree, upon the distribution of the projection fibers, and the cortical cells with which they are connected. To use a very hackneyed comparison, the removal of a bolt from an engine may destroy the engine's functions, though the bolt cannot be said to perform those functions. The importance of this principle cannot be too constantly borne in mind in speculations on cerebral physiology. No modern observer localizes the will or intellect in the cerebellum; yet stimulation of its cortex will produce certain movements of voluntary muscles, diseases in its substance are frequently followed by profound mental disturbances, and its absence may be accompanied by idiocy."

### LOCALIZATION OF SPECIAL CEREBRAL FUNCTIONS.

I have placed before you diagrams of both the external and the internal aspects of the cerebrum of the brain, upon which may be seen the names of the well-established cerebral functions. I am indebted to Dr. Chas. K. Mills, of Philadelphia, for the use of diagrams 1 and 2, which are enlargements of cuts in the "Transactions of the Congress of American Physicians and Surgeons," which congress met in Washington, Sept 19, 1888. I shall also quote Dr. Mills quite freely in my explanation of his diagrams. Figure 3 is taken from Exner. It represents not only the absolute areas of the several cerebral functions as determined by Ferrier, Horsley, Munk, and others, but it also shows the relative areas, *i. e.*, all parts of the cortex of the cerebrum at which lesion affects, even in the slightest degree, the functions indicated by the markings.

1. THE MOTOR POWERS.—The motor area extends from the second or inferior frontal fissure and the fissure of Sylvius, backwards and upwards over the top of the cerebrum to the calloso-marginal fissure. This large area is subdivided into areas for the movements of all the different parts of the body.

The trunk area is as small as the movements of the trunk are limited. Hence this is of little importance in the present discussion.

The absolute area for the leg has a definite localization; but the relative area is quite extensively distributed. The arm area is also clearly defined in Figs. 1 and 2, yet its relative area is almost co-extensive with the cortical substance of the external surface of the cerebrum. Thus you will observe that the processes of mentation, and of motion of the limbs, especially the arms, involve activity of the greater portion, if not all, of the cortex of the cerebrum. "The lowest animal and the highest animal," says Spencer, "present no contrast more striking than that between the small self-mobility of the one, and the great self-mobility of the other.

The facial area has its absolute center quite clearly defined in man, and especially so in dogs and monkeys ; but as we would naturally suppose from the variety of man's facial expressions, the relative area is almost as great as those for the leg and arm.

The absolute motor area for speech is located in Broca's center. Dr. M. Allen Starr, of New York, says, "there is a concensus of opinion, based upon a very large number of cases, that motor aphasia is produced by a lesion of Broca's convolution—the posterior part of the third frontal convolution of the left hemisphere in right-handed, and of the right hemisphere in left-handed persons. It is not necessary to cite cases in this connection, for the assertion is not disputed by any authority. When that center is involved, motor aphasia results." As the ability to understand spoken language depends upon auditory memory, and to read the printed page depends upon visual memory, we may find the defects producing these results in the auditory and visual areas. The relative area for speech is quite as extensive as that for the face, but less than for either the leg or the arm.

2. THE MUSCULAR SENSE.—The so-called muscular sense is so closely allied with motor power that you will readily see that it deserves consideration here. Notice what Dr. Horsley, of London, says: "I believe that in this so-called motor region we have three functions clearly represented. They are: 1. Slight representation of tactile sensation. 2. Representation of so-called muscular sense. 3. Great representation of movement. The evidence in favor of this belief is both morphological and physiological. We must believe that these functions are wrapped up closely together, and that in every given particle of grey surface there is represented, this triune function for a single segment of the body." Mr. David Kay, in his work on "Memory," speaks of this important sense as follows: "It is by means of the muscular sense that we are made aware of the effort put forth in performing the different movements of the body, and are thus able to direct and control them. Without it all voluntary movement—movement directed by will—would be impossible, except in so far as one of the other senes might be able to supply its place.......By means of this sense we discriminate (1) between different degrees of exertion put forth, or called out; (2) the duration of different muscular sensations, giving an idea of time, as also of space in movement through space; and (3) between the speed or velocity of different movements. We thus by it determine the resistance of bodies, their force, weight, and other mechanical properties; measure distances and velocities; and ascertain the form, size, position, and so forth, of external objects. . . . . . . .

"Our mental life is largely made up of experiences received through this sense. In ordinary cases we are unconscious of the effort put forth in the directing of our movements, but we are fully conscious of it at first in learning the movements, and also when called upon to exert it under unusual or trying circumstances, as when we attempt to stand or walk in a difficult or dangerous place. The probability, therefore, is that these movements are always under the direction of the mind, though we may not be conscious of it. The effect of exercise on this sense is seen in the case of the blind, who by means of it are able to pursue a straight path, which is beyond the power of one who is only blindfolded for the occasion. . .

"The pleasures derived from this sense are of a highly enjoyable kind. The feelings of freshness, vigor, activity, the consciousness of physical power, the sense of being able to encounter and overcome difficulties, all spring from this source. It is particularly in early life, when the limbs quiver with activity, and when it requires no inconsiderable effort to be still, that these feelings are most intense."

3. THE SPECIAL SENSES.—The absolute area for the sensations of touch, pain, temperature, and their modifications, lies upon both sides of the inter-parietal fissure, but principally in the convolutions below the calloso-marginal fissure on the median surface. Some physiologists, among them Exner, Frank, and Horsley, think they have demonstrated that the sensorial area is co-extensive with the motor; but it now seems to be pretty generally conceded that its absolute area is that indicated in the diagram, and that its relative area is co-extensive with the motor. "The more elaborate development of the human brain in this region, must not be lost sight of in considering this question," says Dr. Mills. "From an anatomical and morphological point of view, and from the facts of physiology and pathology, no part of the brain is more likely to contain these differentiated areas for sensation than the gyrus fornicatus, the hippocampal gyre, the precuneus, and the postero parietal convolutions."

The visual area lies below the sensorial and entirely below the parieto-occipital fissure. The disturbances of visual power seem to be confined to this part of the brain. Dr. Mills relates the following: "At a recent meeting of the Philadelphia Pathological Society, I Presented the brain of a man who had been blind more than twenty-five years,—how much more could not be positively ascertained. Both occipital lobes were unquestionably small. The cuneus on each side was small, the first occipital convolution of Ecker, . . . showing lack or arrest of development. The second and third occipital convolutions of Ecker, especially on the left, presented a narrow, dwindled appearance. In another brain of an old woman, blind for at least thirty years, similar gross appearances of arrested development in the occipital region were present. Bastian says, "as a consequence, apparently, of a blindness of the right eye, dating from a few days after birth, the left cerebral hemisphere of DeMorgan's brain was notably smaller than the right."

The auditory area is localized below the motor and the visual. Although it is not positively determined, limited pathological evidence confines all auditory disturbances to the region indicated. You will, therefore, observe that its relative area is, perhaps, even less than that for vision. I will quote another case from Dr. Mills: "With Dr. Roland G. Curtin, of Philadelphia, I exhibited at the Philadelphia Pathological Society, the brain of a man for many years a deaf mute......On the whole, the gross appearances could not be regarded as favoring strongly Ferrier's auditory localization.

The first temporal convolution of the left hemisphere was narrow and lacking in gyral elaboration; it was apparently distinctly atrophied or arrested in development. The first temporal convolution of the right hemisphere was smaller than usual, but it did not present the marked smoothness and diminution in size shown by the corresponding convolution of the other side. The brain was compared directly with half a dozen other specimens, normal and abnormal, and was examined by several brain anatomists and morphologists, who agreed with me as to the striking appearance of lack of development of the first left temporal."

The supposed absolute areas for smell and taste are represented in the diagram. Experiments and autopsies seem to indicate that these functions are not interfered with by stimulation or lesion of any other portion of the cerebral cortex. "In osmatics" (good smellers), says Mills, "the hippocampal lobule or region of the amygdala—the uncinate convolution so called—is very large, while in anosmatics (bad smellers), it is comparatively small."

4. THE NAMING CENTER.— The function of the naming area is explained by Dr. Mills, as follows: "This region is, according to Kussmaul, that portion of the cellular net work of the cortex in which ideas are produced as a result of impressions of the most varied description made on the senses (object and-word-images). According to Broadbent, also, the formation of an idea of an external object is the combination of the evidence respecting it received through all the senses, and for the employment of this idea in intellectual operations, it must be associated with and symbolized by name. The structural arrangement connected with this process he supposes to consist in the convergence from all the perceptive centers of tracts to a convolutional area which may be called the Idea Center or Naming Center.......Broadbent placed this center in an un-named lobule situated on the under surface of the tempero-sphenoidal lobe, near its junction with the occipital lobe, as he believed that fibers from all the convolutions in which perceptive centers have been placed by Ferrier, converge to and end in the cortex of this region."

Anatomy and pathology, therefore, join hands and say here is a region without which we are not able to mould the numberless impressions we receive from touch, taste, smell, hearing and sight, into a concept of the object possessing the attributes producing those impressions through our senses. Here we find knowledge, but it may not rise above brute knowledge. The ass knows his master's crib as well as the master. And by the pouring-in process, and the thousand and one devices for making the acquiring of knowledge easy, we may fill this poor little basilar convolution in our pupils so full of knowledge that their examination percents will always be 95 to 100.

5. THE PSYCHICAL POWERS.—All portions of the cortex are concerned in the processes of mentation, but the pre-fontal lobe is universally recognized as the higher psychical area. Dr. Mills says, "Lesions of the pre-frontal lobe, although this is one of the so-called latent districts of the brain, have in a large percentage of the carefully studied cases shown distinctive manifestations. The symptons are largely psychical, and, unfortunately, the physician is not usually well trained to study such phenomena. Mental disturbances of a peculiar character occur, such as mental slowness and uncertainty, want of attention and control, and impairment of judgment and reason; closely studied, the inhibitory influence of the brain both upon psychical and physical action, is found to be diminished. Memory is not seriously affected, although a continuous train of thought cannot well be followed, and complex intellectual processes cannot be thoroughly performed." "The highest centers, those concerned in such [epileptic] fits, represent all, literally all, parts of the body sensorily and motorily, in most complex ways, in most intricate complications, etc.," says Hughlings Jackson.

### CEREBRAL CIRCULATION.

"The functional activity of the brain," says Dr. Draper, "depends on the copious supply of arterial blood. It is computed that one-fifth of the whole quantity in circulation is sent to this organ"; and Prof. Bain says, "It has been computed that five times as much blood circulates in the gray or corpuscular substance as in the white or fibrous substance." Since about one-fifth of the whole amount of blood in the body goes to the brain, and about five-sixths of this to the cortex, we see that about one-sixth of our blood is used in that thin covering of the brain. "The arteries of the brain are derived from the internal carotid and the vertebral. On the left side these vessels arise at such an angle that the blood current is much more direct than on the right. Hence, probably the larger size and development of the left hemisphere and the greater frequency of embolism and hemorrhage upon that side. At the base of the brain these four vessels form the *circle of Willis*. This consists of two sets of vessels, the anterior or carotid set, from which arise the anterior and middle cerebral arteries, and the posterior or vertebral set, consisting of the basilar and posterior cerebral arteries. Each set has the freest possible anastomosis from side to side, thus providing an abundant blood supply, in case of sudden blocking of one of its vessels. This is the more important, since, as will be seen later, the peripheral arteries to the cortex and the ganglia have no anastomosis whatever."—*Gray's Anatomy.*

"From a practical point of view, the distribution of the blood-vessels of the brain is important. The artery of the Sylvian fissure supplies the motor areas of the brain in animals; in man, the precentral lobule is supplied by a branch of the anterior cerebral artery. The region of the third left frontal convolution, which is connected with the function of speech, is supplied by a special branch of the Sylvian artery. Those areas of the frontal lobes, whose injury results in disturbance of intelligence, are supplied by the anterior artery. Those regions of the cortex cerebri, whose injury, according to Ferrier, causes hernian æsthesia, are supplied by the posterior cerebral artery."—*Landor's Anatomy.*

Prof. Ladd, of Yale College, says, "The free circulation of arterial blood, with its supply of oxygen, is a necessary condition for the fulfillment of the functions of all the central organs. This necessity is especially marked in the case of the brain. The stoppage of one of the great arteries leading to this organ, either by compression in the neck, or by embolism at some point along its course, at once produces profound disturbances and even complete cessation of consciousness." One author narrates the case of a sick man who, at 40 pulsations a minute, was half dead, at 50, melancholic; at 70, quite beside himself; at 90, raving mad.

Increased activity of any part of the body accelerates the disintegration of tissue, and this requires an increased supply of pure blood to oxidize the waste tissue, which, in the process of oxidation, produces more heat. Prof. Luys makes the following statement: "Schiff, in his recent experiments, as ingeniously contrived as delicately executed, succeeded in demonstrating in a precise manner that in the animal under experiment, the cerebral substance was subject to local increase in temperature, according as it was successively excited by such or such kinds of sensorial impressions, and that thus, in the brain of a dog, which was made to hear unexpected sounds, such or such a region of the cortical substance was heated, and that in another, in which tactile, olfactory, or gustative sensation was excited, other regions of the brain were reciprocally erethised and heated in an isolated manner." Dr. Lombard, of Boston, secured like results.

Now, what effect has this increased flow of blood to the part of the cortex exercised, in motor functions? It causes an increased flow not only to the area directly implicated, but also to all parts of the brain, because of the common origin of all the cerebral arteries in the circle of Willis, and especially to those parts of the brain supplied with blood by the same or branches of the same artery. Thus, activity of the motor areas causes an increased flow of blood to the psychical area in particular, because it gets its blood from the anterior cerebral artery, which also supplies part of the motor area. Hence the cells of this most important of all areas are cleansed of all dead tissue and toned up to their highest pitch by their abundant supply of blood. Now, we can see why it is that some people want to move about when engaged in deep thought, they simply call upon the motor centers to aid in stimulating the psychical. But the greater portion of the motor area is supplied with blood by the middle cerebral artery which supplies but a very small part of the pre-frontal lobes. Observe, however, that the greater part of the sensory, visual, and auditory centers are supplied from the same source, which indicates that the muscular sense and the sense of touch, and to some extent seeing and hearing also, are stimulated by exercise of the motor centers, if not too violent. The alternation of study and some form of bodily exercise is, therefore, demanded by the anatomy of the cerebrum. But in play, many movements become reflexive, and in doing the same work day after day automatic movements take the place, in a large degree, of those performed by the direct, attentive energy of the cerebral cortex. Hence, hand work that requires attention and concentration of thought, that is, non-automatic, is of great value from a mental standpoint; while mere play soon ceases to be educative.

So we might call attention to the ramifications of the posterior cerebral artery and show its slight relation to either the motor or the psychical area, but its close relation to the idea or naming center.

### GROWTH OF MIND.

It will not be denied that the special senses and the higher psychical powers can be cultivated by their direct exercise; but as these powers have never been known to develop without a prior development of the motor area, and as they always deteriorate with the loss of motor power, as in motor paralysis, we have the combined testimony of pathology, anatomy, and physiology in proof of the inestimable influence of the motor functions in the development of the mind. Mr. Kay tells us that "in the new-born babe action precedes both thought and feeling; for the child does not feel, or think, or will, before the performance of movement, but the feeling, thinking, willing, result from such performance." Prof. Preyer finds all will manifestations in the young child in motion. He says, "Widely different as are the phenomena within the domain of will, that owe their origin directly to it, every expression of will is first recognized in movements, viz., words, acts, looks, gestures. * * * After its first stages of development it can reveal itself indirectly, also, by the opposite means, to-wit, by the suppression of these movements." "Since * * * the relation of the will to mental," says Dr. Carpenter, "is essentially the same as that which it has to bodily action, the measure of its exertion will be the *sense of effort* which we experience, in *intentionally* exciting, directing, or restraining any particular form of activity. * * * We have in our own *consciousness of effort*, and in our experience of *subsequent fatigue* a very strong indication that the power which thus controls and directs the current of thought, is of the same *kind* with that which calls forth volitional contraction in the muscles, though exerted in a different mode."

It will not be denied that the first manifestations of life in a child are by its movements. Hence the muscular sense is the first to develop. Day by day, the others gradually unfold, till all become the pages for collecting knowledge. This naturally brings us to the question of the relative importance of the senses as sources of knowledge and elements in education. Time will not admit of its discussion now. Permit me to make a statement that may seem to some of you to be unwarranted, by saying that the muscular sense and feeling are the most important, both directly and indirectly, from the beginning of the education of the child till it becomes an adult. By the exercise of these the whole brain is exercised and every part of it invigorated.. They of all the senses are accompanied by voluntary movement of the part of the body involved in the sensation. Although their absolute cerebral area may be localized, their exercise extends its influence to almost every part of the cerebral cortex. The range of the sense of vision and its value as a source of knowledge is not doubted ; but the exercise of sight is narrow in its influence upon the brain, unless its sensations are focused into clear conceptions in the naming center, or woven into thoughts in the psychical center. And so of hearing, tasting, and smelling. They may be highly developed but possess little psychic value because of their limited extent. Many lower animals have sight, hearing, taste, and smell more acute and comprehensive than man; but man is incomparably above all in touch and the muscular sense. Sir Chas. Bell says, "We find every organ of sense, with the exception of touch, more perfect in brutes than in man. In the eagle and the hawk, in the gazelle and in the feline tribe, the perfection of the eye is admirable; in the dog, wolf, hyena, as well as in birds of prey, the sense of smelling is inconceivably acute, and if we should have some hesitation in assigning a more exquisite taste to brutes, we cannot doubt the superiority of that of hearing in the inferior animals." This fact, coupled with a knowledge of his power of delicate and complicated movement involving so large a portion of the cerebrum, explains why the acquiring of psychic power keeps pace with the growth of the body, and degenerates with the decay of motor and sensory power.

The natural growth of all the powers of the child is a subject of vast concern. Boys will be boys and girls will be girls in mental, social, and spiritual traits, as long as they have the bodies of boys and girls. The body and its powers develop simultaneously with the mind, and we find in every individual that his mental powers develop most rapidly during the period of his most rapid physical development. From birth to the age of seven, the child is acquiring knowledge through its mouth, its nose, its ears, its eyes, its tactile sense, its inconceivably complicated and seldom purposeless movements. Hear what Inain says as to the growth of the brain: "The weight of the brain generally increases rapidly up to the seventh year, then more slowly to between sixteen and twenty, and again more slowly to between thirty-one and forty, at which time it reaches the maximum point. Beyond that period, there appears a slow but progressive diminution in weight, of about one ounce, during each subsequent decennial period; thus confirming the opinion, that the brain diminishes in advanced life." How like the growth and decadence of mind. Indeed, through these physical powers, which we have been told so often have nothing to do with the growth of the mind, the child learns more before it is seven years old than all its subsequent life. But you say the child learns these things instinctively. No. Instinct is one thing, learning is another. Instinct produces uniformity; intelligence, variety. Instinct is the result of physical structure; intelligence re-acts so as to determine physical structure. Instinct is predetermined adaptation of means to ends; intelligence adapts means to ends. "The creatures of pure instinct appear to be tied down, by the constitution of their nervous system, to one line of action, from which they cannot spontaneously depart;" man "is a completely self-determining agent, with a prominent will and conscience—the highest attribute of the animal creation."—*Jas. Orton.* No ! no ! The child learns just as the adult learns, but more rapidly.

### COMPLETE DEVELOPMFNT.

It will be readily seen by referring again to the diagrams representing the cerebral functions that those which are most closely allied are generally placed in juxtaposition, and, from what has been said you will remember that they are always associated anatomically, and are supplied with blood in whole or in part by the same artery. Thus you will observe that the motor centers for the head, face, tongue, mouth, and even the hand and fingers, lie close together. No one who has ever noticed a child or an uneducated person talk can doubt the close relationship between the organs of speech and the muscles controlling the movements of the head, face, and arms. The psychical centers are overlapped, as it were, by those for the movements of the extremities and the vocal organs, and they are closely joined by numberless fibers; hence the nature of every child to move about or to talk when absorbed in thought. In this close anatomical relation we also see the reason for the wonderful influence of non-automatic complex movements in developing mental power. The movements of the limbs have well-defined absolute areas, lying along side each other, but their relative areas are not only coextensive with each other, but they overlap the absolute area of every other known function. In this significant and most important fact we see why all voluntary, non-automatic movements of the limbs have such an influence upon other functions both sensory and intellectual. Their direct anatomical connections make their functions so nearly inseparable, that perceptions through any of the special senses or ideas evolved in the mind, react, in a healthy, natural brain, upon the centers for the movements of the limbs; and all thoughtful movements of the limbs have a direct influence upon the centers for the special senses and the higher psychical faculties. "There can be no doubt," says Prof. Ladd, "that the mental processes which we describe by the word intelligence are all closely related to the basic sensory and motor activities that are chiefly localized elsewhere than in the frontal lobes. An animal that is 'soul-deaf' or 'soul-blind' has, so far forth, an impaired intelligence. The same thing is eminently true of the man afflicted with aphasia in any of its severer forms.

The impairment of any considerable area of tactile sensations, especially as localized in those parts of the body which are most used in perception through such sensations (*e. g.*, the hand), also occasions a certain loss of intelligence. The restriction which cerebral disease introduces into the number and nicety of the sensory and motor functions are, of course, much less important when they come upon the mind already *furnished*, as we say, with a stock of ideas. Still, even in such cases, a basis of sensations and volitions constantly underlies, as it were, all the higher and pre-eminenly intellectual mental processes."

The biographies of successful men are no less positive in confirmation of this fact than is the structure of the human brain. Both indicate that the training of the hand in the performance of duties requiring intelligent muscular movements makes observing men, pushing men, thoughtful men, executive men. Those thus trained recruit the ranks of them that teach the children, administer to the sick, dispense justice, preach the gospel. The development of every power of body and mind makes the man; and in movement we find the connecting link between the physical and mental powers, as well as their most direct stimulus. Says Dr. Carpenter: "The object of the judicious educator will be to *invigorate the whole nature*, corporeal as well as psychical, to find out what worthy objects of pursuit have the most attraction for his pupil, and to aid and encourage his steady pursuit of them, not by removing difficulties from his path, but by helping him to surmount them; and in this manner to foster habits of self-reliance, which, once formed, whether in regard to manly exercises, or the work of the intellect, may be looked to as available for the moral direction of the conduct."

What every true teacher is striving for is power in his pupils; power to keep apace with industry and civilization; power to grasp the truth in science, in literature, in art; power to see beauty in material and literary forms; power to know goodness in man and God. Cut off the physical training for which we are pleading, and you cut off the sources without which this power never has been attained.

Our asylums for the blind, and the deaf, and the imbecile, and the reprobate, are standing witnesses in our favor. They give these unfortunate classes hand-work for educative purposes, to supply the deficiency caused by the loss or weakness of physical, mental, social, or spiritual power. Teach the thief how to do an honest day's work with his hands, and you do more towards his reformation than by reading him a dissertation on the eighth commandment every day. In this connection I desire to quote Dr. G. A. Doren, Sup't Ohio Institute for Feeble Minded Youth. He says:

"Idiocy and mental imbecility depend upon some abnormal or imperfectly developed condition of the physical system—a condition in which the nervous organization is especially defective—preventing the harmonious and natural development of the mental and moral powers.

"Idiots and imbeciles are feeble in body as well as in mind. They are wanting in muscular and nervous power, the gait and voluntary movements are generally awkward and slow, and the special senses undeveloped or inactive. Physical training and physical development will, therefore, be essential to permanent mental improvement, and hence the importance of gymnastic and calisthenic exercises in treatment. The reciprocal influence of the body over the mind, and the mind over the body, must be carefully studied and applied. The dormant energies of the body must be roused to action by every possible means. *The wayward muscles are to be taught to move in obedience to the dim spark of will that may exist, which will must be strengthened and developed.* The very feeble power of attention must be cultivated and increased by the most attractive means. The affections must be nursed—the special senses trained and educated—vicious habits are to be corrected, and the idea of obedience and moral obligation must be planted and nourished."

Is the anatomy and physiology of the brain of unfortunates so different from that of those who are in a normal condition, that the only known mode of successfully educating the one is useless to or has a degrading influence upon the other?

But I will be met here by the assertion that the lines of work—languages, mathematics, sciences, humanities, etc.,—most generally pursued in our schools, are sufficient to develop, in the ordinary child, the power necessary to the most useful lives and lead to the highest living. Whence the proof? What ground is there for such a belief?

Let us look at a few facts. According to the report of the Secretary of the State of Ohio for the year ending Oct. 31, 1887, 694 persons were enrolled in the Ohio Penitentiary; 16 percent could not read, 37 percent could read and most of them write, 42 percent had a common school education, 4 percent had a high school or collegiate education; 42 percent had no trades, neither were they even engaged in what might properly be called manual labor; 10 percent had no church affiliation, and 90 percent had parents who were church members. From statistics of the Penitentiary at Joliet, Ill., we learn that 9 percent of the inmates were illiterate, 73 percent had a fair education, 9 percent were graduates of colleges or universities, 91 percent were Sunday-school scholars, 18 percent were temperance men, 77 percent had no trade or regular occupation, 16 percent had simply picked up trades; and 7 percent had been systematically taught some trade. A hasty glance at statistics indicates that the facts for other states are about the same. Just think of it! More than half of them fairly educated, but less than half not even engaged in manual pursuits! About 90 percent of criminals surrounded, as we have reason to believe, with the average influences of a religious life, and not more than 10 percent taught a trade! "Faith without works is dead." "Six days thou shalt work." "In the sweat of thy face shalt thou eat bread."

With most persons, their spiritual, social, and mental lives are inextricably interwoven into their physical life. Of course, many can, in a measure, rise above the physical, but few do. You can't reform the drunkard by giving him unwholesome or innutritious food, or by depriving him of the labor by which he supports himself and family. You can't instill habits of physical perseverance into the person trained only in intellectual pursuits. The psychical centers will react along the paths most frequented, that is, upon each other, instead of upon the motor or sensory centers which must be active in all voluntary physical acts. The latter strengthen the former by giving them material for thought and an increased supply of blood; but the former can influence the latter only by compelling their activity through the fiat of will. The college graduate, without some previous industrial training, seldom turns out to be useful at any occupation but that of the teacher, the lawyer, or the preacher. The percent of college-bred "cow-boys" is said to be greater than that of college-bred mechanics.

The old college training lacked breadth. The training of the mind alone, as is evident from the facts of physiological psychology, is the most one-sided training to which we can subject our children; and it is objectionable from the fact that it alone fits only for mental pursuits. The training of the hand is two sided at least, in that it also trains the mind in its four-fold capacity of knowing, feeling, willing, and thinking; and it has the advantage of opening the way to numberless pursuits and endless varieties of enjoyment. To know something definitely and to do something exactly are the only germs from which the mind evolves wisdom and power. Many of you have observed that the boy or the girl who has been taught to use his sensory or his motor apparatus most persistently and accurately, generally lays hold of his school work with the greatest avidity; on the other hand, few of you ever saw boys or girls trained only intellectually that took at all kindly to anything that had even the appearance of physical labor. The happiness of the boy or the girl, or the man or the woman whose every artery pulsates with vigorous life has no counterpart in the intellectual prodigy, with his over-sensitive nervous organization. The perfect performance of all the ordinary functions of life is happiness in itself, but the more important in that it leaves all the higher powers untrammeled in the performance of their functions.

### DISCUSSION.

ALSTON ELLIS:—I did not have the pleasure of listening to this paper before the gentleman read it, and I feel a little like the unfortunate gentleman who was brought up in court upon a charge of which he was innocent. He was a good man at heart, but he had no plethora of this world's goods and had no attorney to respond for him. After the judge had appointed his attorney, the supposed criminal said, "May it please the court, may I see the attorney?" His request being granted, he said, turning again to the judge, "Then may it please the court, I plead guilty."

Now, if I am expected to take this conglomeration of dots and lines, and curves and angles and discuss them, I shall have to plead guilty at once and take my seat.

I have no hesitation in saying in this educated assembly that I have never heard such a tremendous outpouring of terms of learning in my life before. The fact is, that the whole discussion has changed base. We all know that there are different phases of this subject. Industrial education in the schools means that education that teaches the trades. Manual training refers to that species of industrial education that has to do with the training of the hand in dexterity; and then there is another, such as we have at the Case School of Applied Science, simply technical instruction.

To-day, we are brought face to face with a psycho-physiological discussion of theories concerning the truth of which there is no unanimity of opinion. We are told that the reason why we are not more intellectual is because we have not been physical enough; that the education of the brain is but a one-sided education, unless we have also this education of the hand. Now, if this is so, it seems to me that those people who had unusual dexterity in the use of their hands should have been prominently at the head of civilized life. But if you will look back at those barbarous tribes that bore in upon civilized Rome, you will find that they could use their hands very well, yet at the same time, while they gave to the world certain elements of civilization, they were not intellectual personages in any manner or form. It might just as well be understood here that mere bodily strength, mere dexterity in the use of hand or foot, never yet gave a strong indication of a strong healthy brain. On the other hand, the pages of history are full of instances where men of meager frame had great intellectual capacity.

This theory of the intimate connection of the hand and brain power proves entirely too much. If it is true that the mere development of the muscles of the hand will make a man have two brains, I venture to affirm that if you will only set to work and develop the feet also, you will have four brains and not two. I believe there is far more intimate connection between the stomach and the cerebrum and cerebellum than exists between the brain and the hands.

I approach the discussion of this subject with some diffidence, owing to the peculiar character of the matter which has been brought before us, and also for the simple reason that I stand in a place where manual training, pure and simple, has a very high place in the minds of the people; but the great danger is that those who are fostering this matter in this city have possibly gone too far, and they will recognize that sooner or later, and there will be a revulsion of feeling on this question. I feel a little like the minister of old, who attempted to preach to those people who were wedded to their idols. My own objection to manual training is not an objection to manual training in itself; but when it comes to making this system of training a part of the public school system, and it is proposed to expend time and money for supporting the same, I think we are reaching out beyond the legitimate bounds of our mission. I believe the work of the public school is performed when we give pupils that fundamental training which is essential for any position in life. If our friends are willing to devote a portion of their wealth in the direction of manual training schools, I bid them God speed in their work. I only say to the teachers that in my judgment we have enough to do in the public schools to-day, without going out and finding more odds and ends to bring into our school life. The fault of the schools is not that we are not teaching enough, but that we are teaching too much.

The whole subject is one of very great importance. I only throw out this one word of caution. Take what is good in it, but do not go beyond the bounds of common sense and prudence, and be led away by those who have made this subject a hobby. We ought to be a little more conservative, and, in regard to this latest hobby, let us extract from it only what is good. It will be of some service, but I am not yet prepared to yield an unquestioning consent to the propositions which have been brought out in the lecture of last night and the paper this morning. Until the truth shall be well established, let us make haste slowly, and let us try to make the work we now have in hand, in the public schools, more efficient.

H. C. ADAMS, Toledo High School:—It would not be surprising if, after hearing the able paper and the address which followed, there should be some of you halting between two opinions; but I do not believe that an intelligent body of teachers like this will mistake eloquence or oratory for truth and logic. The paper and the charts are perhaps a little beyond some of us, but let us make haste slowly —in ridicule. I confess that the paper and the use of these charts presented to me some new phases of this subject. Near the close of Dr. Ellis's address he stated manual training as we believe it here in Toledo, and just as I proposed to define it. The question of a trade school is no longer a question. We do not teach trades. We will agree with the opponents of manual training as to that; but that the use of the hand, the use of the muscles in the training which the common schools should afford, is just as essential as the training of the eye, of the ear, of the reasoning powers, we firmly believe.

We have become tired, in a measure, of listening to this discussion in educational conventions. What we want to know is, is this movement in connection with the public schools supplying that which our present condition of society feels and demands?

I wish to mention some of the facts concerning this training that our experience here has confirmed. To begin with, we must go back to the fact that has been suggested in the paper before this convention, that the condition of society is different from what it was twenty or thirty years ago,—that new problems present themselves which must be solved. New demands have been created and will continue to be created as long as our social system progresses. What we need is a greater fitness of men and women for the actual duties of life. For this end, the manual training movement has been established in connection with some private and some public schools. Those of you who approved the address of your president this morning passively admitted that you believe in manual training as it exists here in Toledo. The thought of the paper was that it should be the object of the public schools to send out into life well developed young men and young women, and in order to do this we must train the hand as well as the mind.

We all agree, I think, that higher education should have a place in our common school curriculum, yet we are constantly obliged to defend this position with those people whose sympathies have never been aroused in the direction of higher education, and who do not believe that the high school should be a part of the common school system. We must reach these people in some way. It has been proven by experience here in Toledo that the manual training school is well calculated to meet this very want. Many of the parents, influenced by the advantages which their children derive from the manual training school, permit them to remain through the course, who otherwise would leave school at the close of the grammar grades. Thus many receive the influence and benefit of a higher education who would not otherwise enjoy it.

Another very pleasant feature of this movement is its tendency to wipe out the lines between the different castes in society. When we first spoke to some of the boys about learning to use tools, they felt that it was lowering their dignity to think of their taking the saw and hammer and learning to use them in the manual training school. When we spoke to the young ladies about going into the class in wood carving, and later into the cooking class, they were not at all pleased with the idea. But to-day, in the cooking school are young ladies from the wealthiest families, working side by side with those from the poorest families.

All the friends of education agree that any means we can use to hold the young people until they have completed the high school course, is to be welcomed. The number of pupils who graduated from the high school has nearly doubled during the last three years. This is largely due to the influence of the manual training school. The pupils enjoy their work and it is very often the case that some of the young men petition the teachers to give them an extra Saturday afternoon.

A question that has been asked by a great many teachers who have visited this school is one that has been answered here in Toledo. The students of manual training have stood equally well in their classes with those who have taken only the regular course. The time devoted to manual training is two and one-half hours a day. This makes it necessary for the student to spend more time out of school hours in study than otherwise.

There are many other features which I would like to bring out in this discussion, but time will not permit me to enter upon a discussion of them this morning.

Dr. Hancock:—I recognize the ability of the paper my friend has read, and the careful scientific discussion of the subject which he has given us; but the objection I have to the philosophy of it is fundamental. I do not believe you can deduce any of the laws of metaphysics from any amount of physical observation. No great metaphysician believes that the fundamental laws ever have been or ever will be reached from this direction; but I yield a very hearty word of praise for the ability of the paper and the scientific character of its discussion of the subject.

[Dr. Hancock then called out Dr. Woodward, whom he introduced as the father of this movement.]

Dr. Woodward, St. Louis:—I am deeply interested in this discussion. The subject has occupied a large share of *one of my brains* for at least ten or twelve years. My main work is in other fields; this is my diversion. But I am willing to say a word to you in regard to the attitude of manual training and define its purposes and some of its results. I am glad to give Dr. Ellis the credit of saying that he does not oppose manual training. He does oppose industrial training and so do I. In our system of manual training, we endeavor to educate the whole boy. We have no more intention of turning out mechanics than we have of turning out lawyers. We have turned out hundreds of boys from our St. Louis school, and they are among the most worthy of our citizens.

Some people think that manual training necessarily involves low aims, and that because we give them this training it is assumed that we give them almost nothing else. We believe it is the brain that dominates the hand and not the hand that moulds the brain. The brain grows by exercise, and in order to make a good strong brave man you want to educate the brain on both sides.

I wish you people could understand what a tremendous influence it has on a boy to be thoroughly interested in something. And this interest is contagious. No boy can go to a good manual training school without interesting some other boys in it. The boy ought to go to school to know what he is good for, what his best gift is, and on what lines he can work. After he has been in the manual training school through two years of training, he has a better idea of his own abilities and is better able to make the most of himself.

We do not aim to turn out mechanics. The boy is the only thing we manufacture, and we believe in giving him that all-around training which will best fit him for making the most of himself, whatever his position in life may be.

Now, I would ask that, in forming your opinions on this question of manual training, you do not take my word for it, and do not take Mr. Adams's word for it, but go and visit the schools as they are, and let the tree be known by its fruit.

It gives me pleasure this morning to meet the teachers of the State of Ohio, and I thank you for your kind attention.

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# MODERN METHODS IN THE STUDY OF GEOGRAPHY.

BY ELLEN G. REVELEY.

There may be those who in thought, at least, would demand an apology for a paper presented before this body of skilled teachers, on a subject so trite as geography; there may be others who think that with so many recent publications of merit, on geographical teaching, a paper on the topic is superfluous. But there has probably never been a period, since the inception of the science, when so many thinking teachers have concentered so much thought on this study, and no topic about which so many original thinkers have thought to the same method and end. Alexander Frye, in his excellent work, "Child and Nature," says: "The world has had many recorders but few geographers." Is it not also true that, in the past, there have been many teachers who have heard recitations in geography, but few teachers of geography?

The history of the conception of this science tells us that the Greeks were the first to teach that the earth is a sphere; to them, also, is attributed the invention of maps, and the suggestion of the truth that the earth rotates on its axis and revolves around the sun. To a Greek we are indebted for the first measurement of the magnitude of the earth, by a method, the principle of which is still in use. A century later, another Greek was the first to devise fixing geographical location by means of latitude and longitude.

The revival of learning in Europe gave new impetus to investigation and exploration, resulting in the subsequent discovery of the lands of the Western Hemisphere, and a better knowledge of those of the Eastern. In these centuries, the heralds of the progress of the nineteenth, the minds of Copernicus, Newton, Galileo, and Napier rendered everlasting service to man, in the splendid and far-reaching conceptions of the solar system, the laws of gravitation, and the invention of the telescope and of logarithms. From this time onward the minds of geographers were busy studying the shape and size of the earth. The idea of a map was really the only valuable thought gained in the early art of map-making, since the conceptions of the surface of the earth were so imperfect. The earliest printed map appeared before Columbus discovered America, following the invention of printing. Globes were made in the same century. Treatises on navigation first appeared in 1537, in Portugal, after the wonderful achievements of DeGama, Columbus, and Magellan. Thus, in the sixteenth century, the basis of geographical knowledge was laid, and the means made known to accomplish limitless results.

But the real knowledge of the surface of the earth was necessarily confined to the regions in which the first geographers lived. This knowledge has been extended gradually by travelers on land and sea, till now, like Alexander, we may sigh because there are no more continents to discover. Geographical discovery was promoted by political aspirations, affecting every country both in the extent and in the character of its civilization. No study can be more interesting than Historical Geography, in which we learn what nations found other peoples, under what circumstances the conquests were made, and what were the consequences of such conquests. With this spirit of discovery and exploration, another helper, one of the most beneficent, the spirit of commercial enterprise was quickened.

"The early impressions of travelers, based on the striking differences between distant countries, were supplemented by the perceptions of co-existing similarities, no less remarkable and real. Attention was soon drawn to the peculiarities which persistently characterize the great regions of polar cold and equatorial heat; to the main features of mountain ranges, the plains, the coasts and interior of the continents, and of the oceans; to the local and periodic variations of temperature and climate; and to seasons of wind and rain over certain areas of land and sea."

These facts were compared and classified, and thus Scientific Geography grew, as one of the products of the nineteenth century, and Geography was placed on "an equal footing with the sister sciences." This was accomplished through the researches of Humboldt, as the result of personal observation and investigation, and by Ritter, who saw the earth as a "theater of human actions." Humboldt generalized and Ritter studied relations, but it remained for Guyot to stimulate the better teaching of Geography. He was the first to provide a series of maps portraying the slopes of the surface, an aid invaluable in the study of the science.

The fact that there have recently been established chairs of Geography in the two greatest English Universities, through the endeavors of the Royal Geographical Society of Great Britain, is one of the signs of the times, in the progress of this science. To-day, we are aided in our geographical studies by the Genii of Mathematics, of Commerce and of Science. By this latest helper, Science, Geography may be greatly enriched, and the time is ripe for us to use the facts made known by astronomy, botany, zoology and geology which relate to our globe, and to make them auxiliary to a more comprehensive as well as a more intelligent study of the earth in Geograpical science. We have, besides these helpers, another constant aid, the knowledge of mind, for the science of metaphysics is now one of the most benevolent agents in every field of educational endeavor.

An eminent author says, "The aim of Geographical science is to investigate and delineate the various features of the earth; to study the distribution of land and sea, the configuration and relief of the surface, position on the globe, facts which determine the existing conditions of various parts of the earth, or which indicate former conditions; and to ascertain the relations that exist between those features and all that is observed on the earth."

Having thus traced the growth of Geographical knowledge, let us turn our attention to the child who is to study Geography. Is it not true that every infant at birth is as absolutely ignorant of the earth upon which his career commences as was the first man at his creation? Little by little, each young child explores his own home; he learns the plan of the house in which he lives and the purpose to which each apartment is devoted. In early life, he becomes acquainted with the surrounding neighborhood; he learns to watch the phenomena of nature, the rising and setting sun, rain-fall and snow-storms; he knows the animals that are domesticated in his family, the products of the fields, that form his daily food, and of the mines, used for domestic utensils or for ornament. How has the child learned? We know by observation that he has been busy during the first years of his life observing that which surrounds him. Unaided by the schools, neither hindred nor helped by books, every child learns about the earth, instructed by the greatest teacher, Nature. What Nature teaches the child never forgets. Not only is the perceptive faculty active, but the retentive is true to its office, and in the oft repeated "why" of the child, we discover the dawning activity of the reasoning powers.

Like the earliest geographers, the child can only discover that which lies about him. Hence children conceive that the earth is a flat surface, because they cannot discover its rotundity. If the child unaided has made numberless discoveries about the earth, it is now claimed that when children first enter school they may continue to study Geography, still aided by Nature and guided by the primary teacher. Geike says: "If we can help them to push forward boldly and see things for themselves, we do them an inestimable service, not only adding to the joy of their childhood but kindling for them a light that will illumine all their future life. A fact discovered by the child for himself, through his own direct observation, becomes a part of his being and is infinitely more to him than the same fact learned from hearsay or acquired from a lesson book."

At school, the child should still study familiar things: clouds and rain; seeds, roots, and leaves; flowers and fruits; birds and animals. The rivulet or pool formed by a shower, the hill climbed by the children in coming to school, or down which they slide on a winter day, the flat surface of the school yard, are more truly foundation knowledge in Geography than lessons learned later from books about rivers, lakes, mountains, and plains. At first, the child should look at the objects in nature and be able to recognize and name them. Only the simplest names should be given, but these should always be true in use. Later, the teacher may lead the child to note resemblances, and thus will be laid the basis of future scientific geographical study. All familiar geographical features in the vicinity of the school should be the subject of observation and conversation between teacher and pupils. Very early, pictures may be used, representing the known of the child, that he may learn to recognize in pictures, objects which are familiar, and thus be prepared to study pictures of objects not familiar, at a later stage. Comenius said: "The foundation of all learning consists in representing clearly to the senses sensible objects, so that they can be apprehended easily."

The blackboard and the slate should be used more and more, as the pupil advances. The first lesson preparatory to a study of the map may be a plan of the school-room, placed on the floor or on the blackboard, by the teacher, aided by the minds of the children. The main object of this plan should be to aim at general resemblance of proportion, and to make the child realize the difference between the actual and the represented, in size, as well as to trace the resemblances between the lines forming the plan and those in the objects.

It is growing to be an educational principle that "the hand and the eye must work together, in order that the sensations may become parts of the same mental state." When the child is able to make a mud pie, or mold a snow ball, he is able to mold geographical forms in sand. Frye says: "The little models in sand become a language or means by which the teacher may aid the pupil to bring most vividly into consciousness, with least effort, forms to be compared. We should teach directly from nature and use the sand to stimulate perception of the reality."

Undoubtedly the object in nature, the model in sand, and the plan or map should be closely associated in all the first geopraphical studies. In thus laying a broad foundation in the first years of school life, the teacher should keep some aim in view toward which the discipline of these first years is to lead. The teacher's mind should be alert to watch for materials by means of which the observing faculties of the pupils can be trained. The teacher must put himself in sympathy with the alert mind of the child. When the pupil commences the study of the geography of regions he can not explore, what means shall be used?

That great reformer of geographical teaching, Guyot, said: "Without maps, true geographical teaching is impossible." Since the days when Capt. John Smith sent a map of the Chesapeake home to England to make known better than words could tell, the features of the bay he had explored, the value of the right study of maps has been more and more appreciated. Every line, every trace on a map, is the result of a discovery and an exploration. As the pupils cannot explore the object, they may follow the lines as evidences of the investigations of others. The belief is gaining ground that good wall-maps should be made the fundamental study in geographical teaching beyond the elementary lessons. The student must study a map as he would the country which the map represents; that is, he must use his own observing powers and discover for himself.

To learn how to read a map rightly is as important as to learn how to read a book correctly. The relative position of a country, the outline or surroundings, the surface and slope, the watersheds, the direction of rivers, the climate, the productions and occupations, indeed all the important features of a country may be discovered by the mind of the pupil, with guidance by the teacher. In questioning, the teacher should never give part of the answer. All such questions as "what three bays off the coast of Massachusetts?" should be avoided, and the pupil should be left to discover that there are bays and how many. It is a question whether King in his admirable work, Methods and Aids in Geography, has not made the model teacher do too much thinking for the pupil in the chapter devoted to map-language. If we were sailing in an unknown sea with our pupils, out on a voyage of discovery, would it not be wiser to allow them to be the discoverers while we guide the ship? In a lesson in map-reading, the teacher may direct the pupils to a subject for investigation, as the slope of the Mississippi valley, but the learners should form their own perceptions, if we would have them become real learners.

Next in importance as well as next in progress, is the making of maps. To make a map after studying one serves the same purpose as modelling in clay after observing the object, "to bring directly into consciousness forms to be compared," or to make the conception of the object clear to our own consciousness. At the outset, pupils should depict in one map but a single feature of the country. If the lesson were the map of North America, the outline only may be made, showing the form of the continent, the indentations and the projections of the coast.

Some one recently said in an educational journal that if the object of map-drawing be to produce a fine map, undoubtedly the pupil should make construction lines; but if the object be to teach the child, the time and thought that would be used in learning construction lines would be better used in studying the wall-map, that the learner might have a fair conception of the shape of the continent. I can but believe that all stencils and printed outlines should be dispensed with. The result of the free attempt is a mental good to the child, and drawing is only a means to an end. As we have suggested, the first map should portray only the outlines; the second, the surface, ranges of mountains and highest peaks; the third, the water partings and the river systems. Another may represent climate by colors or lines; one map may show only the mineral productions; on another the vegetable productions may be indicated.

When we have built up a series of maps in this way, the pupils, in our own country at least, will be able to select great routes of travel and locate great cities. Finally, several or all of these features may be combined in one map;—as suggested by Guyot, brown crayons may be used to indicate different degrees of altitude; the pupils will be pleased to make the waters blue, and to add harmonious colors as the map progresses.

In some schools, in Europe as well as in the U. S., maps are drawn with given influential centers, as a map with Toledo as a center that would place Chicago on the circumference. After the general map of a country has been thoroughly read and intelligently reproduced, pupils will readily make these circle-maps without special preparation. Another excellent feature in studying a map, is to have only a single feature drawn, as the Mississippi system, or the Great Lakes with the St. Lawrence.

One of the most pleasing and profitable studies in geography I ever witnessed was the study of the Mackenzie river and the lakes and rivers tributary, sketched as a whole, not even placing it in its relative position in North America. The great advantage of this exercise is that the map is made larger and stands as a single thought to the mind of the maker.

About the time the child leaves the study of the geography of home surroundings, he should commence the study of the globe. This is always a matter of great interest to children. At this stage, the most elementary principles of Mathematical Geography may be learned. In the study of sand-models, maps, and globes, the great difference in size between the real and the imitation should be often referred to, and thus kept before the mind of the learner.

As soon as a pupil begins to study geography, his imagination must be active. Has he never seen a river? He has seen a brook. Has he never seen a mountain? He has seen a hill. It is no more difficult for a child to imagine a brook to grow into a river than it is for him to imagine himself to grow into a man. There is probably no greater waste in the study of geography than in the neglect of the use of the imagination. How many pupils have grown to adult life, thinking of the Amazon river as a line on the map? But we seem to be in danger of falling into another extreme. Which is better, to cover a wall-map with specimens of productions, till it looks like a crazy quilt, or to lead the children to think of the earth as it exists in nature, to think of corn fields and then imagine the prairies green with waving corn? Which is more natural, to have bottles of hay suspended in the school room, as advocated by a popular educational paper, or to call attention to the dried grass cut in the home door-yard? Colonel Parker, in his valuable work, "How to Study Geography," says: "The study of geography, elementary and scientific, cultivates systematically the faculty of imagination, and the products of this faculty arouse and develop at every step emotions of beauty that culminate in the emotion of grandeur.

At every stage of geographical study, pictures are great helpers. Every illustrated paper and magazine and many travelers' guides contain pictures adapted to geographical illustration. These mounted on cards serve several classes, and are never ending sources of pleasure and profit to the children. The stereoscope and its complement of views, the magic lantern and its more magical shadows, will soon be considered indispensable in the study of geography. If a single school cannot afford to purchase a magic lantern, several schools could unite in the expense, and share in turn the pleasures of travel without the pains.

One of the most valuable features of the recent works on geographical teaching, is the lists of books of travel arranged according to subjects. How to obtain these books for the use of our pupils is a matter of interest to each of us. The books may be bought, the children are eager for them; the teacher's inventive genius must be the electric spark to make the connection.

No mention has yet been made of geographical text-books. Geike says: "It is hardly possible to find in English any class books that meet the needs of the case." The model of the coming geography is, probably, "The Geography of the British Isles, by John R. Green and Alice Spofford Green," published by MacMillan. With the helps of map-drawing and modelling, good geographies are needed. Indeed the object of these helps is to enable the pupil to make a clear mental picture of that which he reads. At present, too many children merely memorize the words, and no picture being formed by the mind, the words are soon forgotten. Without doubt, the geography of the future will contain more classified knowledge, and less minutiæ, and the maps will portray fewer geographical facts. If a single physiological chart should picture all the apparatus within the human system, the student would be able to learn as little from it as the student of geography may learn from a modern school map in his text-book. The future geography will doubtless give more prominence to physical features, and less to political. It is an open question whether we should not teach the leading geographical features of Europe, for instance, either as a whole or in parts natural to the topic, and not divide the continent politically before it is studied physically. That one part of Europe is governed by a czar, and another by an emperor is only one point in geographical study, that should be reserved among the latest topics.

A good workman must have tools adequate to his skill. Good tools and a poor workman accomplish inferior results. With all modern means at his command, with pupils of eager minds, the poor teacher of geography will pervert the means and dull the keen enthusiasm of the learner. Much less, can the indifferent teacher of geography rouse the slow mind of a pupil. For, as has been said, "How can he give kindling in whose heart burns no fire of enthusiasm ?" Or, as Phillips Brooks says, "Joy in one's work is the consummate tool without which the work will always be done slowly, clumsily, and without its finest perfections.

### DISCUSSION.

W. R. COMINGS :—As has been shown in the excellent paper to which we have just listened, the study of geography, which was once merely memorizing of facts, disconnected in form and unrelated in substance, is fast becoming a logical investigation of related facts, a searching out of cause and effect, and the gaining of clear mental pictures of portions of the earth's surface as divided into sections by nature and by man.

The memorizing of the exact height of mountains, length of rivers, location of capes, depth of lakes, longitude and latitude of cities, and the enumeration of innumerable other minutiæ, is giving place to a study of mountains as they affect climate and commercial industries ; of rivers as the drainage of fertile valleys and the servants of man; of such capes only as have some commercial, historical, or special interest ; of lakes as cheap highways and equalizers of climate ; and of cities as the centers of trade and civilization.

The whole study is fast assuming a new aspect, and slowly but surely receiving recognition as a science, or rather, perhaps, the elementary knowledge necessary to an understanding of several sciences. The study now sweeps a wide range of commerce and industry, of history, art, and science, of astronomy, topography, and meteorology, of biology and geology. From some it gleans but little, from others much.

The commerce of the world, in all its new and varied phases, has enough material for a valuable and good sized text-book. This material is as yet to a great extent in an unclassiffed condition, but it is worthy and will receive attention.

Modern methods in the study of geography are receiving a tribute from history,—not a heavy, but a respectable tribute. There are some who, carried away by this new aspect of the study, seem to have little appreciation of child-mind, and of the way children have ever, and must ever acquire knowledge of things either in the world about them, or from books. They would have these little ones put on their own long-sighted spectacles to show them some possible connection between historical events a century old and geography as it is to-day. The perceptive powers of children are not easily nor profitably made to see relations at long range, nor the more intricate workings of cause and effect. Hence the small tribute history pays to this study. Geography is a far greater aid to history than history is to geography. No other art or knowledge is so valuable in the study of geography as the art of pictorial illustration. In the common school text-book this art goes but little beyond the use of urban scenes and mountain pictures, and the ordinary maps. In physical geographies, however, it is put to better use, to a larger use.

Any one who will look through one of the later physical geographies will quickly see how varied are the maps and illustrations and how much is told by them that could not be made vivid by any other means.

The common text-book on political geography could be wonderfully improved in this respect. Relief maps that have been used to a limited extent could be made a very valuable feature in giving a bird's eye view of the country—in showing not only mountains and valleys, but in giving correct ideas of their altitudes and slopes. This may be the special province of sand or clay modelling, but I am quite inclined to think that pictures will give a more correct idea of a country's relief or surface than a sand model can, just as a photograph of a fine piece of statuary shows its perfections better than a rude plaster model would. In fact, I think the value of sand modelling has been very greatly over estimated, that its chief value lies in manual training rather than in giving correct ideas of geography.

But illustrations and maps can be varied to infinity, and can, to a much greater extent than at present, show areas of the various plant and animal productions, that at present are learned only from the text to be directly forgotten. For instance, a *coal map* of the United States would locate the coal areas of Pennsylvania and Ohio more definitely and more vividly than any description could. Such a map need not be more than a cheap wood cut and it should show few if any other minutiæ than the state boundaries, and, in many cases, the mountain reliefs. In the same way speecial maps of iron, lead, gold, wheat, cotton, sugar and timber areas would make vivid to the minds of the children much that is now not only indistinct, but uninteresting. If any one questions the value of such maps let him look through the volumes of the last U. S. Census and all doubt will speedily vanish. I have tried to have classes prepare such maps of their own. The success, though worth the effort, was but indifferent, because they had no way of learning from their text-books the location and boundaries of their areas. Pupils are left to guess whether iron is produced in northern or southern Michigan, lead in northwestern or southeastern Iowa, coal oil in eastern or western Pennsylvania, and so on. There is reason to wonder why the books ever fell into the illogical practice of enumerating productions by states or countries, why in the descriptive text of all the northern states corn is mentioned as a production, and, in the same way, cotton of the southern. State boundaries are political, not agricultural, nor physical. If once the corn or cotton section is known, all the states producing it are known, and this cannot be more easily shown than by a map. There is no reason for a pupil's waiting till all the southern states have been studied before knowing the cotton area. In the effort to promote sense perception there has developed a sense deception that results from giving things too vividly a materialistic form. This is shown in the sand modelling, that is deceptive and highly unreal—sand mountains are always too high, and the oceans too deep,—the ideas which children obtain from sand models are far less correct than those obtained by a direct study of one's surroundings, aided by pictures—unless we make an exception of those who have no opportunity to see nature outside of paved streets and narrow lawns. Sand modelling as an explanation of things in nature is a failure. There is no need of explaining what a child already understands.

Again, the effort to make clear to the mind of a child the relations existing between the sun, earth and moon, the causes of the tides, seasons, twilight, and so forth, is often perverted by the use of highly complex and comprehensive apparatus, too complicated for the child mind to understand except as a machine. An intelligent teacher needs little besides a simple globe and good illustrations.

As shown in the paper, the imagination must be developed, the child must see hills growing to mountains, a globe on a support as swinging in mid space and grown to an earth or sun. Every child before he begins this study in school has a good mental map, a little knowledge of commerce, astronomy and government. His school work should go on building upon this as a foundation. But always ideas must be presented clearly, and in simple not complex relations.

Modern methods demand that the most of the topics contained in the introductory chapters of the geographies should be put off till the child has reached an age when he can intelligently study the mathematical geography, the condensed paragraphs upon governments, races, air and ocean currents, and other topics that do not appeal to the experiences or observations of every day life, or if they do. are far too intricate for the child mind to understand.

The best modern methods in the teaching of geography, supplement the ordinary text-book, by an immense amount of matter drawn from interesting books on nature, travels, history, etc. These books may be in the hands of either the teacher or pupils. The supplementary work obtained from them is often of more value than the regular lessons learned from the pupil's text-book, because more vivid and real.

There is an opening, I think, for a single text-book to take the place of the series of two to four, a book with something less of Ohio, with less of minutiæ about unimportant countries, simpler maps, yet more of them, with a wider and more practical range of illustrations, and withal a book of more convenient size.

In conclusion, modern methods are transition methods. To say what will be in a few years is hazardous. That there is uncertainty about old and seemingly well accepted methods is clearly evident, while all along the line there is a spirit of unrest, a desire for something better. New ideas, new methods are plentiful enough, but the teacher who undertakes to sort out, or put into practice, only those that are based on sound pedagogical principles has no easy task.

F. GILLUM CROMER :—I am sure of one thing, and that is that geography has more importance than we usually assign to it. It seems to me that in this study we have more food for thought than we generally find. We ought to talk more about the products of the country, the language of the people, the customs of the people; if we neglect these things the study becomes very dry. The world is surrounded with certain environments which we should make use of, and if we fail in this, we fail to make the subject interesting. We should speak of the earth as the abode of man, and call attention to the reasons why one particular region is a manufacturing region, another a farming region or a grazing region.

In regard to map drawing, I will say that I believe in it, but I do not believe in pupils attempting to make maps which shall surpass those in the books. This seems to me a useless waste of time, but I would advise the drawing of rude outline maps, rapidly and with reasonable accuracy. Tracing maps is useless, because it destroys the very thing we want to get, the outline of the country.

We do not discriminate closely enough between physical and political boundaries. If you ask a child whether Indiana is a physical or a political division, he will be very apt to say that it is a physical division. In my mind, earth maps are worth more than the man who preceded me would have you believe. I like a good sand box. We are in this way able to follow nature more closely, and, having the surface of the continent, we can readily get the drainage.

We should remember, in our teaching, that the mind generally moves in those lines that offer the least resistance. In the study of arithmetic, for example, the child will copy the work of his neighbor if he can, instead of working it out for himself; and in geography he will memorize the words of the book instead of looking it out for himself. We follow too literally the words of the text-book. I am inclined to think, also, that we teach too many details and too little about the geography of our own country. It seems to me it would be common sense along this line if we taught more of the geography and the government of our own townships.

## SPECIAL METHODS IN CIVICS.

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BY J. A. SHAWAN.

Just what our committee meant by "Special Methods in Civics," when they selected this subject, I have been unable to learn. Their worthy secretary has assured me, however, that I would be allowed to present any thing from a Fourth of July oration to a *very limited* commentary on the Constitution of the United States. I shall, therefore take the liberty to consider, in a general way, some of the questions which we have to meet and, possibly, some of the special methods to be employed.

One of the most noticeable traits of the typical American is his intense enthusiasm for his native land. Fiske, in his lecture on the "Manifest Destiny" of the United States, does not overdraw our real ideas of our national *bigness*. He says: "At a dinner party given by the Americans residing in Paris at the close of the Civil War, many toasts were propounded concerning the *expected* glories of the American nation. 'Here's to the United States,' said the first speaker, 'bounded on the north by British America, on the south by the Gulf of Mexico, on the east by the Atlantic, and on the west by the Pacific Ocean.' 'But,' said the second speaker, 'this is far too limited a view of the subject; in assigning our boundaries we must look to the great and glorious future of the Anglo-Saxon race. Here's to the United States, bounded on the north by the North Pole, on the south by the South Pole, on the east by the rising, and on the west by the setting sun.' When the applause which greeted this aspiring prophecy had subsided, a third speaker arose—a very serious, matter of fact man from the Far West. ''If we are going,' said this truly patriotic American, 'to leave the historic past and present, and take our manifest destiny into the account, why restrict ourselves within the narrow limits assigned by our fellow countryman who has just sat down? I give you the United States—bounded on the north by the Aurora Borealis, on the south by the precession of the equinoxes, on the east by the primeval chaos and on the west by the Judgment day.' "

This is but illustrative of the buoyancy of spirit characteristic of our national youth. And, whatever may be said in its condemnation, it will all be needed to oppose the growing forces of anarchism and communism. But this enthusiasm and buoyancy of spirit must be attended by serious, thoughtful investigation. The true patriot must be as conscious of his country's faults as he is proud of her glorious history. No form of government can exist for any great length of time without the support of its people. But in a republic, patriotism is an absolute necessity.

In the United States, we have no ranks in society except those of character and genuine worth. Here every man is in the line of succession to the highest office in the gift of the people. Every one is in part responsible for the good name of his country, and should be taught from childhood to regard her honor as sacred.

It is the province of our public schools to instil a true spirit of patriotism. A knowledge of arithmetic and grammar, the ability to read and write, may prepare men and women to earn their bread and butter; but they are not a sufficient qualification for citizenship. These heirs of the republic must be prepared not only to take possession of their heritage, but to manage it with prudence and with success. They should be taught to respect and love their native land and should understand the foundation principles of our government and the evolution of one grand constitution from a number of colonial charters.

We are becoming, to some extent, an irreverent people. Every one, whether qualified or not, feels called upon to criticise and even ridicule those who are high in authority. Disregard for parents and disrespect for old age are more marked in America, I fear, than in any other civilized nation. We can not regard this growing tendency without a feeling of anxiety for the result. What can we do to create a higher patriotism? How can we convert this spirit of bold effrontery into a modest spirit of independence, based upon self respect and a proper appreciation of the rights of others? Liberty is ours, but it is a liberty to do right. Respect for law and order is a necessary part of this liberty, because it insures protection against any infringement upon our rights.

"Government is a divine institution." All of its purposes are divine. Hence respect for government must have its origin in reverence for God. Every sound theory of morals must go back to religion for its foundation. Sectarianism is, of course, out of the question in this country. We know no state religion. But we are not to infer from that fact that we have no religion at all. From the very first, the colonies were disposed to throw wide open their doors to those of every land who were oppressed for conscience' sake. True, a few Quakers were hung in Boston, Roger Williams was banished from Salem, and Anne Hutchinson from Massachusetts Bay; but the Puritans acted in harmony with the spirit of their times. They had left England, many of them, on account of oppression, and their first thought was to enjoy that for which they had suffered. We must not forget, however, that a reaction soon set in; public sentiment changed, executions ceased; banishments were made no more; and the principle proclaimed by the eloquent exile of the Narragansetts, "that every man is answerable to God alone for his belief," became the foundation of religious freedom in America.

It is a mistake to claim that, because we have no state church, we have no religion. I venture the assertion, without fear of contradiction, that there is more religion to the square mile in America than in any other country in the world. What we demand here is not the profession,—but the substance. If the child is inspired with reverence for God and divine institutions, love for parents and respect for old age, obedience to law is sure to follow. "Honor thy father and thy mother, that thy days may be long upon the land which the Lord thy God giveth thee," should be indelibly imprinted upon the heart of every American child. Take away this reverence for God and his word, and anarchy will as surely follow in your footsteps as the twilight and midnight darkness follow in the path of the setting sun.

In a land like ours, where there is such an influx of foreigners, constant effort is necessary to preserve intact our civil institutions.

At best we can only hope for the present to form an amalgamation, and trust to the future to assimilate these elements so as to form an inseparable compound.

Our public schools, different from those of any other country, are expected to take this mixture and develop from it a glorious nationality. It was, no doubt, this thought that prompted the Board of Education of Chicago to purchase a flag for each school building in that city. It was the same thought that led the Legislature of Pennsylvania to authorize the flying of an American flag from every school house in that State.

Europe is loaded down with standing armies. They may be seen by the thousand in every large city. In Ireland there is not a rural district which does not have its police barracks. These police and standing armies, no doubt, help to preserve order, but they, also, eat up the substance of the people. We need no such protection in America. We have no standing army—unless we regard our teachers, who hold the little forts that dot our hill-sides and valleys, as such. In these forts are to be fought the future battles of the nation. Here are to be instilled those principles of self-government that are to perpetuate the existence of the Union. Every time these schools observe a patriotic day, every time they commemorate the birthday of one of the nation's heroes, they are teaching lessons of patriotism that are to bind us together as one people.

The study of our national biography not only develops a patriotic sentiment, but opens up one of the most fruitful sources of history. The life of George Washington is the history of our struggle for civil liberty; that of Thomas Jefferson shows, better than anything else, the origin of the Declaration of Independence; while the life of James Madison, and others, is inseparably linked with the development of the Constitution. No country can present twenty-three consecutive rulers who will compare with the presidents of the United States, either in ability or moral character. From Washington to Harrison, though they have not all been active members of our churches, they have, without exception, thrown their influence in favor of the Christian religion. Washington seems never to have wavered in his confidence in the guiding hand of Providence. The Adamses preserved in a high degree the Puritanic faith of their fathers. Neither Pierce nor Buchanan, Hayes nor Garfield, were ashamed of their convictions or afraid to express their belief in God. What shall we say of Abraham Lincoln? Though not a member of any church, he was, perhaps, the most devout of them all. Such a man could truly say, "With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds ......to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations." Among the benefits to be derived from the reading of such biographies would be an enlarged knowledge of history, a better understanding of our form of government, and, above all, an unconscious influence upon the life and character of our young people.

> "Lives of great men all remind us,
> We can make our lives sublime,"

is an oft quoted sentiment and a golden gem of truth. To live with a great and good man, in his biography, is to imbibe his spirit and to imitate his noble acts.

Object lessons have been of great service to our schools. After all, "*We learn to do by doing.*" This method may be applied in teaching *Civics*, as it is in other branches. Excellent results may be obtained by organizing the schools into a township, and electing, in the regular way, the necessary officers. In like manner, the village and city government may be organized, and a proper distinction made between officers who are elected and those who are appointed. This may be carried still further to the county, state and nation. Nearly all our text-books on Civics give a good outline of the county government, and Superintendent Zeller, of Findlay, deserves our thanks for having prepared such an excellent little book on the Constitution of Ohio. It ought to find its way into every Buckeye teacher's library. With these helps, every teacher should be able to teach Civics objectively. While in college it was our custom, during the Republican and Democratic National Conventions, to hold mock conventions for the purpose of nominating a president and vice-president of the United States. An executive committee was appointed beforehand, to select delegates to represent the different states according to their number of senators and representatives. These delegates were expected to keep posted on the political situation in their respective states, and to come into the convention prepared to represent their constitutents. Prof. King and myself were called upon, on one occasion, to address the convention during the time in which the various committees were formulating their reports. I had the honor of being a delegate from Georgia and a supposed Bishop of the M. E. Church South. Nothing could have been more successful in impressing upon our minds the manner in which such conventions are conducted. There was enjoyment in the work and enthusiasm in gathering the facts, that made the method at once delightful and inspiring.

One of the great dangers that confront us, is the abuse of the elective franchise. As long as men are marched up in companies, in our large cities, and required to hold their ballots above their heads to show that they are voting in good faith—according to previous arrangements and financial considerations—as long as the colored man of the South is intimidated or otherwise prevented from casting his ballot as his own best judgment dictates, civil liberty is not a complete success. The public schools can not pass election laws, but they can create a sentiment in favor of honesty in voting. Impressions formed in childhood are lasting in their nature, sentiment depends upon these impressions, and law, with its enforcement, is the outgrowth of public sentiment. I believe that the gifted editor of the *North American Review* was right when he said that the next great reform in this country will be a reform in our methods of holding elections. If the teachers of America will place the matter properly before their pupils they will be able to hasten this much needed reformation. Purity of the ballot box is the only safeguard of a free people. A return to early simplicity, in many things, and honesty in voting would be in itself a reformation.

> "Why, in that elder day, to be a Roman
> Was greater than to be a king!"

There is no higher authority in the United States than the people. Hence, every American citizen is a king. His education should be a preparation for royalty. He may receive the order of knighthood from a royal brother. When he reaches his majority he is ready to be dubbed a *knight of the republic.* Secret societies have no difficulty in impressing upon the minds of their candidates a clear understanding of the tenets of the order, and, at the same time, they create a spirit of loyalty to the organization. May we not learn a lesson from them? Would it not be well, when a young man passes the threshold which admits him to all the privileges of citizenship, not only to pledge his fidelity to the constitution, but to put him under oath never to sell his own vote, never to buy the vote of another, and, always, to look upon one engaged in such traffic as a traitor to his country. We cannot condemn too strongly the foul means used at every election, nor urge too earnestly a reformation in the laws which govern these elections. Purity of the ballot box should be taught in our schools and demanded of our people.

As I have intimated before, Americans are apt to think of themselves more highly than they are likely to be esteemed by others. Last summer, as we entered the port of Moville, in the north of Ireland, the morning papers were brought on ship-board. One of the first things to attract our attention was the account of a trial in the courts of Londonderry. The prisoner was guilty of some crime which I do not now remember, but was dismissed with the distinct understanding that he sail at once for America, an aunt having agreed to pay the expense of the passage. What was our surprise, upon reaching Glasgow the following day, to read of a similar case, disposed of in the same manner by the courts of Dundee? We do not accuse the English government of sending criminals to this country, but, certainly, there was a passive consent to the insult. It is less expensive to allow them to evade the law by sailing quietly to the United States, than to support them in prisons at home, or to transport them to the islands of the South Sea. Where were our consuls? I can not tell. Perhaps they were resting under the sweet influence of "Irish whisky," or held spell bound by the Siren-like notes of the "bag-pipe."

It is time that we should protest against the admission of this class of foreigners It is by them that the poisonous seeds of anarchy have been sown in our midst. Decided action will soon be needed. While our gates of immigration should be held as wide open now as in the past, for the oppressed of every land who seek to make an honest living in our midst, they should be closed forever against the criminal outcasts of other nations.

Before closing this paper, I wish to emphasize all that has been said before this Association, in the past, in regard to a careful study, in the ordinary way, of the constitution and its development. Hard, faithful study is, after all, the only true way of getting the real substance out of any branch of knowledge. But, whatever the method pursued, if we succeed in creating an interest in the study of our *history*, *biography*, and *civil institutions*, if we succeed in inspiring a true spirit of patriotism founded upon an unselfish love of country; if we develop a respect for law and order and for those who are high in authority, for the sake of the offices which they fill, if for no other reason, we shall have met the expectations of the state in establishing the public schools. If we fall short in these things, the public schools will have failed in their mission.

## DISCUSSION.

ARTHUR POWELL:—I admit that the temptation is very great, as our brother has stated, to flop the wings of the American eagle and make him sail over these United States, proclaiming the glories of American citizenship, with all the great advantages that American citizenship gives, but I will try not to yield to the temptation. The paper presented, as I take it, discusses the needs of the state in the preparation of the boys and girls for citizenship. I had expected a little more in the way of method, that I might differ from the brother and thus awaken a discussion which we are sometimes anxious to have. Among the necessary steps in the way of preparation is intelligence, and along with it character.

This Association has had from year to year the importance of teaching morals in our schools emphasized. I think all the variations that can be struck have been touched upon in the teaching of morals in our schools. I speak of this to show that it is considered a very important thing on the part of teachers, and that the relation of the schools to the state is considered so close that we must have this teaching in order to fit for citizenship. Character building, either in the form of quotations as we have it in some of our schools, or of biographical sketches as hinted by our brother, I suppose will come under the head of special methods in civics. I thought the subject meant, how can I fit my boys and girls to go out into life and do the best that the American Constitution or American citizenship expects of them? How may I do it? I have already indicated one line.

I consider, second, the early teaching of the constitution in the schools a necessity. I think we do not begin the teaching of the rights of citizens as soon as we should, and for this reason: The great majority of the boys and girls leave our schools before the constitution is studied systematically. That is true in the graded schools, and in the country schools the only preparation they have, as far as the constitution is concerned, is the reading of it. I maintain as an important method in this line that more of the constitution should be committed, and that it should be studied more thoroughly in the lower grades of our schools.

The third point to which I would call attention is the comparative study of governments. This may not apply so much to lower grades as to higher ones. A more complete study of other governments, and thus a better understanding of our own government. I think that Judge Albion Tourgee has indicated a most fortunate thing in his "Letters to a King," and with that, in connection with Bancroft's History of the Constitution, I consider we can do much in helping in this systematic study.

It is proper for us also to introduce in this connection the necessity of political parties and the management of the American caucus. In the majority of our cities the management of the caucus is turned over to a class by whom we ought not to be ruled. As you well know, in some wards of the cities of this State the nomination by one party is equal to an election, and yet very often this is managed by a very few persons and those not the best fitted for it.

Our brother has referred to the subject of the cultivation of patriotism. This subject is one of paramount importance. The teaching of patriotic songs in our schools is a means toward this end which I think is too often neglected. I am told that one of the German schools in this city teaches and has sung almost every day "The Star Spangled Banner," and other patriotic songs. Now I question whether this may be said of very many of our schools. The training of our boys and girls for intelligent and honest citizenship should be an important aim in all our school work.

## DR. ELI T. TAPPAN.

BY HON. JOHN HANCOCK.

The Renaissance or new birth of public education in Ohio may be said to date from the passage of the Akron law in 1847. The law of 1825, which after a fashion organized the heterogeneous attempts previously made looking toward the establishment of a system of schools for the State, proved less fruitful of results than had been anticipated. The career of Samuel Lewis, as State Superintendent, in 1837–8, was but a splendid episode in a dreary history, only setting up a grand ideal for educational work, to be realized in more propitious times.

Coincident with the enactment of the Akron law was the organization of the Ohio Teachers' Association, which, it may be confidently said, has been the most powerful of all the agencies employed for the promotion of free education among our people; and its founders and subsequent workers ought to be held in reverent regard by teachers and people. I, then a teacher in an ungraded school, for the first time attended a meeting of this body at Columbus the last day of December, 1851, and the first day of January, 1852. There I met, chief among other brave and true spirits, Lorin Andrews, Asa D. Lord, Thomas W. Harvey, M. F. Cowdery, H. H.

Barney, I. W. Andrews, Joseph Ray, M. D. Leggett, Charles Rogers, and Andrew J. Rickoff. Lorin Andrews was then well entered upon his work as State Agent of the Association,—the results of which work is a nobler and more enduring monument to his memory than could be the tallest marble shaft. More earnest, more unselfish men than these never labored in any cause. At this meeting, for the purpose of aiding the efforts of the State Agent, was founded the "Ohio Journal of Education," which, under another name, has come down to our own day, growing in usefulness with its increasing years.

The subject of this sketch cannot, perhaps, be properly classed with the pioneers of the Association just named, but he followed them closely, and belongs in that other band of worthies, in which the names of White, Henkle, Allyn, Parker, Page, Johnson, Williams, and Stevenson are seen. He first appeared in the Association in 1856, strikingly handsome in the vigor and freshness of his young manhood. He entered into the proceedings of the meeting with his usual energy. He spoke more than once, and in his speeches showed forth the directness of purpose, zeal, and elevation of views which characterized all his subsequent utterances.

Eli Todd Tappan was born in Steubenville, Ohio, April 30, 1824. He was connected, after a fashion, with the Franklin family, his paternal grandfather having married a great-neice of the renowned Dr. Franklin. He had for uncles, Arthur and Lewis Tappan, merchants of New York, and great leaders in the early anti-slavery movement. Dr. Tappan's father seems to have been a man of varied acquirements, since he had worked at the trades of coppersmith and of printer, and had done something in the way of portrait painting. He settled down, however, to the practice of the law, became a judge in the United States courts, and then a United States senator. The Cyclopedia of American Biography tells us that Judge Tappan was widely known for his drollery and wit. His career as a politician was considered by his contemporaries somewhat eccentric,—perhaps from the fact that throughout the whole course of it he was noted for his rigid adherence to what he believed to be the right, and for his courageous independence of action. At any rate, it is certain the father was resolved that his son should have the best facilities for acquiring an education. The earlier portion of this education was obtained in the schools of young Tappan's native town, and from tutors employed in his father's family. His higher education was carried on in St. Mary's College, a Catholic institution located at Baltimore, Maryland. This institution was selected because of its reputation for thoroughness, particularly in the modern languages. Dr. Tappan left the college in 1842, before completing the course, but received from it his degree of A. M., in 1860. He always spoke of his alma mater with the highest respect. Immediately after leaving college he took up the study of law in the office of his father and E. M. Stanton, who were partners. He was admitted to the bar in 1846. He did not immediately enter upon the practice of his profession, but began at Columbus the publication of a weekly paper, called the "Ohio Press," the first number of which was issued January 23, 1846, and the last, June 30, 1848. Of his qualifications as an editor I am unable to speak with positiveness, for I have seen none of his work in that line, but judging from the fruits of his pen in other directions, it is fair to infer that his editorials must have been direct, terse, and vigorous.

In the last of the above named years, he began the practice of law in Steubenville, in which practice he continued for nine years. His mental qualities were such as to assure eminent success in this profession, and when he left it, he had already acquired a high standing among his associates.

February 4th, 1851, Dr. Tappan was married to Lydia L., daughter of Mr. Alexander McDowell, of Steubenville. Between the husband and the wife there was a perfect harmony of tastes; and never was a union more perfect. The home they set up was a model of perfect trust and pure delights. And about this home must ever cling in the memories of the bereaved wife and of the two children, —a son and a daughter,—tenderest thoughts without a single shadow to mar the picture.

Although engaged in the law, Dr. Tappan's mind had begun to be powerfully attracted to the profession of teaching; and he told me at his home in Steubenville, on the occasion of the meeting of the State Association in that town, in 1857, he had made up his mind to cast in his lot with those engaged in our calling, for the reason—amply sufficient for him—that he believed that there was no other in which he could do so much for humanity. Having made this choice, he never after wavered in it.

The first active part Dr. Tappan took in educational work, of which any record has been found, was the delivery of a lecture on Arithmetic in Steubenville, Feb. 2, 1854, before a society with the rather formidable name of the "Union Institute of Teachers and Friends of Education for Jefferson and Harrison Counties." In this and subsequent lectures he puts the pedagogical idea in the chief place, and shows that minute and keen analysis so characteristic of his subsequent work, and a knowledge of the underlying principles of teaching remarkable for a day when, in this country at least, the science of methods had scarcely a name. This association, of whose proceedings Dr. Tappan has himself left a full record, kept up its meetings until October 3, 1857, when its place was taken by another organization called the "Normal Class of Teachers of the City Schools of Steubenville." Of this class, as of the previous association, he was the teacher of arithmetic. As to the length of the life of this organization we are left without a record.

Dr. Tappan began his school teaching in the public schools of Steubenville in 1857, and was for a short time their superintendent. In the fall of 1859, he was made professor of mathematics in Ohio University, at Athens, a position he filled for a year. He left this place to teach mathematics in the Mt. Auburn Young Ladies' Institute, where he remained until 1865. During this time he wrote his geometry and trigonometry for the Ray series of mathematical text-books. September, 1865, he was again called to the professorship of mathematics in Ohio University. This call he accepted, and continued in the position until December, 1868.

In 1869, Dr. Tappan was elected president of Kenyon College, which office he continued to fill until 1875, at which date he resigned it to take the chair of mathematics and political economy in the same institution. He did not close his connection with the College until he entered upon the duties of the State Commissioner of Schools, in 1887, to which office he had been elected the fall of the previous year. As will be seen, his college work extended over nearly a quarter of a century. But though the regular labors of the most active period of his life were all in the field of the higher education, his sympathies with the work of the common schools were earnest, and based on fullness of information. Few men in the State were better acquainted with their condition and needs. He also did much to improve the methods of teaching in these schools by his labors as county examiner and institute instructor.

The duties of State School Commissioner Dr. Tappan found entirely congenial to him. In the discharge of these duties he felt he had found a broader field for carrying forward the great work to which he had devoted his life. He entered upon the labors of his office with great industry and enthusiasm, and it cannot be doubted that had he lived he would have made an honorable and enduring impress upon the educational history of his State,—ranking himself beside such men as Samuel Lewis and Lorin Andrews.

A board of State school examiners was created by statute in 1864, and School Commissioner Dr. E. E. White appointed Dr. Tappan a member to serve for the term of two years.

He was president of the Ohio Teachers' Association in 1866. Of the National Education Association, the largest and most influential organization of teachers in the world, he was treasurer in 1880 and 1881; and in 1883 he was made its president.

In 1880 was established the National Council, a body of educators consisting at that time of fifty-one members, chosen from the membership of the National Education Association. Dr. Tappan was immediately chosen one of the six members from Ohio of this select organization.

The honorary degree of Doctor of Laws was conferred on him by Williams College in 1873, and by Washington and Jefferson College in 1874. The same degree was also conferred on him by other colleges. In 1886, he was elected an honorary member of the Association for the Improvement of Geometrical Teaching in England.

Besides the text-books named in this sketch, Dr. Tappan is the author of a large number of addresses and essays on educational topics. He wrote the valuable article on school legislation in the volume entitled, "Education in Ohio," published by the authority of the State for its school exhibit in the exposition of 1876, at Philadelphia. In that article may be found a reliable history of the growth of the school system of the State, so far as that growth is connected with legislative enactments.

Dr. Tappan's style as a writer is plain and direct. His object seems always to have been to pack the most meaning in the fewest words. He had a high and discriminating appreciation of the masterpieces of literature, but avoided almost entirely the use of rhetorical figures in his own composition. This disdain of ornamentation may have arisen, in part at least, from the severely mathematical cast of his mind. His speaking was earnest and forcible, and possessed of the same literary characteristics that belong to his writings.

Dr. Tappan's health had been somewhat infirm for a year or two; but his final illness was short. He died, after ten days' confinement to his bed, of brain paralysis, the result of heart disease, October 23, 1888. He fell, as I am sure he himself would have chosen to fall, at the post of duty,—and leaves a wide space in the ranks of Ohio's educators, and a noble example to every one who would lead a worthy life.

Having thus named in rapid succession the leading events of Dr. Tappan's career, without stopping to say with what conscientiousness and success all his undertakings were performed, I come to the graver task, of attempting an estimate of the man who stood behind the acts seen of men. I am painfully aware of how inadequate such an estimate must prove to be,—for who shall be able to pluck the mystery from out the heart of man? What I shall say of the spirit and motives of this departed friend of ours, will be from the knowledge gained of him in a friendly intimacy of more than thirty years.

His outward manner was of a simple, unconscious dignity, born of nature, and fostered by communion with high thoughts and cultured men,—a dignity which restrained too great familiarity even on the part of most intimate friends. In his calling, system was the keynote of his labors, and through this system he was enabled to do a great amount of work in a given time, and to do it well and with ease. His general habit was one of seriousness, yet he could laugh at a good story; but his mirth was always the quiet mirth of a gentleman.

His was a most reverent spirit. Religion was wrought into the very fiber of his being. He was for many years an active member of the Episcopal Church; but no one could be less a sectarian, or more broadly tolerant of the religious views of others. His was that charity that suffereth long and is kind. No one ever lived nearer the line of perfect rectitude. He never for a moment swerved from that line, even under the most trying circumstances. In the honesty of his dealings, in every relation of life, could be placed the most implicit confidence. He was not only upright, but was uprightness itself.

The transparency of his character was such as is seldom seen; and that transparency revealed a soul of wonderful strength and purity. He was very frank of speech. He never left one in doubt for a moment as to what his meaning was. He always met the occasion with perfect courage. He never lowered his eyes in the presence of any man. Yet there was no boisterousness of self-assertion about him. The gentle serenity of his manner was the unconscious outgrowth of a manliness without a flaw.

He had no charity for evasions or for those guilty of them. His reproof of his friends when he thought their actions required reproof, was by no means abated because they stood to him in that relation. Though not unfrequently his words had a measure of severity in them, their recipients saw behind the words such a kindliness of heart and such a yearning of true friendship that it was not possible to take offense at the plainness of his speech. He was not demonstrative in the display of his feelings; but the glow on his cheek and the moisture in his eye, when he listened to the narrative of some great deed or the utterance of a noble thought, showed how deep and full the fountains of his feelings were. He hated mean men; but his friendship for those he believed worthy was strong and lasting, and this friendship was an inspiration to high thinking and doing.

Self-seeking was entirely foreign to his nature. He was no demagogue, but won men through their recognition of his worth. The keynote of his life seems to me to have been self-repression and self-abnegation. He controlled himself, and labored for others. He chose his life vocation nobly, and nobly he wrought in it.

### REMARKS.

E. E. WHITE:—I rise, not to add to this tribute that has been paid, but simply to perform a personal duty as well as a personal privilege. You all remember, who were at the meeting a year ago, that when the tribute to President Andrews, of Marietta, was read, Dr. Tappan was one who responded to the call of the president, and added to the tribute a few simple, heart-felt words. You will remember that in that tribute he took occasion, to the surprise of nearly all of us, to refer to a little misunderstanding that had been between the two in past years, and the conscientiousness of that admission was not only surprising to us but I think was a delight. It showed that even where he had his differences, they were so honest and so conscientious that they never came between him and the just merit of the one to whom he was thus related.

Reference has been made in the paper to Dr. Tappan's appointment on the first State Board of Examiners in Ohio. That, as you recollect, was twenty-five years ago. He was then somewhat young in the profession. On that Board of Examiners with him were M. F. Cowdery, and Thos. W. Harvey, who is still with us. Dr. Tappan was selected as the representative of the colleges of the State. I had been early drawn to him with a peculiar interest in him. There was something about his manner that attracted me. He was a gentleman. There was a refinement not only of feeling but of expression that made him an attractive person. He had, perhaps, better advantages than most of us, began life on a little higher plane socially and otherwise, and thus he came among us as a genial and attractive person. Those qualities drew me very close to him, and through all the years of our acquaintanceship I was drawn closer and closer. When he became State Commissioner of Schools, through a desire to show the appreciation that he felt when I appointed him to a place on the State Board of Examiners, he insisted, and would not release me from doing for him what he had done for me; and, as all who knew him well know, when he made up his mind that a thing ought to be it was almost impossible to bring him to a surrender of that position. I accepted the position as a compliment and as a return to my friend.

I never knew a man who was severer in his judgment of himself than he. In all my acquaintance, I have never known a man less self-seeking. I think our friend has not done him over-justice. The words that have been written and read are words that are true. It always afforded him pleasure to befriend another. In this age of self-seeking, when men feel that they must push themselves or they will be over-looked, it is a rare thing to find a man who is willing to do the work of life as it comes to him, to accept duty as it occurs without concern for the future, without any solicitude concerning his own personal reward. It is a rare spirit that rises to such a height as that, but he had a rare spirit.

The ranks of these good men are rapidly thinning. I have been a member of this Association just one year less than my friend Dr. Hancock. In all these years I have been in very intimate association with this man of whose memory we so sadly speak. I have never before known an occasion when called upon to pay tribute to the memory of two of our brothers fallen in a single year, two standing so high, having accomplished so much, and having given such valuable assistance in shaping the work of this Association. It is a comfort, as my friend feels it to be, that their mantle is falling on such worthy men. I am delighted with the fact that the mantle of the men who have fallen will rest on the shoulders of these honorable young men who are biding their time. This is the promise of Ohio. It is in these honorable young men and women, who, with a spirit of consecration and a feeling of honor for their calling, are coming into these great opportunities and doing this work.

Let us pay the tribute to these men not only with sadness but with joy. The world is made happier when a true soul is born into it. Human life is made gladder when a noble life is lived in it, and we ought to have a feeling of joy in our sorrow that our profession has been adorned and made glorious by men who loved the truth, who lived the truth, and who died in the truth and in faith in it.

R. W. STEVENSON:—I wish to give a simple expression to my love for Dr. Tappan. The first time I met him was at the meeting of this Association at Steubenville. I was one of the assistant secretaries of the Association at that time. The annual address was to be given by Samuel Chase, and as he was not able to be present the address was turned over to me to read, and I found it impossible to read the manuscript. I looked around for assistance, and Dr. Tappan kindly came to my aid, and we both labored until the small hours of the morning over that manuscript. That was my first meeting with Dr. Tappan, whom I have worked with in this Association and whom I learned to love.

He was a model man. He was one of the finest examples of the Christian gentleman I have ever known; and in that regard he was an ornament to the Association, and to the whole body of teachers, not only in Ohio but everywhere. I remember working with Dr. Tappan in an institute, at one time, and he had been invited to tea by one of the families of the city. When the last day of the institute came, he was very anxious to reach home as soon as possible, and wished to take the evening train; but he remembered that he had not called upon those people who had entertained him, and he was so punctilious and so careful about observing the little rules of etiquette that he remained over until the next day, in order that he might make that call, although it was very necessary that he reach home as soon as possible. I give this as a sample of his wonderful sense of propriety and his desire under all circumstances to do the things that are right.

If he had any trait that seemed hard to the teachers of Ohio, it was his extreme caution. If a young teacher asked him for a recommendation, unless he was fully convinced that the applicant was worthy, he would say, "I cannot do it, I do not know enough of you." He was so conscientious in this regard that all those in the State who knew Dr. Tappan were always ready to place implicit confidence in his recommendation.

I love Dr. Tappan, then, for his noble character; and, as Dr. White has said, he lived the truth, he acted the truth, and he died in the truth.

When he came into the office of School Commissioner, his only thought seemed to be continually, "What can I do for the schools of this my native State?" He was so earnest and believed so sincerely in the measures which he advocated for the good of the State, that it made him sad when he failed to carry them through.

A noble man was Dr. Tappan,—one whom the young men of the State will do well to imitate, whose character they will do well to study. Furthermore, in your efforts to make the boys and girls in your school to grow up nobly, conscientiously, you can hold up no better ideal than our dear friend, Dr. Tappan.

A. B. JOHNSON:—I wish to say but a word, and that I must say. It has been stated that our friend seemed to delight in doing good offices for his friends. Six years ago I was prevented from attending the session of this body, in consequence of the death of my boy. Dr. Tappan introduced a resolution of sympathy and condolence. This fact reached me, and I was hardly aware that he knew of my affliction. "He was my friend, faithful and just to me."

In this circle of the leading educators in our State, who have long labored for the good of the schools, there are some whom we *admire* for their qualities of head and heart; and then there are others whom we *love*, and Prof. Tappan was one of these, although there was that in his manner, as has been stated, which seemed to forbid familiarity. But there was one respect in which his conduct seemed to impress me as different from most men. While he was a college man, he always identified himself with the common school work of the State. He seemed to have a broader public spirit than most men can claim.

W. H. VENABLE:—It is with diffidence and conflict of feeling that I rise to say a word about my friend, for I can hardly class myself with the patriarchs—with the older members, and a younger man should hesitate before speaking on an occasion like this. And yet, when I entered the hotel the other day and found my friend Mr. Harvey, he came forth and took my hand and said, "I am glad to see some of the old fellows here."

To me this room is full of phantoms,—the ghosts of the dead, the venerable, the noble forms of those men whom I learned to love and honor when a boy. How plainly can I see the gentle and beautiful face of Dr. Lord! How well do I remember the warm pressure of his hand, as he welcomed me, a boy trying to get a certificate, to the meetings of this Association. Can we not see, too, the angular and somewhat bent form of Mr. Cowdery? Can we not see the bushy hair and black whiskers of Dr. Henkle? Can we not see the dignified form of Dr. Andrews, as he rises to address the chair? Can we not see Dr. Tappan, as he rises to defend his ideas? We can scarcely distinguish, sometimes, these phantoms from the living. They belong to this Association; they are with us.

How little do we know of one another until we are dead! We say that Dr. Tappan was so cold and distant,—that scholarly polish, that socially distinguished air. How often are men misjudged by some misunderstanding of personal appearance! A frivolous exterior sometimes contains a very serious heart. A man may be enveloped in coldness, who really has a heart full of affection and poetry.

Though at least fifteen years younger than Dr. Tappan, I remember well the influences which he exerted in the college, and when he lived in Cincinnati, if we went to him for assistance and advice.

True, I felt that he was a man not to be approached too familiarly. But in later years I found that he had done favors which I had not anticipated; and in the last years, especially during his brief term of office as Commissioner, I was brought into contact with him very often. I met him at one of the last teachers' institutes at Steubenville. He then showed himself in an entirely different character from what I had seen before. It was his native town and I walked about with him, meeting his friends, and every one said, "How genial is Dr. Tappan."

I have felt myself influenced by him. I feel now a sense of gratitude, and have allowed myself, according to the quaker influences under which I was brought up, to be moved by it to say these few words.

MARGARET W. SUTHERLAND :—I have known Dr. Tappan ever since I was a child. He gave me my first certificate of admission to school. He was my friend always. He gave me a letter to the State Board of Examiners, without my requesting it. I value that certificate because I have always believed so implicitly in his honor and his justice.

Steubenville people never thought him cold. What he has been to the young teachers and to the ladies in this Association, words can hardly tell. In coming to the Association, almost the first person we were accustomed to meet was Dr. Tappan, and the warm greeting he gave us and the courtesy shown us can never be forgotten. I have been in his family and know how beautiful the spirit he always carried there.

R. H. HOLBROOK :—I think it would be hardly fair for me not to say a word here. The views of different persons in their acquaintance with Dr. Tappan have naturally been presented by the speakers. I represent the young teacher in this Association, so far as Dr. Tappan is concerned, and to me—we cannot but be personal when we are thus speaking of a person—one of my earliest recollections of this Association, as a member of it, is connected with the kind encouraging acquaintance of Dr. Tappan. I remember the first time that I ever attempted to stand upon my feet in this Association. Shortly after, Dr. Tappan came to me, put his hand on my shoulder, and said a good word. I think if the older teachers have felt that there was something cold in Dr. Tappan, the younger teachers can say that he was always warm and appreciative and encouraging. I cannot recall a meeting of the Association at which I have not had a personal reason to feel the warmth, the kindliness, and the affectionate nature of Dr. Tappan. To me it is a surprise that he should be called distant. From first to last, Dr. Tappan manifested himself to me as unusually warm, unusually social in his character. It is simply to express that feeling, that I now speak, and in doing so I think I echo the feelings of the younger teachers of the Association. I for one shall always hold that feeling toward Dr. Tappan.

ALSTON ELLIS:—Dr. Tappan was my friend. I have every reason to know that he was a friend. I have every reason to know how warm, broad, generous, his disposition was. I do not think there was ever a man connected with the school work that has been more cordial than Dr. Tappan.

It has been said that he was distant. He did not wear his heart on his sleeve for daws to peck at, but there never was a man in Ohio that had a purer heart, a broader nature, or a sweeter soul than Dr. Tappan.

## A TRIBUTE TO THE MEMORY OF PRINCIPAL M. S. CAMPBELL.

BY E. F. MOULTON.

Middleton S. Campbell, the subject of our sketch, was born in Virginia, in the year 1838. His lineage was Scotch. Three years after his birth in the old Dominion, he became the adopted son of Ohio, and for nearly half a century has lived to honor the State of his adoption. On a farm in Hocking County the boy grew to young manhood. While his young life was one of toil and hardships he formed habits of industry and perseverance which remained with him through life. Persistent effort, he often told me, opened up the way to whatever success he achieved in after life.

Early in life he manifested that thirst for knowledge largely characteristic, as it seems to us, of the farmer boys of his time. The common school was his opportunity, and he improved it well. Here he laid foundations, broad and deep, upon which in the years that followed he built better than he knew. While yet a boy, he read with lively interest every book that came within his reach. He spent his money for books, he besieged his friends for books. Thus books were his chief delight in these early days, and continued among his greatest pleasures throughout life. The thought that he might some day go through college was an early dream of his, yet with but little hope or expectation that it could or would come to pass. However, after long waiting and persistent effort, in 1859, the young man of 22 found the fulfillment of his dream possible, and five years later a reality, he having completed the classical course of the Ohio University, at Athens. In 1871 he was honored by the presentation of a diploma with the degree of A. M. from the Ohio Weslyan University, at Delaware. The year after his graduation, in 1865, he entered his life work by assuming the duties of principal of the Portsmouth High School. For nine years he occupied this position, when he was called to the higher position of Superintendent. After four years of successful labor in the office of Superintendent of the Portsmouth Schools, he was offered the principalship of the Rayen High School, at Youngstown. Following his natural and scholarly taste for *teaching*, he resigned the position at Portsmouth, and accepted the one offered at Youngstown.

Four years later he was unanimouly elected Principal of the Central High School, in Cleveland, a position in the line of his chosen work second to none in the State. In this school of a thousand or more pupils, with a corps of about thirty assistant teachers, he was the master spirit, vitalizing, energizing and inspiring all with the grandeur of the work each was attempting to accomplish. Near the close of his sixth year in this responsible place, "Success crowned his work," and "Death crowned his life."

M. S. Campbell as a teacher was born to the purple. With few equals and no superiors, he became pre-eminent in his profession. His methods were his own, unique, progressive, forceful, and pregnant with the highest results. He unfolded the child's mind, as it were, leaf by leaf, and left traced upon it, in letters of burnished gold, not only the great truths and principles underlying the subjects under consideration, but the deep impress of his own manly character. He incited his pupils to strive for the same eminence their teacher had already attained. His inspiration, his enthusiasm, and his earnest purpose for noble living and high achievement, became theirs. By masterly skill he inspired his pupils with confidence in themselves, and in their own ability, and thus secured the results of their own best efforts. His methods of instruction, when before his class, were never repressing, but ever stimulating and encouraging. He loved knowledge and loved to impart it to others. He loved his pupils and sympathized with them in every true endeavor and noble desire. They became his most ardent disciples. Their confidence in him was without stint and their minds became as clay in the hands of an artist. He wrought with a skill of the old masters.

It was the writer's good fortune to work side by side with Bro. Campbell in different teachers' institutes. Thus we saw his work and methods in giving instruction to teachers. He had rare talent in this line of work. He left the teachers who came in contact with him not only better informed, but thoroughly impressed with the magnitude of their work, and with the need of a better preparation for its accomplishment. Hundreds of teachers in different parts of our State would be glad to bear testimony of his helpfulness to them, if they could speak to-day. He was the teacher's friend. Those who associated with him as their instructor recognized this and trusted and loved him. He entered heartily into all their struggles, sympathized with them in adversity, and rejoiced with them in their prosperity.

Brother Campbell became a member of the Ohio Teachers' Association in 1868, at Dayton. He was an efficient member of the executive committee for three years, from 1879 to 1882. In 1887 he became our honored treasurer. This office he held at the time of his death. For twenty years his voice has been heard at the meetings of this Association. His words were few, but clear, concise, and always listened to with interest and profit. He was conservative in his views and in the expression of them, yet he was progressive and abreast with the times. The spirit of the man was such that he soon won all our hearts, and, at the same time, our respect by his commanding ability. By his death this Association has met with an irreparable loss, and we, its members have lost a brother, true, loyal and loving. It seems but fitting that we spend an hour at this time in remembrance of him who gave his life to promote the cause for which this Association was established. To-day we miss the warm grasp of his hand, his cordial welcome, his genial smile and encouraging words. To every one of us the death of our brother is a personal loss, difficult to realize and still more difficult to bear.

Some ten years ago, Mr. Campbell became an active and prominent member of the Northeastern Ohio Teachers' Association. He was a member of the executive committee of this Association for three years, and for one year its president. He presided with that calm impartial dignity so characteristic of the man. Here, too, his wise counsel and words of cheer will be missed, and his loss deeply felt by all its members.

In speaking of Mr. Campbell as a man, we can truly say he was one of nature's noblemen, a Christian gentleman, a manly man. His integrity and honor in all the affairs of life were never questioned. He was true as steel in his association with his fellowmen. In matters where principle and truth were involved, he never flinched, though it might sometimes seem to his personal advantage to do so.

Our friend had rare social qualities that drew about him men in every walk in life. His personal contact with his fellow men did them good, built them up, and frequently placed them on a higher plain of living. We can give him no higher praise than to say that, like Abou Ben Adhem, "he loved his fellowmen." Mr. Campbell became a member of the Methodist Church, at the age of seventeen, and died in the faith of his boyhood. He possessed a deep spiritual nature. His faith was strong, steadfast, and simple. He was never ostentatious in his religious profession, yet always true to his convictions. In his religious views he was broad and catholic; every man was his neighbor and every Christian his brother. Faith, hope and charity were largely the embodiment of his Christian character and life. His spirit was Christlike, and so pervaded the entire man that no one doubted his sincerity.

This tribute to the memory of Mr. Campbell would indeed be incomplete, did we not remember the home in which are left the wife and three daughters. To these the devoted husband and tender father gave the entire love of his great and noble heart. To this man, the home was very precious and the home life a perpetual joy. To the loved ones in the home the father's presence was a continued benediction. Mutual confidence, love, and rare happiness prevailed in this home of his, which is now desolate. To the mourning ones there we feel sure the hearts of the members of this Association go out in deep and tender sympathy, and our united prayer is "God bless them every one."

My friends, I would that I had been able to speak more fittingly of the matchless worth of our dead brother. His life, his character, and his deeds are worthy of higher tribute than is in our power to render. His life was the outward manifestation of his character, and his character became the living force inwrought in all his deeds. Thus our brother became the symmetrical man, pure in heart, broad in thought, grand in his achievements, yet simple as a child.

This man, at the zenith of his life, at the zenith of his powers, and at the zenith of his usefulness, and in all the glory of his matured manhood, has passed from our sight. Not as the sun goes down in solemn pomp and measured tread did he go, but from zenith to horizon did he fall in one short hour; yet as the setting sun throws back its myriad rays, and makes brilliant the deep blue of the sky, so the life of our friend is illuminating with brighter rays our lives and the lives of many hundreds who knelt at his shrine seeking knowledge. No monument of marble, no eulogistic epitaph, no storied urn is needed to perpetuate the memory of our friend and brother, for he has built for himself a monument in the hearts of the young whose characters he has moulded, that shall endure when all these shall have crumbled into dust and passed away forever.

### REMARKS.

L. W. DAY:—I cannot allow this opportunity to pass without a word. It was my privilege to know Mr. Campbell as a man and as a teacher. In both respects he abundantly proved himself to be almost perfect. In his labors in the schools of Cleveland, he showed not only his ability of head but of heart also. Into his work he threw all the energy of his earnest soul. His great aim as a teacher was the formation of character rather than mere literary accomplishments.

My loss is two fold. In the death of Mr. Campbell I feel that I have lost almost a brother, knowing him so intimately and so long. In the death of Dr. Tappan I have lost a friend. My sorrow is two-fold this morning in the death of these two eminently good men.

## SYNOPSIS OF DR. W. H. VENABLE'S ADDRESS.

The Annual Address, delivered on the afternoon of July 4, by W. H. Venable, was entitled "Thomas Tadmore, Jr., and his Friends, or the Humor and Pathos of Boy Life." It consisted of scenes from the experience of a school boy, accompanied by a running comment on the educational principles and practice of our time, the whole constituting a pedagogical philosophy under the disguise of a story. The lecturer indeed spoke in parables, and the narrative was listened to with close interest, and not without both laughter and tears. A complete copy of the discourse was not furnished for publication, but an abstract is given below.

Dr. Venable began by saying :

"Nineteen years ago, lacking two days, your present speaker had the duty of pronouncing, and his audience the task of hearing, an oration in Columbus, the Annual Address, on the 'Utility of the Ideal.' Nineteen years of life's experiences and observations, without destroying my faith in the Utility of the Ideal, have greatly increased my consciousness of the Reality of the Useless in this blundering world. How much of our work in education, which ought to be demonstrably good and good only,—efficacious and utilized without waste, is, in fact, empirical, imperfect, self-conflicting, ill-directed, and ineffectual for the purposes it professes to attain. In a word, the Reality of the Useless too often prevents the best theory and practice from making headway in the direction of true human economy—the conservation of educational force.

Possibly the Reality of the Useless might be discussed suggestively and with profit; but your rising fears will be dashed to the ground if you expect me to undertake anything so onerous on the Fourth of July, and at this closing hour of the closing session. The meetings of the State Association, by a gradual process of social evolution, have developed features of recreation as well as of instruction. We come here not only to think, but also to enjoy, and while propriety and dignity and whatsoever pertains to the exemplary function of his profession are to be remembered by the self-respecting teacher always and everywhere, I do think there is a time for the grim-visaged pedagogue to smooth his wrinkled front, and that it should not be said of him who has once taken up the duty of schoolmaster, that he shall never smile again. A remark of Tom Corwin to Mr. Garfield admonishes us, however, to beware of exhibiting levity in public. 'The world,' said the eloquent wit, with fine irony, 'The world has a contempt for the man who entertains it. One must be solemn,—solemn as an ass,—never say anything that is not uttered with the greatest gravity, to win respect.' This double-edged satire cuts him who has no sense of humor quite as deeply as it wounds the man who jokes. A speaker may deal in a little nonsense now and then, provided he be earnest at heart, and have a serious purpose; and such a one is never so ridiculous as the oracular model of decorum who always plays the impressive part of the lion with the solemnity of the animal mentioned by Corwin. Good sense occasionally dons the cap and bells, or sports in the motley of Harlequin, and stupidity as often wears the robe of Solomon.

A certain purport and moral will be discerned, I hope, under the veil or mask of the sketchy story which I am about to tell. Not altogether for idle amusement, but somewhat to suggest important truths and somewhat to criticise existing faults of training at home and school, and somewhat to vindicate boyhood against unjust judgments, do I repeat to you the absolutely true story of a boy, all of whom I have known, and part of whom I have been."

This introduction was followed by the lively story of Thomas Tadmore, Jr., "Tom Tad," in his varied relations, comical and pathetic, to his father, mother, sister, uncle ; and to his teachers, schoolmates and neighbors. Tom moved before the audience, a real boy, with a boy's tricks, troubles, faults, heroisms, perplexities, amusements and sorrows. Played upon by the ordinary influences of daily life, in school and at home, in company and in solitude, the boy is seen to grow and develop, mentally, physically, and religiously. He goes to school to Prof. Larrup, of Chopfodder Institute, studies his teachers to imitate or ridicule them; makes a speech on "Animals and So Forth" in Blogson's barn, (an amiable satire on modern methods of teaching); he is led astray to steal cherries, and is flogged unmercifully, but refuses to betray his fellow criminals; he struggles to carry out the doctrine of Christian non-resistance on the play-ground, but is betrayed into a fight with Barkley Snooks, the bully of the school; he makes an astonishing Fourth of July oration to the boys, on "Partyotism and the Valley Forgery of our Four Fathers, Wm. Tell, Columbus, Washington and Lincoln;" he falls or rather "rises" in love with Melissa Brown; he gets possession of a gun, and, having fatally wounded a singing bird, in a lonely field, is touched with remorse; he holds a mock examination to burlesque the methods of his school, and he finally enters the kingdom of the "intellectually saved," by becoming conscious of his own ignorance.

In a line parallel to that of Tom's course runs the touching story of the education of his sister Hannah, in the "Emulous Excelsior Seminary." Miss Hannah's physical education is sacrificed to mental training, and a brain fever terminates her life. Tom, in his excess of love and anxiety, goes to the woods and hiding in a solitary hollow prays that his sister may recover. But she dies, with the words "King's Ex." upon her lips, and her brother, not knowing her dead, comes to her bedside with an offering of flowers which he places on her bosom as a surprise. He calls her name, but gets no answer, takes her hand, and, realizing that she is dead, falls upon his knees in anguish. Out of the agony of love and grief he is "born again," into a consciousness of the immortal world. This is a very brief outline of the story.

In conclusion the speaker said: Fellow teachers; my hour is spent, and my sketch from boy-life is done. The simple scenes upon which you have cast the eye of imagination are copied from nature. Tom Tad may dwell under your roof or mine. Perhaps we may have played some of his pranks, met his comrades, enjoyed his pleasures, wept his tears. Doubtless we must deal with Tom and his associates, in our schools and at our homes, and out-of-doors. I do not philosophize on his story. I do not point the moral, but leave every hearer to make his own mental comment and application. This only I will say, in conclusion, that he who does not study and sympathize with boys as they are, will not be well qualified to guide them to manhood. The best text-book in psychology is bound in human cuticle, and its most wonderful volume is entitled, The Boy.

## OHIO TEACHERS' READING CIRCLE.

### TREASURER'S REPORT.

As Treasurer of the Board of Control of the Ohio Teachers' Reading Circle, I present the following statement of the amount received for membership fees, since my last report made to this Association, June 27, 1888.

To make my report as brief as possible I will name the county and the amount received, omitting date and the names of the persons who remitted the money.

Butler, 25c; Clark, 50c; Clermont, $3.00; Crawford, $3.00; Cuyahoga, $11.25; Darke, 50c; Delaware, $2.25; Franklin, $43.68; Fairfield, $5.75; Greene, $7.00; Hamilton, 50c; Harrison, $1.50; Hancock, 25c; Holmes, 25c; Licking, $7.50; Marion, $3.75; Montgomery, $13.00; Morgan, 25c; Mercer, $1.75; Miami, 25c; Muskingum, $16.75; Mahoning, $2.50; Pike, $7.60; Pickaway, 75c; Ross, $12.25; Richland, $5.90; Shelby, $1.25; Scioto, $1.25; Stark, $13.75; Summit, $5.00; Tuscarawas, $56.50; Warren, $5.00; Wayne, $2.25; Wood, 75c; Washington, $6.17; Wyandot, $1.75.

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|---|---|
| Entire amount received | $245.60. |
| Balance on hand, June 27, 1888 | 60 81. |
| | $306.41. |

The expenses for the year have been as follows:

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| Printing 18,500 circulars | $ 40.00. |
| Letter heads and envelopes | 8.25. |
| Expenses of Board of Control at the Delaware meeting | 28.60. |

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| Circular letter and envelopes | 2.25. |
| Parchment diplomas and certificates | 60.00. |
| Telegrams and expressage | 4.65. |
| Postage, etc | 28.50. |
| Filling out diplomas | 6.00. |
| Ribbon for Diplomas | 6.75. |
| Clerical services allowed by Board of Control | 100.00. |
| Total | $285.00. |
| Balance on hand | $21.41. |

Respectfully submitted,

E. A. JONES, Treas.

### CORRESPONDING SECRETARY'S REPORT.

The statement of the Treasurer shows that the sum of $245,60 has been received during the year. This would indicate a paid membership of 982. In several counties a small portion of the money received was retained for the payment of local expenses, so that the number of teachers actually enrolled as members exceeds one thousand. Some counties, where circles have existed during the past year, have not yet reported, and many teachers have taken a portion of the work assigned without completing the entire course. So that the actual enrolled membership does not by any means indicate the amount of work that has been accomplished through the agency of the Reading Circle.

Thirty-six counties in the State are included in the statement of the Treasurer.

Tuscarawas County had the largest membership in 1887-8, and has been the banner county for the past year, reporting a membership of 276, and amount of fees thus far paid in, $56.25.

Franklin County comes second, with a membership of 175, and Muskingum reports 80 members.

The same organization and effort in all parts of the State would give us a membership of several thousand.

It is hoped that an earnest effort will be made through the institutes that will soon be held, to organize Circles in all the counties of the State, and to greatly increase the membership for the coming year.

Circulars will soon be issued giving the Course of Reading as arranged for 1889-90, and all necessary information in reference to the work.

At the solicitation of some who have been members of the Circle from the beginning of its history, an advanced or post-graduate course of reading has been arranged for those who have read four or more years of the regular work, and who may wish to take such a course.

The following course for the seventh year, 1889–90, has been adopted by the Board of Control:

I. Pedagogy—Fitch's Lectures on Teaching.

II. History—Fiske's Irving's Washington.

III. Literature—(*a*) Shakespeare's Macbeth and Winter's Tale. (*b*) Carlyle's Essay on Burns. The Week's Current, published by E. O. Vaile, Chicago.

### ADVANCED COURSE.

1. Philosophy of Education—Rosenkrantz.
2. Six essays selected from Emerson's Writings.

Shakespeare's King Lear and Cymbeline.

### GRADUATES.

I take pleasure in presenting, at this time, to the President of the Board of Control, the names of 80 members from 19 different counties in the State, who are entitled to diplomas at this meeting of the Association:

Clark, 1: Anna M. Torrence.

Crawford, 1: Lillian Kuhn.

Greene, 1: R. W. Mitchell.

Harrison, 1: Chas. Busby.

Holmes, 3: Louis Milan, Sanford Chapman, D. E. McDowell.

Marion, 1: W. O. Bailey.

Mahoning, 1: Elizabeth Matthews.

Montgomery, 3: L. G. Weaver, Jessie Whyte, Minnie I. Whyte.

Muskingum, 8: Corwin F. Palmer, L. E. Baughman, J. B. Pyle, Clara M. Crumbaker, Emma Deterly, M. Annabel Bailey, Lizzie B. Stocker and Mittie B. Cresap.

Pike, 1: M. F. Andrew.

Richland, 1: Mary Troll.

Ross, 26: Sadie M. Poe, Maggie F. McDowell, Carrie F. McDowell, Sue M. Lanius, Lillie A. Hill, Margaret Huffman, Sallie B. Flood, Carrie T. Griesheimer, Wade I. Byerly, Dora E. Chapman, Florence A. Bliss, Laura A. Burkline, Effie C. Burkline, Laura A. Beall, Anna Alberti, Margaret Carrigan, Mary L. Miller, Gertrude Allston, Mary L. McNally, Ida B. Walton, Fannie Q. Evans, Hittie A. Moore, Beman Hirn, Mary L. DeVoss, Dora M. Thomson, Etta Sulzbacher.

Shelby, 1: Ida Haslup.

Summit, 6: Edith A. Sill, Ella Thomas, Eliza R. Duncan, Marion Fosdick, Nannie Brannan, Mate Clark.

Stark, 4: W. F. Harsh, William Rhodes, Anna M. Metzger, Josie Barthelemy.

Tuscarawas, 13: J. W. Pfeiffer, Lulu Johns, W. H. Stahl, Aline Walter, P. M. Wagner, Maggie O'Donnell, Eliza Fleck, Mary Johnson, Ella Lingan, Charles W. Hamilton, Franklin W. Greer, Jacob Youngen, Samuel Bixler.

Warren, 2: Lydia Monfort, Luella Trapp.

Washington, 5: Mary Gaitree, Elizabeth Basin, Sarah M. Greene, S. S. Porter, Lucy Starling.

Wayne, 1: W. H. Deitrick.

Respectfully submitted,

E. A. JONES, *Corresponding Secretary.*

## ADDRESS TO THE GRADUATES, BY THE PRESIDENT, MRS. D. L. WILLIAMS.

It to-day becomes my official duty to present to you your diplomas and to welcome you into the alumni of the O. T. R. C. There is a great deal of talk about rings, as you know, and I think in my younger days, in my native State of New York, I used occasionally to hear something about teachers' rings, many, many years ago. I am not letting out a secret, I hope, when I say to you that it is the desire of the older members of the Ohio Teachers' Association to build up a mammoth teachers' ring. We want the ring so large that it will contain every ambitious teacher in the State, from the lowest primary teacher down to the college president. We want it so strong and the links so bound together that when one is broken tears will flow, as they have done this morning, for every one of us We want it so pure and so beautiful, made up of these links. This is the kind of a ring we would like in the State of Ohio.

We gladly welcome eighty more members into this teachers' ring. We hope you have come for life.

The main thing in the world is character. Everything else is fleeting, lasts but for the day, and may go and come again before we recognize its presence. Character is the only thing worth living for. How beautifully this has been illustrated this morning, and I have felt that during the last week we have had a wonderful lesson written in such big letters that no woman ought to miss it. The nation has just bowed its head over the grave of the woman who has just gone from our midst. Not because she was beautiful, nor because she was great socially; but because she was noble in her character; because she had convictions and followed them; because she thought of the lowest just as favorably as the highest; because she did the right thing at the right time. Do you suppose she thought for a moment how the nation loved her? She did what was right because it was right. I heard her say, at a friend's table, as simply as a child would say it, in reply to a very intimate friend who said to her "You are one of the best women in the world," "No, I am not good, I see so many faults in my own character; but I would be unjust to myself if I did not say that I am trying to do to others as I would have others do to me."

And we think character is but strengthened by sitting at the feet of the best thinkers of all the ages. In the humdrum of the school life it is so easy to drop down into a slack, comfortable way of living, instead of keeping before us a high ideal, and I know of no way in which we can better do that than by keeping before us the lofty and inspiring in all ages. God has let down this wonderful light that is for the nations of all the world, and in their light we may get light.

Now, shall we not look after these children a little? When we Methodists have a revival, and bring in the young people, as we say, we try to shepherd them. Ought not we to rally around these young people who are taking this teachers' reading course? I am surprised that the principals of schools and heads of the reading circles have not brought their graduates with them and presented them to this body. I hoped that this Association was made up largely of the members of the Teachers' Reading Circle. Now, please to see that these young graduates come with you hereafter, and enjoy the honors of the occasion.

## MEMBERSHIP ROLL OF THE OHIO TEACHERS' ASSOCIATION FOR 1889.

*Adams Co.*—D. N. Cross, A. G. Turnipseed, West Union.

*Allen.*—

*Ashland.*—S. Thomas, Ashland.

*Ashtabula.*—

*Athens.*—Lewis D. Bonebrake, Athens.

*Auglaize.*—C. S. Wheaton, St. Marys; C. W. Williamson, Wapakoneta.

*Belmont.*—Arthur Powell, Ada E. Powell, Sadie M. Dent, Barnesville.

*Brown.*—

*Butler.*—Alston Ellis, Mrs. Alston Ellis, Emma Hurd, Hamilton.

*Carroll.*—

*Champaign.*—W. McK. Vance, Urbana.

*Clarke.*—A. E. Taylor, W. H. McFarland, J. T. Tuttle, Edith M. Worthington, Addie Taylor, L. Belle Martin, S. Kate Martin, Anna M. Torrenee, Springfield; E. M. Van Cleve, South Charleston; W. W. Donham, Forgy.

*Clermont.*—S. T. Dial, Batavia.

*Clinton.*—C. A. Krout, New Burlington.

*Columbiana.*—Frank R. Dyer, Salem.

*Coshocton.*—Frank Robinson, Miss R. A. Stewart, Ada V. Johnston, Coshocton.

*Crawford.*—F. M. Hamilton, M. W. Spear, Bucyrus; Charles H. Miller, Poplar.

*Cuyahoga.*—L. W. Day, E. F. Moulton, W. Richardson, H. C. Haydn, H. W. Ward, H. A. Myers, P. O. Phillips, Bettie A. Dutton, Elizabeth M. Neill, Ella S. Freeman, Phebe S. Freeman, Mary Trapp, Eva Banning, Ellen G. Reveley, Minnie Wilmot, Addie Wilmot, Kate Cranz, Anna S. Hutchinson, Cleveland; E. L. Abbey, South Euclid.

*Darke.*—F. G. Cromer, Greenville; S. A. Minnich, Arcanum; J. M. Bunger, Union City; E. H. Colvin, Versailies.

*Defiance.*—C. W. Butler, Nellie Moore, Defiance; W. E. Bowman, Hicksville.

*Delaware.*—W. G. Williams, Mrs. D. L. Williams, J. F. Whitlock, C. N. Wilbur, Delaware.

*Erie.*—A. A. Bartow, Augusta Erckner, Kate McKenna, Sandusky; Ellen Bowman, Kelly's Island.

*Fairfield.*—

*Fayette.*—N. H. Chaney, Washington, C. H.

*Franklin.*—John Hancock, R. W. Stevenson, Abram Brown, C. S. Barrett, T. P. Ballard, E. L. Kennard, J. B. Phinney, Anna M. Osgood, Columbus; W. J. Johnson, Westerville; J. B. Duzan, Groveport.

*Fulton.*—J. E. Dodds, J. J. Dodds, Chas. A. Brown, I. E. Richardson, Fayette.

*Gallia.*—J. J. Allison, Gallipolis.

*Geauga.*—

*Greene.*—E. B. Cox, G. J. Graham, Marion Woodrow, Margaret Clark, Xenia; R. W. Mitchell, Alpha; M. J. Flannery, Ann J. Flannery, Mollie M. Guthridge, Fairfield; Rosa Withoft, Osborn.

*Guernsey.*—O. T. Corson, S. H. Maharry, Cambridge.

*Hamilton.*—E. E. White, E. R. Booth, W. H. Venable, G. A. Carnahan, W. E. Waters, F. D. Saunders, Mamie Furness, C. S. Fay, W. H. Morton, C. B. Ruggles, Cincinnati; A. B. Johnson, Avondale; F. B. Dyer, Madisonville; S. T. Logan, Westwood; Sallie E. Williamson, Emily F. Spooner, Glendale.

*Hancock.*—J. W. Zeller, C. B. Metcalf, A. P. Schoonover, Findlay; E. L. Sutton, McComb.

*Hardin.*—Warren Darst, J. P. Long, J. M. Woolam, Mrs. J. M. Woolam, Newton Tobias, M. C. Smith, Ada; D. W. Gross, Kenton.

*Harrison.*—

*Henry.*—W. W. Weaver, Alice G. Hague; Blanche Lemert, Mary Barnes, Napoleon.

*Highland.*—Samuel Major, Hillsboro.

*Hocking*—

*Holmes.*—Maggie Devore, Millersburg.

*Huron.*—E. F. Warner, Estelle A. Sharp, Bellevue; W. R. Comings, Norwalk; Wm. Tait, Greenwich; W. H. Mitchell, Cora M. Young, Monroeville.

*Jackson.*—

*Jefferson.*—H. N. Mertz, Steubenville.

*Knox.*—J. A. Shawan, Mrs. J. A. Shawan, D. W. Stahl, Mrs. Lillie Stahl, Mt. Vernon; D. H. Painter, Martinsburg.

*Lake.*—Thomas W. Harvey, Painesville.

*Lawrence.*—R. S. Page, A. Grady, Ironton.

*Licking.*—J. C. Hartzler, Newark; Everett Beeks, Granville; I. C. Guinther, J. D. Simkins, Utica; S. H. Layton, Jacksontown.

*Logan.*—

*Lorain.*—H. M. Parker, Emma Deterly, Elyria; Carrie Munger, T. P. Anderson, Miss M. J. Maltby, Georgie T. Bell, Augusta C. Bell, H. C. King, D. A. Haylor, Oberlin; Miss E. N. McConnell, Lorain.

*Lucas.*—H. W. Compton, R. C. Van Gorder, G. K. Lyon, I. N. Van Tassell, George S. Mills, N. E. Hutchinson, R. F. Platt, C. G. Ballou, Albert I. Mayor, Mrs. A. I. Mayor, Miss E. M. Tordt, Paulina Feidler, Lizzie J. Humphrey, Daisy Farley, Miss E. Krueger, Miss E. Finderberg, Sarah R. Folger, Carrie M. Caid, Toledo; A. B. West, Sylvania; J. I. Ward, Auburndale.

*Madison.*—L. W. Sheppard, Mt. Sterling.

*Mahoning.*—Reuben McMillen, F. E. Miller, Canfield.

*Marion.*—W. V. Smith, Caledonia.

*Medina.*—B. F. Hoover, Lodi; F. D. Ward, LeRoy; A. S. Eyman, Homerville; Emma B. Caughey, Seville.

*Meigs.*—Morris Bowers, Pomeroy.

*Mercer.*—Anna Robinson, Macedon.

*Miami.*—C. W. Bennett, Mary M. Bennett, T. H. Foley, Piqua; R. F. Bennett, Covington; C. L. Van Cleve, R. M. Brown, Mary E. Miller, W. W. Evans, Willie Evans, Troy; J. T. Bartmess, Tippecanoe.

*Monroe.*—

*Montgomery.*—C. L. Loos, Jr., W. J. White, Obed Irvin, H. T. Kincaid, Esther Widner, Dayton; Orson Graff Brown, Germantown.

*Morgan.*—W. N. Wikoff, McConnellsville.

*Morrow.*—J. H. Snyder, Mt. Gilead.

*Muskingum.*—Corwin F. Palmer, Emma Boyd, Kate A. Brannan, Georgia Zeulmeir, Lizzie B. Stocker, Ada Dorsey, H. J. Shore, Nellie C. Edwards, Jennie M. Bailey, Dresden; L. E. Baughman, Chandlersville; Mary Sproat, Zanesville.

*Noble.*—H. L. Peck, Caldwell.

*Ottawa.*—I. N. Saddler, Genoa; John McConkie, Port Clinton.

*Paulding.*—W. S. Hardesty, Payne; R. E. Diehl, Antwert.

*Perry.*—

*Pickaway.*—J. W. Jones, South Bloomfield; Geo. B. Bolenbaugh, St. Paul.

*Pike.*—

*Portage.*—Geogia Gladding, Kent; W. H. C. Newington, Hiram.

*Preble.*—J. P. Sharkey, Eaton; F. S. Alley, New Paris; H. E. Lesh, Oderkirk.

*Putnam.*—C. C. Miller, Ottawa; G. R. Miller, Leipsic; E. Ward, A. C. Trumbo, Columbus Grove.

*Richland.*—Margaret W. Sutherland, Bertha Ruess, S. L. Lutz, Sophia Ruess, Hattie Haynes, Marie Aberle, Hattie A. Stone, Dora V. Tellner, Fannie E. Thomas, Della Debu, Ella M. Henry, Miss Frank Jameson, Mansfield; E. H. Webb, Plymouth.

*Ross.*—Reynold Janney, Chillicothe.

*Sandusky.*—W. W. Ross, Eliza M. Dare, Laura M. Kridler, Ella Knerr, Fanny J. Day, Emelia R. Lutz, Fremont; F. M. Grim, Clyde.

*Scioto.*—Emily Ball, Portsmouth; Ruba Andre, Wheelersburg.

*Seneca.*—J. W. Knott, F. W. Wenner, Tiffin.

*Shelby.*—A. W. Gamble, M. A. Yarnell, Mrs. M. A. Yarnell, Cora E. Zimer, Ida M. Brown, P. M. E. Brown, Sidney.

*Stark.*—E. A. Jones, W. R. Malone, Massillon; J. J. Burns, Mrs. J. J. Burns, Elizabeth J. Ballard, Maggie A. Raedel, Canton; C. C. Davidson, Alliance; L M. Taggart, Canal Fulton.

*Summit.*—Samuel Findley, Miss R. B. Findley, Laura M. Findley, Akron; Fred. Schnee, Cuyahoga Falls.

*Trumbull.*—F. O. Reeve, N. Bloomfield.

*Tuscarawas.*—Chas. Haupert, Clara Myers, W. H. Ray, New Philadelphia ; J. W. Pfeiffer, Mrs. J. W. Pfeiffer, Anna Eaton, G. W. Crites, Canal Dover.

*Union.*—Lillian Robb, Josephine Lawrence, Marysville.

*Van Wert.*—D. E. Cowgill, Van Wert.

*Vinton.*—

*Warren.*—J. F. Lukens, Perley B. Lukens, Maria F. Hall, W. A. Clark, Mrs. Irene H. Clark, R. H. Holbrook, Lebanon ; Hampton Bennett, Franklin; Jno. C. Ridge, Waynesville; P. V. Bone, Mason.

*Washington.*—M. R. Andrews, Marietta.

*Wayne.*—W. S. Eversole, J, W. McClarran, Zorelda Martin, Wooster; Addie Anderson, Edith Stevenson, A. T. Graber, Creston; Mame Myers, Minnie Myers, Smithville ; D. F. Mock, West Salem; S. H. Nickerson, Burbank ; C. W. Gilgen, Orrville.

*Williams.*—W. A. Saunders, Miss E. M. Willett, Bryan ; Warren L. Fulton, Montpelier ; A. B. Stevens, Stryker.

*Wood.*—D. E. Niver, Bowling Green ; S. M. Dick, Perrysburg ; Della Pratt, Weston ; Kittie M. Smith, Lime City ; Alice Mathews, Milburg, Ella O'Leary, Stony Ridge.

*Wyandot.*—Harriet McCutchen, Upper Sandusky ; R. H. Morrison, Mrs. R. H. Morrison, Helen F. Barnes, Carey.

*Other States.*—Cyrus Smith, Indianapolis, Ind.; Josiah Bixler, Mechanicsburg, Ill.; C. E. Albright, Ann Arbor, Mich.; V. J. Emery, Lincoln, Neb.; E. O. Vaile, Joseph Cummins, Chicago, Ill.; F. V. Irish, Lock Haven, Pa.; L. D. Brown, ('88 & '89) Reno, Nevada.

## STATE CERTIFICATES.

The following is a list of the successful applicants before the State Board of Examiners, at the Toledo meeting, held July 4, 5 and 6, 1889.

### HIGH SCHOOL LIFE CERTIFICATES.

Everett L. Abbey, Cambridge ; Perry V. Bone, Mason ; A. C. Burrell, Carson City, Mich ; Warren Darst, Ada ; Aaron Grady, Wheelersburg ; E. A. Jones, Massillon ; J. F. Lukens, Lebanon ; C. B. Metcalf, Findlay ; W. A. Saunders, Stryker ; and Miss Martha J. Maltby, Norwalk.

### COMMON SCHOOL LIFE CERTIFICATES.

Morris Bowers, Pomeroy; S. M. Dick, Perrysburg; R. E. Diehl, Antwerp; M. F. Eggerman, Ada; C. W. Gilgen, Orrville; W. H. McFarland, Springfield; W. W. Pennell, Eastwood; George Rossiter, Nevada; M. C. Smith, Ada; W. V. Smith, Rawson; A. B. Stevens, Stryker; A. G. Turnipseed, West Union; J. T. Tuttle, Springfield; Miss Maria F. Hall, Lebanon; Miss Clara E. L. Myers, New Philadelphia, and Miss Hannah Peterson, Napoleon.

## CONSTITUTION OF THE OHIO TEACHERS' ASSOCIATION.

ARTICLE I. This Association shall be called the OHIO TEACHERS' ASSOCIATION. Its object shall be to elevate the profession of teaching, and to promote the interests of the schools of Ohio.

ART. II. .The officers of this Association shall be a President, five Vice-Presidents, Secretary, Treasurer, and Committee on Communication between Teachers and those wishing to employ Teachers, who shall be chosen by ballot, or in such other manner as the Association shall direct, at the annual meeting, and shall hold their offices for one year, or until their successors are elected; and an Executive Committee of six, exclusive of the President, (who shall be a member *ex-officio*,) two to be elected each year, in the same manner as other officers, to serve for three years, or until their successors are elected.

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

ART. IV. It shall be the duty of the Secretary to perform the usual duties pertaining to his office.

ART. V. It shall be the duty of the Treasurer to receive and keep all funds belonging to the Association, and pay out the same only on orders from the Secretary of the Executive Committee. He shall keep a faithful account of all moneys received and expended, in a book provided for that purpose, and make an annual report to the Association, which shall exhibit the condition of the treasury.

ART. VI. The Executive Committee shall constitute a Board of Directors for the Association; it shall carry into effect all orders and resolutions of the Association, and shall devise and put into operation such other measures, not inconsistent with the objects of the

Association, as it shall deem best. It shall fix the time and place for holding all regular meetings of the Association, and shall appoint at least one meeting each year, and make all necessary arrangements for such meeting.

ART. VII. The Executive Committee shall hold its first meeting as soon after election as possible, and afterwards shall meet on its own adjournment or appointment. Four members of said Committee shall constitute a quorum for business. The Executive Committee shall keep a full record of its proceedings, and present an annual report of the same to the Association.

ART. VIII. The Association shall have power to establish one or more sections, and provide for their organization.

ART. IX. Any teacher or friend of education may become a member of this Association, by paying to the Treasurer the sum of one dollar; and the privilege of membership may be retained by the annual payment of the same amount.

ART. X. This Constitution may be altered or amended by a majority of all the members present at any regular meeting, provided notice of such intended alteration or amendment shall have been given at the preceding meeting.

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# EDITORIAL DEPARTMENT.

***The* MONTHLY *is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.***

***Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.***

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We regret our want of space for numerous personal items, notices of institutes, etc., which were intended for this issue.

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Now, if all the good friends of the MONTHLY will, at the institutes and elsewhere, thoughtfully, kindly, and persuasively remind those who are not subscribers of their neglected privilege and their duty to themselves, their pupils, and the good cause in general, our subscription list will grow, and we shall be made happy. We have always expected good things of Ohio teachers, and we have not often been disappointed.

## A TREBLE NUMBER.

This issue of the MONTHLY contains 152 pages—more than three times the usual number, and yet it does not contain all the proceedings of the Toledo meeting. One long paper, the report of the committee on the Relations of the Institutions of Secondary and Higher Education, and the discussion following, are left over. This paper and its discussion will appear later if it is desired.

Under instructions from the Executive Committee, we have used larger type than heretofore, which accounts largely for the greater bulk, and we have a fuller and, we think, better report of the discussions than formerly.

The meeting was a good one—above the average. The program was admirably arranged and well carried out. The addresses and papers were excellent, and the discussions were animated and in good spirit. The subjects under discussion seemed to be taken hold of with a firmer grip than usual.

Those of our readers who were not present have here nearly the full feast,—certainly as much as they will care to digest between this time and the opening of the schools in September.

## PERSONAL.

—E. E. Richards, late of the Hillsboro High School, will have charge of the schools at Bloomingburg the coming year.

—The honorary degree of Ph. D. has been conferred by Franklin College on Prof. John McBurney, of Muskingum College, editor of the *Ohio Teacher*.

—Aaron Grady, late superintendent of schools at Wheelersburg, has accepted the principalship of the Ironton High School, at a salary of $1,100.

—Dr. J. W. Bashford, pastor of the M. E. Church, Buffalo, N. Y., is the new president of the Ohio Wesleyan University at Delaware, O.

—R. M. McNeal, superintendent of schools for Dauphin County, Pa., is president elect of the Pennsylvania Teachers' Association. He is to be one of the instructors in the county institute at Zanesville, O.

—Dr. R. W. Stevenson, late superintendent of the Columbus Schools, has been called to the superintendency of schools at Wichita, Kansas. This is a great loss to Ohio and a corresponding gain to Kansas. Dr. Stevenson is one of Ohio's strongest and best educators. He will carry with him to his new field the high esteem and best wishes of thousands of warm friends in Ohio.

—E. A. Jones, for the last eighteen years superintendent of the Massillon schools, and for several years the efficient secretary and treasurer of the O. T. R. C., has been called to the principalship of the West High School, Cleveland The Massillon Board of Education, however, are not disposed to let Cleveland have Mr. Jones. With entire unanimity, $300 was added to his salary, and the citizens united with the Board in asking him to remain, and he has decided to do so. . Massillon is wiser than Cincinnati and Columbus.

—Just think of it! $140.52 made in one week by an agent representing B. F. Johnson & Co., Richmond, Va., and they have had many more parties travelling for them who did equally as well, some a good deal better. If you need employment it would be a good thing to sit down and write them a line at once.

—THE—

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, . . . . . . . . . . . . . . . . . EDITOR.

Volume XXXVIII. SEPTEMBER, 1889. Number 9

(*Continuation of Proceedings of Ohio Teachers' Association.*)

# THE RELATIONS OF HIGH SCHOOLS AND COLLEGES.

BY PROF. HENRY C. KING.

I begin with the chief and most difficult question involved in these relations:

*Can high school and college courses be adjusted?* It is hardly necessary to say, that if there is ever a real solution of this problem, it must be a solution practically possible for individual schools and colleges large and small; it can not be a merely theoretical or official solution adopted by vote of an association. The true solution of this problem must face and solve existing practical difficulties; and have such adaptation to present conditions, as naturally shall carry it into operation, wherever there are teachers who appreciate the importance of the interests involved.

The true solution must not compel a student to decide the question of a college education at the beginning of his high school course. Nor, on the other hand, must it be prejudicial to the interests of that large class who will never reach college under any circumstances.

The true solution, too, must see that there are two sides to the problem—the side of the high school, and the side of the college;

and it must distinctly recognize both sides, seeking a course in which the interests of both may be found to be in harmony.

It must involve some concessions, on both sides, of ideas and plans. To attempt the problem with a determination not to give up any present idea, is to make failure certain from the outset. One must understand that no plan of adjustment can hope to obviate every possible objection from every source; and he must be willing to take the line of least resistance. Yet the solution will be no solution, if it is a mere lowering of standards.

And he must remember, that it is not to solve the problem either, merely to raise difficulties to every scheme proposed. That is not the way of progress.

It seems clear also that little is to be hoped from a plan that is entirely new and original. Any successful plan must have its roots in the experiences and experiments of the past; and it will be likely to be a half-unconscious development out of these previous uncertain attempts. The true solution, probably, is one toward which it can be seen that the schools and colleges have been gradually feeling their way for some time. In a plan, so reached, one may well have a confidence that could be given to no mere product of the study; and it is because the plan proposed in this paper is believed to be a kind of historical and logical development out of the past experiences of the schools and colleges—and not chiefly novel—that any hope is entertained that this plan may prove suggestive at least of a solution for all the colleges, and may serve to pave the way for that "closer and graduated relation" between the schools and the colleges, for which Mr. Lowell expressed his hope at the Harvard anniversary, and which means so much for all educational interests.

That a "closer and graduated relation" between the higher and lower institutions of learning is desirable, few educators will question.

The efforts of fifty years in Ohio for some practicable adjustment of high school and college courses indicate the importance of the question in the minds of all teachers. All would welcome the greater uniformity and higher standard of work, naturally resulting; and all believe that the entire teaching profession could scarcely fail to feel the impulse of the current from this close connection of all education.

Thoughtful high school teachers have not been unmindful of the vital relation which the higher education holds to the secondary education. No college professor could state this more strongly than Dr. Harris in his address to high school teachers: "It is more important," he says, "that the high school should regard itself in the light of a preparatory school for college, than that the grammar school should train its pupils to look forward to the high school." And he continues: "If the high school teachers continue to be lukewarm toward college education, and perhaps go so far as to discourage their pupils from completing their education in colleges after graduating from the high school, it will follow that the men of amplest directive power, the leaders in literature and the molders of public opinion, especially on the subject of education, will not be furnished by the common school system."* The discerning high school teacher will recognize also, that if the high school course plainly looks to study beyond itself, more students will feel it necessary to acquire at least the high school training.

Moreover, those high school students who mean to seek a college education, would save not a little time, a matter of vital importance at present in America, and would not need to be separated from other youth in their secondary education, and both classes would be the gainers.

The interest of the colleges in the question should be self-evident. The larger number of high school graduates that would seek a college training, and the closer contact with the people, which would be secured by a graduated relation with the schools, are undoubted gains to any institution that desires at all to affect public sentiment.

But we quite fail to appreciate the real importance of the question, when we consider this adjustment of school and college courses as merely desirable. It is not a question of desirability, of a greater or less advantage; it is not a question to be decided by a teacher's personal preference only. It is a question of the highest public interests. No nation has any greater need than that its citizens should be taught pleasures, ambitions and ideals that are not simply material. For a republic, most of all, is this true. The very center and essence of all our national perils lie in the danger of complete absorption in material aims. Upon this very point, Charles Eliot Norton recently has said wisely: "It is to the institutions which provide the means of the highest education, that the best interests of our National life are especially committed, for it is mainly through them that the advance of its intellectual development can be made to keep pace with its material progress. Upon them, more than upon any other of its institutions, the destiny of modern democracy depends." Any policy, therefore, that tends to decrease the number of those seeking college training, is directed against the highest interests of the Nation. The courses of the high schools and colleges *ought* to be adjusted.

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* "On the Necessity of Colleges to Supplement the High Schools;" *Ohio Educational Monthly*, August, 1888. The attention of teachers may well be directed again to this very valuable paper, as a distinct contribution to the solution of the problem of the relations of the schools and colleges.

Is this "closer and graduated relation" between the higher and lower institutions of learning possible?

If such an adjustment is possible, its basis must be found in the principles underlying an educational system, in the experience of the high schools, and in the experience of the colleges.

"That which is educated is educated to an end," Lessing long ago said. And it cannot be too frequently insisted that a course of study should have a clear aim, and be able to give a reason for itself. Mr. R. H. Quick has pointed out that the success of the early Jesuit schools was chiefly due to the very definite aim of their training, though that aim was not the broadest nor the highest. Pestalozzi's aim in education was not too broad—the judicious development of all the faculties. Upon a principle not less broad than this, certainly many colleges aim to base their requirements for admission; they would not be justified surely in a set of miscellaneous requirements without any principle of unity. Any course, then, adopted by the high schools, and required by the colleges for admission, should be able to show a philosophical basis for itself, in that it provides for all the "fundamental disciplines," offering a symmetrical training of all the faculties by the five great divisions of study commonly recognized: mathematics, language and philosophy, science, history, literature and art.

Perhaps no recent writer has made more clear than Dr. Harris, in the paper read last year before you, the philosophical reason for the often unconscious recognition in school courses of these five great divisions of study. Pardon me for recalling to you his argument. Every symmetrical course of training must recognize these five great branches of study, he would say, because they answer to the five-fold outlook of the mind upon the world of nature and the world of man. Even secondary education thus should provide for the outlook on the world of nature in those studies which have to do with time and space, the abstract possibility of existences in nature— arithmetic, algebra, and geometry; and with those studies which deal with organic and inorganic nature in the concrete—physiology, physical geography, physics, and chemistry. The course of study should provide for the outlook on the world of man also, in those studies which show the will, the practical, self-direc tive side of man—history, and science of government; in those which reveal the intellect, the reflective, theoretic side of man—the study of the "internal processes of the mind in the vocabulary and grammatical structure of language," rhetoric, and mental or moral philosophy; and also in those studies which show the aesthetic side of man—literature and art.

There is thus suggested the outline of a pretty definite course of study.

Now, if underlying an elementary course of training, it is granted that there should be some principle which is based on the general nature of the child, and not on the idiosyncrasies of each individual, it would seem to follow as an immediate inference that, in Dr. Harris' language, "the best course of study for any one pupil is the best for all, so far as fundamental disciplines are concerned." This is not to say that exactly the same studies must be pursued by all; but that in the education of each one, the five great branches of study should be fairly represented; and to this it is believed that most educators who are not manifestly riding a hobby, would agree, even if they did not accept the details of the analysis given above. The interests of the class not looking to college are thus not infringed.

But this conclusion carries with it, as involved in it, the practical inference that the high school course should be essentially one, not many, though admitting of choice between studies of the same great division and of equal rank. The principle thus opposes, as unnecessary and unwise, "splitting the curriculum of the high school," as is so commonly done, "into a general and a classical course."

If this single principle of Dr. Harris is accepted, a full selection is possible.

If now college courses can be adjusted to such a unified high school course, the evil would be at once removed of requiring a pupil or his parents to decide for or against a college education, at the beginning of his high school course, four years in advance of his entrance to college.

In the course of study indicated above as having a basis in principle, the schools and the colleges may each find the suggestion of some needed adjustment on their part.

The high schools are most likely, perhaps, to overlook the true value of the studies chiefly disciplinary. And upon these studies, the thoughtful language of Dr. Harris, speaking out of a long experience as a Superintendent of schools, will justly come with more force than any argument made apparently only from the standpoint of the college. His full argument is here necessarily much condensed.

"Directive intelligence precedes practical directive power, as its necessary condition." "Disciplinary studies deal with the *genesis* and *production* of results, rules and usages,"—with principles. A principle nucleates bits of information to an orderly system, making all valuable. "The study of principles in their genesis or development gives one further directive power over details, through insight into the laws of their production and change." "Disciplinary studies, therefore, as herein defined, are the studies that chiefly give directive intelligence, and are therefore the most practical of all studies."

From this is seen the importance of a knowledge of the history of development, and hence, since modern civilization is derivative, especially of the Latin and the Greek, the languages of the civilizations on which it chiefly depends. The impulse of even a little study of Latin is "towards directing the mind's view to laws and institutions, or the forms of the will." The impulse from the Greek is "toward literary and philosophical views of the world." The Latin and the Greek, then, as languages which "belong to the embryology of English-speaking peoples," have a "potential disciplinary value," which a modern language cannot have.

"Latin, Greek, and mathematics, from the point of view here presented, must be regarded as disciplinary* studies in a more important sense than the other studies of the school. They furnish the insight into the genesis of modern civilization, and into the constitution of nature." It is not the thought of Dr. Harris, or of this paper, that both Latin and Greek should necessarily appear in every secondary course of training, but that one of them should so appear.

The colleges insisting upon the disciplinary studies, have failed, perhaps, fully to recognize in their requirements for admission, the studies outside of Latin, Greek, and mathematics. Science, modern literature, and history other than that of Greece and of Rome, deserve recognition. It is not to be forgotten that the study of science comes too late for the most valuable results, if it is delayed until the habits of the mind are essentially formed. The habit of scientific observation and experiment needs early cultivation, if it is ever to become a natural and permanent aptitude of the mind. The real significance of the histories of Greece and Rome, too, is not to be seen, except in observing their close relations with the history of later periods. It should not need argument that our own English literature deserves careful attention; and for somewhat similar reasons, as well as for its use as a tool, some other modern language may properly ask a place in secondary courses.

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* The broad meaning Dr. Harris attaches to disciplinary is to be noticed.

Reasoning thus upon acknowledged principles, it would seem that both classic and modern studies deserve a place in high school and preparatory courses, and both must be recognized, if there is ever to be a satisfactory and graduated relation between the schools and the colleges.

Now, do the experience of the high schools and the experience of the colleges confirm practically these conclusions, and show that a satisfactory adjustment of courses is possible?

Ten weeks of personal investigation of forty-two representative high-schools, in thirty-one counties of Ohio, securing from teachers definite and detailed statements of work, of courses, and of methods, have furnished a basis of facts as to the high schools, that ought to insure a due appreciation of the elements of the problem from their side.* The results of this investigation, seem to show that the high schools are right, (1) in the attention given to English literature; (2) in the recognition of a modern language; (3) in teaching general history instead of the Greek and the Roman history only ; (4) in bringing in some study of the sciences early; (5) and in introducing some subjects to start thought, as mental or moral philosophy or political economy, without pretending to exhaust them. If these conclusions are correct, they apparently show the need of some adjustment on the part of most of the colleges. The investigation also showed that many high schools were teaching a number of subjects, outside even the liberal scheme indicated above. Twenty-seven out of forty schools were teaching from five to ten subjects that would not be required for admission to college even on that scheme. This fact seems to show the possibility of adjustment on the part of the high schools. But this visitation of the schools made equally clear a third fact, that the solution of the problem of increasing the number of those seeking college education, with even the most favorable adjustment of courses, depends chiefly upon the personal influence of the high school teachers. And this personal element in the problem is never to be forgotten.

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* A similar investigation also was made by the College, through Professor White, in 1881.

The experience of many colleges shows that students do come without Greek, but with other studies to offset this lack, and even under present disadvantages, can begin the Greek after entering college under regular teachers, and be given regular standing in the Freshman class. In doing this, the colleges simply adopt the principle of requiring a certain amount of time in certain studies, without insisting upon the order deemed ideally the best.

The amount of the requirements is not changed; the special subjects may remain unchanged; but the order in which the different subjects are taken up, is not fixed. Most college teachers probably believe that it is ideally better that the Greek, e. g., should be begun before, rather than after, entering college (though even among college teachers there are different views); but few college teachers, who believe in Greek at all, would advise a student to omit Greek, simply because he must begin it two years later (or earlier), in his course of study. A similar thing may be said of other studies. If certain subjects are taken up with less mature minds, other subjects will be taken up with minds more mature. This is a very simple matter, but it lies at the root of the difficulties of the adjustment of courses. The practical experience of the colleges shows that students can be admitted on the required amount of work, though the subjects are not all such as the college admitting may ask in a preparatory course.

Upon this basis of principles, and of the double experience of high schools and colleges, the present plan of adjustment is proposed.

We are thus brought to the

## COURSE RECOMMENDED FOR PREPARATORY AND HIGH SCHOOLS.

NOTE 1.—The course is laid out for a year of at least thirty-eight weeks, divided in three terms; in general, five recitations a week, of fifty-five minutes each, in each study.

NOTE 2.—One half-day a week, for the four years, is intended to be given to regular work in Composition, in Rhetoric, and in English Literature; the latter to cover the requirements for admission agreed upon by the Commission of New England Colleges.

NOTE 3.—It is intended that superintendents or principals should use their option in teaching the Moral Science, or some other study.

NOTE 4.—It will be seen that the course makes the first two years, and the first two studies in each term thereafter except the last, required work. Rhetoric, Chemistry, English Literature, and

Botany are repeated simply to suggest different possible arrangements of the electives; not to indicate a second term's work in these subjects.

FIRST YEAR.

1. Latin, Arithmetic, English Grammar.
2. Latin, Physiology, English Analysis.
3. Latin, Physical Geography, United States History.

SECOND YEAR.

1. Latin, Algebra, Science of Government.
2. Latin, Algebra, General History.
3. Latin, Algebra, General History.

THIRD YEAR.

1. Latin, Physics, Greek or French or German or Rhetoric.
2. Latin, Physics, Greek or French or German or English Literature.
3. Latin, Geometry, Greek or French or German or Botany.

FOURTH YEAR.

1. Latin, Geometry, Greek or Rhetoric or Chemistry or French or German.
2. Latin, Mathematical Review, Greek or Chemistry or English Literature or Mental Philosophy or Political Economy or French or German.
3. Latin or French or German, (Moral Science), Greek or Botany or Trigonometry or French or German.

It is to be noticed that this course, or the plan of adjustment founded upon it, does not stand or fall with a change in any single study, or even in several studies.

It is manifest also that the plan is much more easy of adoption, because it does not compel a completely fixed course of study.

At the same time it is believed that no student who had thoroughly completed the suggested course in any of its forms would be found unworthy of admission into the best of our American colleges; and more than that, that any college (making Greek a condition for the degree of A. B.) that provides elementary instruction in Greek, could so admit him, without changing its standard, or causing the student any loss in time, or in college rank.

The course would assume different forms in different cases. It will be seen that if in the last two years (where the alternative studies begin) Greek is adopted, a full classical course results. This course, as an example, and for the sake of clearness, has been printed on a separate sheet, and will be referred to as Course I. If French or German replaces the six terms of Greek, a modern language course is given. A good general course, for those schools where neither Greek nor a modern language can be taught, is obtained, if, for the Greek, Rhetoric, English Literature, Botany, Chemistry, Mental Philosophy or Political Economy, and Trigonometry are substituted. A better general course is possible for schools teaching a modern language, by substituting four terms of French or German, for the first three terms of Greek, and the last term of Latin; and Rhetoric, Chemistry and Botany for the last three terms of Greek. This is the course recommended for schools not teaching Greek. Perhaps the best model preparatory course is secured by omitting one term each of Latin, Greek and English from Course I, and adding three terms of French or German. Such a course should meet every reasonable demand.

The course thus recommended embodies the principles laid down in the earlier part of the paper.*

The high schools can teach it. It will be found to be well adjusted to the actual facts disclosed by investigation among them.

The colleges can accept it; as long experience shows. A number of colleges are already practically working under similar but less consistent plans.

There are additional incidental advantages not inconsiderable:

There is a good division and distribution of subjects.

The course makes a good general course for those schools, where neither Greek nor a modern language can be taught.

The student is not required to settle the question of higher education at the beginning of his high school course.

Rather, the question is practically left open to the end, even if Greek is not taken at all.

The first three years make a good course for those schools which do not wish to provide a four years' course.

The alternatives leave considerable freedom, and possibility of adaptation to the wants or circumstances of different communities; and yet if a high grade of work is maintained, the student will not be shut out from college.

The plan greatly simplifies the work of the high schools and of preparation for college.

So great is this simplification thought to be, that it is believed that many high schools, without increasing at all their present teaching force, could teach this single course with all its electives, including Greek, more easily than they now carry on their several parallel courses.

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*High school teachers may be interested to know that in a personal letter, Dr. Harris says: "I find that your outline of the course of study is in exact accordance with my own views."

Gradual experience in teaching this course will show, it is thought, the possibility of the "shortening and enriching" of the courses for all the schools, so much needed and desired.

The plan, if generally adopted, would greatly assist in unifying the education of the State, without imposing a hard and fast course upon any community.

Each school can help toward this better adjustment and greater uniformity in courses, by adopting the course recommended, either in a single form, or with all its alternatives. For any college, providing elementary instruction in Greek, can, and probably will, accept such a course, even if it has not adjusted its own requirements thereto. And every added school entering on such a plan makes more possible adjustment and uniformity.

A *greater practical unity* would thus result, even if no official action were taken by either the colleges or the schools.

In a word, the high school entering fully upon this plan, will teach a single four years' course, (not essentially different from present work) all required work including Latin, except six studies. These six studies to be either a term of Greek or an equal amount of study of a modern language or of some other subject that may properly be accepted as an elective in college. The college, adopting the plan, need not give up its requirement of Greek; but agrees to accept the six alternative studies of the school for an equivalent amount of work in college, and furnish elementary instruction in Greek, and in addition, in its requirements for admission recognizes the course adopted by the high school.

It is not expected that this problem of the relations of the schools and colleges can be solved in a day. The steps to it need to be taken thoughtfully and carefully. But it is believed that the plan proposed in this paper, introducing no revolutionary change into either school or college, has such a basis in principle and experience, as insures that the school or college, entering upon the plan, will make no serious mistake, and will be able to profit by all the suggestions that will come from an earnest attempt to meet the real difficulties of the question, and so will be in the line of most rapid progress toward the complete solution of the problem.

If the schools and the colleges could thus agree on a preparatory course, allowing some liberty in a small part of the same; and the colleges would arrange a course in college for students entering from such an alternative course; the problem of the relation of school and college courses would be fully solved, and the more completely and permanently, that the solution contains an element of freedom.

It remains to emphasize again a single point. With the most favorable adjustment of courses, perhaps a more difficult problem still remains—the problem to secure the interested attention of high school teachers and students to college education. Without this personal interest and belief in college education, on the part of the schools, the number of students coming to the colleges, from the high schools, will be still far too small. All would agree that there should be the most cordial relations between the schools and the colleges. If in addition the colleges could adopt a plan of regular visitation of the high schools and examination of their work, so that every important high school in the State might be visited as often as once in three years; it can scarcely be doubted that both the schools and colleges would be the gainers. A better understanding of each other's work, a better quality of work and a closer sympathy could hardly fail to result. Teachers and students would have their attention called anew to the college. The examination of the school —growing more thorough with each visitation—might take the place of the examination of the students coming from the school to college. But more important than any official connection, would be the personal relations thus established, and so it might be hoped that the personal element also in the problem of the relation of the schools and colleges would receive its solution.

## DISCUSSION.

JOHN HANCOCK:—I am very glad to be able to state that the spirit of higher education seems to me to be growing with a rapidity that is most encouraging to all of us. I want to refer to the question that was propounded by the Committee of the National Council upon this subject. The question was, "What schools are doing the real work of secondary education in Ohio?" I took down the reports of the schools of Ohio and looked over the list of schools that seemed to be doing most in this line of work. There are 159 such schools in Ohio. These are not all fully preparing boys and girls to enter college, but they are doing work along that line. In a school of not more than three or four teachers, I was glad to learn that, according to the plan adopted by this Association, they were as fully prepared for college as they would have been had they been educated in some of the larger towns of the

State. There was a thoroughness of instruction in that school that would please any college to which these boys and girls might go for higher education. I simply make this statement for the encouragement of college men, and for the encouragement of the teachers of the State.

DR. WILLIAMS :—I had the opportunity of hearing the paper read last winter at the College Association. I think it was the feeling of all the college men that no more important paper had been presented before that body than this one. It may not be possible for us now to take any action on this paper, and I rise to make the motion that this same committee be continued for next year, and charged with the same duties.

DR. WHITE :—The conditions have changed within the past twenty-five years, making the solution of this important question easier than it appeared then. The college men who are here present know that one of the most serious objections to any change in the requirement for admission to college urged at that time was the fact that the Ohio colleges could not afford to make the innovation ;—that they were suffering from unjust comparisons with the colleges East and in other States. The "one-horse Ohio college" was a common phrase by which the higher education in Ohio was characterized ; and representatives of the best colleges in the State felt that they could not afford to break step with Yale and Princeton and Harvard and other eminent colleges, and that stood in the way of any immediate and satisfactory adjustment of the question in this State. But now the question has changed. The older college has changed its own requirement for admission and has taken the advance step, and the Ohio college has no longer anything to fear in this direction.

Whether Harvard is right, experience will show, but I think the colleges are wise in making this change, to the end that we may have an increase of one hundred percent in the number of young people receiving higher education. Any step that will give two young men or two young women the advantages of a higher education, where only one now enjoys them, will be a great step in the way of progress.

J. D. SIMKINS :—I am quite certain that there are many superintendents here who are under obligations for this paper ; and if they find nothing else here to compensate them for the time and expense, they certainly will do so in this. I have been interested in the school of four rooms which was mentioned, and it is to the superintendents of these small schools that I would like to say a word. It is possible for us to succeed in these schools in preparing pupils for college, and some of the best colleges in the State accept those pupils without examination. The superintendents here may not be aware that while many of the colleges have not adopted any course of study suggested in this paper, they will give you full credit for the work done.

SEBASTIAN THOMAS :—I shall always deplore the fact that I have never been able to graduate from a college ; but nevertheless my heart is in the work most earnestly to develop the highest possible scholarship among our young people in the public schools. Of course this paper is excellent. There is something at the basis, however, that underlies whatever course we may propose, and that has reference to the scholarship of the teachers, particularly in the lower grades. Some time ago, I had an opportunity of investigating the subject in the old country, and I have come to the conclusion that we shall never be able to make such scholars and such character, unless we lay a right foundation.

(*End of Proceedings.*)

# CONCERNING THE STUPID SCHOLAR.

BY LEILA ADA THOMAS, DAYTON, O.

My poor child, heavy of jaw, dull of eye, slow of limb, I was cross with you in school this morning, and I had no right to be ! Will you take it as some sort of reparation if I make this plea for you ?

There are legions of you, and my sin is an old one. You are Fithian, shambling, white-faced, delicate and intolerably slow. You are feather-brained Emily. You are Maurice and you can describe every bird that flies in Montgomery county, but you cannot, by any effort on your part or mine, be made to remember the difference between a gerund and a gerundive. You are Ruprecht with a long line of peasant ancestors at your back, muddling your wits and stiffening your fingers. You are Marjorie with a dead father and a dying mother, the taint of consumption in your own blood. You are baby-faced Lilias, who played with her dolls last year and who ought to be playing with them now. And I have been cross with you !

You are a vexed question in the school-room, a trial to your classmates, a trial to your master, a trial to yourself. You consume five times as much of your teacher's leisure and strength as your bright brother. You are preventing him from learning what he might learn, and you are getting nothing yourself worth having. Your teacher knows that, and in a dull, half-conscious fashion you know it, too, and try to break away from the hopeless task—to "drop Latin" or quit school. Sometimes you succeed and sometimes you are forced back into the ranks. You hate your work, and for your teacher your share of the daily recitation serves as an excellent substitute for a hair-cloth shirt. It may be a penance for his sins, a moral discipline, but it is nothing else.

And yet he has no right to be cross with you. We have, none of us, a right to be cross with anybody, for that matter—a right to be stern, severe, sarcastic sometimes, never cross; certainly not with you, you poor little misplaced bit in the school machine. It is not your fault that you are here. One of the workmen has made a mistake in putting you in—your father, or your mother, or your guardian, perhaps. If we cannot get you out and into your proper position, we must make the best of you or detach you from the other wheels.

Let us consider your case in detail. Say you are Fithian, then, well-read, generally intelligent, capable of discerning a delicate distinction in grammar if you happen to be feeling well, mind absolutely motionless if you don't. Apparatus all there but no driving power, or one that is too weak. You belong to a family from which the boys have gone through high school and college, as a matter of course. Your father expects you to do the same. He does not observe that you, the youngest, have picked up only the leavings of the family, body and brain, blood with too little iron in it, a sensitive, nervous temperament, a fitful brightness. You ought not to be in a school-room at all. You ought to be put upon a farm or a ranch, turned loose in the open air for the winds to blow upon and the sun to tan. Since that may not be, what shall your teacher do with you? Here are the horns of the dilemma. If you are pushed and prodded you will get through the year's course, pass your examination and enter upon another ten months of pushing and prodding. If you are let alone you will fail and drop behind the beloved boy cousin with whom you have walked shoulder to shoulder ever since you entered the primary grade. Your father says openly that that would be a disgrace. Your mother looks mournful. Even your teacher thinks it would be a pity, locks up her conscience and makes you and herself miserable for periods ranging from five minutes to half an hour, every day, in trying to force you to do your class-room work. Under these disadvantageous circumstances your mind produces or acquires little of real value, your temper is fretted, your health strained. It is all wrong, my poor boy. If you must bend over books instead of riding horseback or climbing trees, you should have a tutor who will permit you to take your time, as your over-worked teacher, with her big classes, cannot do. And if you are in a public school, you ought to be let alone, allowed to pick up what you can, and suffered by all the powers that be to fail peacefully and obscurely at the end of the year. Neither you nor your teacher should suffer for it or feel it a disgrace.

And now, by some strange metamorphosis you are Emily, pretty, elaborately dressed and of as cheap fibre in mind and soul, as one of those "fifteen cents a-yard, all wool" fabrics, one sees exhibited for sale in low-priced stores. You gossip and you flirt out of school, you cheat in it. You never will learn anything and you never will be anything, thinks your discouraged teacher. She is right—from the school-room point of view. You are another case for letting alone. She can teach you to enter a room a trifle more like a lady, and to speak a pleasant good morning; to give a mate precedence instead of crowding and elbowing past her; to keep your desk tidy and to hold your tongue; she cannot teach you to reason nor force you to remember text-book lore, and the sooner she gives over trying the better for you and for her. She will do wisely to let you sit in the class, giving you a question now and then, passing quickly to the next scholar if you cannot answer; and she will do very foolishly if she sows much grain in the poor soil of your little mind-field or looks for a crop there; a few scattered stalks will straggle up, but the rich harvests lie elsewhere.

Should she be so fortunate as to discover that you have the making of a good housekeeper—that you can concoct a capital apple pie, and do beautiful drawn work, she will have acquired that fulcrum of respect for one's pupil which is necessary if one is going to move him an inch.

You will drop out of school before long, Emily. You and your kind seldom try to graduate. Your teacher will be doing you no harm, nay, a benefit by suggesting with gentleness and tact to your mother, after a year or so of the high school, that you will be accomplishing more at home. You will leave, and you will never know, perhaps you would not care if you did know, how slight is your hold either upon your teacher's memory or affection.

But now you are Maurice, and she will not only remember but have a very kindly feeling for you. Your translations are a trial to her soul. Yet she knows that many hours, when another boy might be poring over his grammar, you spend in those tramps through the country-side which have supplied you with the specimens for one of the best natural history collections in D——; and she has a suspicion that perhaps the blind impulse which makes you lift up your head to nature when she calls, which bids you follow her into the wintry stubble field and under the naked sky and list to *her* lessons, is a true instinct; that the dear old dame teaches best after all; that she may know better than the rest of us what gives a boy sound health of mind and body, and equips him with those associations and habits which enable him to cope with the temptations of manhood successfully. And so she of the irregular verbs is not very hard upon you, Maurice. She is satisfied with a moderate return from you in the way of grammar. But for your sake and the sake of others like you she fills the crannies of the lesson hour with all sorts of correlative information which you dig out eagerly, though you are serenely indifferent to the idiosyncracies of reflexive pronouns. When the end of the year comes, though you know barely enough Latin "to pass," you can tell what a centurion was and how the Roman soldier went armed; the Rhone, blue and arrowy, is no longer a mere name; and the noblest Roman of them all is your friend and hero for life.

Ah, Ruprecht, you are another for whom the school-mistress feels nothing but regard and pity! You are so helpless, so faithful and so plodding. You are more numerous than your brethren in this half-German community of ours. You come up every year and begin your hopeless task, and your teacher begins hers, threading the mazes of indirect discourse with a boy who never has gotten and never will get a grip on the difference between the active and passive voice of a verb in English, Latin, or any other language. By and by, she recognizes you. She thought you might be Karl or Otho and amenable to stimulus. But no, you are Ruprecht, the sluggish, the solemn, the impenetrable. And when she has recognized, you too, she lets alone. An easy question she finds for you now and then to help you maintain your self-respect. She speaks to you kindly and patiently, but she does not give you a certificate at the end of the year. She knows you do not deserve one and you know it, too, and make no complaint, for she has always been your friend. By and by, she meets you on the street and you tell her that you have gone to work. The physical labor that best suited those strong arms has made a man of you, and you are a new creature, freed from the nightmare of lessons you cannot learn and that the maker of you never intended you to learn. You are glad to be out of the school-room though you do not forget it altogether. Sometimes in the thick of your work a fresh impulse moves you and you lift your keys or drill holes in your iron bar better because you remember some word of praise or encouragement, some recognition of moral qualities where mental were lacking, some look or smile from the teacher of long ago. And so the hours were not altogether wasted that were spent in the school-room, were they, Ruprecht?

Read, O pedagogue, the biographies of great men, and see how many of them must once have trod the painful path of the stupid scholar. Darwin says of himself that he never could remember a date or a line of poetry. One of the masters of Thomas Hill Green, afterward professor of moral philosophy at Oxford, England, and the "Grey" of Robert Elsmere, said of him as a schoolboy, "He is slow and easily puzzled." Prescott, the historian, could memorize his tasks in mathematics, while at Harvard, but could not understand them, and at last gave them up as a waste of time, with the approval of the professors. Turner was told by his teacher that he was a dunce, only fit to become a blacksmith, because, forsooth, he could not comprehend geometry; yet he became one of the greatest painters of the day and put into daily use the principles of that science which he was judged incapable of understanding. Jean Paul Richter, I believe it was, who once said pityingly of a lad that passed him, "Poor boy! Be kind to him. Perhaps he is studying Latin grammar"; a remark which sheds a ray of light on "Der Einzige's" own experience with that branch of learning.

Great of mind, or heart, or both, naturalist, teacher, historian, painter, poet, you have gone over to the majority. Years hence, your ranks will open to admit a new-comer, one who to-day, pent within school-room walls, is a shrinking mark for shafts of reproach, of satire, of ridicule, of stinging censure.

## STATE EXAMINATION.

Questions used at the meeting of the Board at Toledo, July 4, 5 and 6, 1889.

### ARITHMETIC.

1. Give your method of teaching subtraction when any term of the subtrahend is greater than the term in the same order of the minuend, and illustrate with an example.

2. A man has a garden that is 14½ rods long and 10¼ rods wide; he wishes to have a ditch dug around it that shall be 3 ft. wide and 4½ ft. deep; what will be the expense at 2 cents a cubic foot?

3. Divide ⅞ by 4-5 and explain the process as you would present it to a class.

4. If ⅔ of A's money equals ¾ of B's, and ⅔ of B's equals 3-5 of C's, and the interest of all their money for 4 yrs., 8 mos., at 6 percent, is $15,190, how much has each?

5. No interest having been paid on a note of $1750, dated Aug. 1, 1885, with interest at 6 percent, payable annually, find the amount due June 1, 1889.

6. Define and illustrate the different kinds of discount.

7. A and B can perform a piece of work in 5 5-11 days, B and C in 6⅔, days and A and C in 6 days; in what time would each of them perform the work alone?

8. Write an example in compound proportion. Give statement, with reasons and solution.

9. Having sold a consignment of cotton on 3 percent commission, I am instructed to invest the proceeds in city lots, after deducting my purchase commission of 2 percent. My whole commission is $265; what is the price of the city lots?

10. If stock bought at 5 percent premium will pay 6 percent on the investment, what percent will it pay if bought at 15 percent discount?

11. If a pipe 6 inches in diameter will draw off a certain quantity of water in 4 hours, in what time would it take 3 pipes of 4 inches in diameter to draw off twice the quantity?

12. Extract the square root of 4624, and explain as you would to a class.

13. A capitalist has $64,600 to invest, and can buy New York Central 6's at 85 percent, or New York Central 7's at 95 percent; which will be the more profitable, and by how much?

14. How many cubic inches are contained in a cube that may be inscribed in a sphere 20 inches in diameter?

## ALGEBRA.

1. Reduce $\frac{x^2+(a+c)x+ac}{x^2+(b+c)x+bc}$ to its lowest terms.

2. Prove that the sum or difference of any two quantities, divided by their product, is equal to the sum or difference of their reciprocals.

3. In a mile race A gives B a start of 20 yards and beats him by 30 seconds. At the second trial A gives B a start of 32 seconds and beats him by 9 5-11 yards. Find the rate per hour at which each runs.

4. Solve $x^8 + y^8 = 18\,xy$.

$x + y = 12$.

5. Find the value of $x$ and $y$:

$x^{\frac{1}{4}} + y^{\frac{1}{3}} = 5$.

$x\,2\text{–}4 + y^{\frac{2}{3}} = 13$.

6. $x + y : x - y :: 3 : 1$.

$x^8 - y^8 = 56$.

7. Find 4 numbers in arithmetical progression, such that the product of the extremes = 27; of the means = 35.

## GEOMETRY.

1. Define the following terms: Homologous sides, rhomboid, theorem, dihedral angle, right prism and slant height.

2. Show that the alternate interior angles are equal, when two parallel straight lines are cut by a third straight line.

3. What is meant by an inscribed angle? How is it measured? Demonstrate.

4. Given the base and the altitude of a triangle, and an angle at the base, to construct the triangle.

5. To what is the area of a trapezoid equal? Demonstrate.

6. Prove that the side of a regular inscribed hexagon is equal to the radius.

7. What is the sum of the angles of a nonagon? What is the regular polygon, one of whose exterior angles is ⅔ of a right angle?

8. How do you find the volume of a triangular pyramid? Explain geometrically.

9. Find the lateral surface and the volume of a frustum of a pyramid 72 feet square at the lower base, and 48 feet at the upper, with an altitude of 60 feet.

10. If four quantities be in proportion, show that they will be in proportion by division. What text-book would you recommend on this subject, and for what reasons?

## TRIGONOMETRY.

1. When is one quantity said to be a function of another? Illustrate. Can one quantity be a function of several others? Illustrate.

2. Name and define the six functions of angles which can be formed by the simple combination of the sides of the right-angled triangle.

3. Show that $\sin^2 a + \cos^2 a = 1$.

4. Prove: The cosine of an angle is the sine of its complement.

5. How could you find the distance from one point to another when the line between them cannot be passed over with the measuring chain?

6. Show that $\cos 30^\circ = \frac{1}{2}\sqrt{3}$.

7. The distances between three points not in the straight line are known. How would you find their respective distances from a fourth point without using the chain?

8. Show that the sine of an arc is equal to one-half the chord of twice the arc.

### GRAMMAR.

1. What parts of speech may *that* be? Illustrate.

2. How are sentences classified with respect to form? Illustrate and define each.

3. Classify subordinate elements, and illustrate each class.

4. Write sentences illustrating the uses of the noun and give the rule of syntax governing each use.

5. What determines the properties of a pronoun? What is a relative pronoun?

6. Name five connectives that may introduce adverbial clauses, and state what each of these connectives, with its clause, expresses.

7. Parse the italicized words in the following: The sooner *the* better. His *brother John's* daughter was married. *Whom* the shoe fits *let* him *put* it on.

8. Analyze the following sentence:

> "When Freedom, from her mountain height,
> Unfurled her standard to the air,
> She tore the azure robe of night,
> And set the stars of glory there!"

9. Illustrate the uses of the infinitive as a noun.

10. How should grammar be taught?

### ORTHOGRAPHY.

1. Name the diacritical marks used in Webster's Dictionary, and illustrate their use in words.

2. What are the four leading uses of silent letters?

3. Write five words having English Prefixes; five words having Latin Prefixes, and five having Greek Prefixes.

4. Give three uses of the Hyphen. Illustrate.

5. When is the hyphen used in compound words? Illustrate.

### RHETORIC.

1. Give a definition of rhetoric that is based on the derivation of the word. What is meant by the words *science* and *art* as applied to rhetoric?

2. Define the following terms: invention, unity, and diction. What are the usual parts of a composition?

3. What is style? What are the essential qualities of correct style?

4. How does a figure of syntax differ from a figure of rhetoric? Give illustrations.

5. Of what value are rhetorical figures? What figures are founded on resemblance?

6. Give a quotation that will illustrate each: synecdoche, apostrophe, epigram, and antithesis.

7. What is a literary criticism? How does a critique differ from a review? Name five noted literary critics.

8. Give an analysis of taste. What is a literary masterpiece? What is the standard of taste?

9. What aesthetic pleasures are derived from the study of literature?

10. How does a poem differ from other forms of composition? Classify poems, and name a great poem of each class.

### ENGLISH LITERATURE.

1. Define *epic*, *elegy*, *romance*, *satire*, and *allegory*. Give an example of each and name the author.

2. What noted names are connected with the literature of the Elizabethan period? Upon what does the fame of each rest?

3, Quote the exact language in which Pope, Burns, Tennyson, Longfellow, and Lowell express some characteristic thought.

4. Name three English and three American essayists, and name the writings of each with which you are familiar.

5. What literary names suggest persons of great conversational power? Name some production of each.

6. Name five works of fiction that may be read profitably by the student of history. Give a reason for each selection.

7. Compare the poetry of Wordsworth and Bryant; the prose of Emerson and Carlyle; and the oratory of Burke and Webster.

8. Name the anthor of each: "Elsie Venner," "Marble Faun," "Sketch Book," "Snow-Bound," and "Biglow Papers." Give the characteristics of each production.

9. Describe the writings of Swift and Addison. Place the characters of these men in strong contrast.

10. Who are your *favorite* authors? Why? Select a ten-book course of *general reading* for a boy well prepared to enter High School.

### LOGIC.

1. Name and define the kinds of propositions.
2. What do you understand by the conversion of propositions?
3. Name the three primary laws of thought. Define each.
4. Give and define the terms in every syllogism.
5. Prove that from two particular premises no conclusion can be drawn.
6. If *one* premise be particular what must be the conclusion?

### BOOK-KEEPING.

1. Write a due bill; a bank check; a certificate of deposit.
2. Write a bill of exchange; a draft.
3. Write an order; a receipt; a bill of fare.
4. What is negotiable paper? Non negotiable? Write one of each.
5. What is the advantage of single over double entry? What the reverse?

### PENMANSHIP.

1. Classify the capitals and state the basic element in each.
2. What means do you use to develop the muscular movement?
3. Which is the more important—legibility or movement? Why?
4. Do you believe in the use of base and headlines for beginners? Give reasons.
5. Name some of the most common faults in making small and capital letters. How do you overcome them.

### GEOGRAPHY.

1. Locate the earth's axis, the poles, the equator, the parallels, the meridians, the tropics, the polar circle, and the zones.
2. What are the proofs of the earth's annual motion around the sun?
3. Briefly describe the highlands and the lowlands of South America.
4. How could you go by water from Trieste to Chicago?
5. Give the location of the following towns: Johnstown, Oshkosh, Mobile, Montreal, Brussels, Rio Janeiro, Hamburg, Alexandria, Sydney, Florence.

6. Compare Africa with Australia as to the following features: area, climate, productiveness, surface.

7. Locate each of the following: Strait of Bab-el-Mandeb, Cape Augulhas, Samoan Island, Lake Tanganyika, Mount Kilimanjaro.

8. Describe each of the following rivers: Congo, Murray, Volga, Tigris, Yukon.

9. Name the States and Territories of the United States west of the Mississippi river, and give the capital of each

10. Name the kingdoms of Europe and give the capital of each.

### GEOLOGY.

1. What does the study of geology include? What are some of the advantages to be derived from this study?

2. Name the principal unstratified rocks. Give the composition of granite and syenite.

3. Name some of the most common stratified rocks. How were these rocks formed?

4. Explain the terms dip, strike, fault, flexure, and veins.

5. Name the principal agencies in producing geological changes.

6. What ages are included in Palæozoic time? Give characteristics of each.

7. How do you account for the coal measures? Locate the coal regions of the United States.

8. What three periods are included in the Quaternary age? For what changes was each noted?

9. Locate the principal copper and iron regions of the United States. To what period of geological time do they belong?

10. What geological changes are still in progress?

### ZOOLOGY.

1. State the primary object in the study of this branch; the secondary object.

2. Outline your method of teaching Zoology.

3. Give the four general classifications—state the distinguishing characteristics of each.

4. Give ten examples of each class.

5. Where would you classify the sponge, if it belongs to the animal kingdom? Your reasons.

### BOTANY.

1. What are buds? Classify them, and define each kind.

2. What is an herbaceous stem? A suffruticous stem? A sucker? A rootstock? A bulb?

3. Define determinate inflorescence. What is the peduncle? A scape? An involucre? A raceme?

4. Name and define all the organs of a flower, and give the parts of the essential organs.

5. When are flowers regular? Perfect? Complete? Symmetrical? Monecious?

6. Define cohesion, consolidation. Illustrate each by an example. When is the calyx said to be superior?

7. Represent, by a single diagram, a cordate, petiolate, stipulate, serrate, pinnatevined leaf.

8. Define dehiscent fruits, and name three kinds of dehiscent and two of indehiscent fruits.

9. Describe the growth of a plant, and name the organs of vegetation and those of reproduction.

10. Describe the structure of an exogenous woody stem of one year's growth.

### PHYSIOLOGY.

1. Describe the structure, attachment, and action of the muscles.

2. Trace a morsel of food from the mouth to the blood, naming the organs passed and the changes produced.

3. Describe the structure and action of the heart, and trace the blood through a complete circulation, naming the organs passed and the change produced.

4. What is a respiration and what is effected by it?

5. Describe the Cerebro-Spinal Nervous System.

6. Describe the organ of sight, and the process by which the sensation is produced.

7. Describe the organ of taste.

8. Describe the effects of the action of alcohol and other stimulants and narcotics upon the human body.

9. How is animal heat maintained and regulated?

10. Give the arrangement and functions of the bones in the skeleton.

### PHYSICS.

1. How would you illustrate to a class the difference between a physical and a chemical change?

2. A body passed over 787.92 feet during its fall; what was the time required, and what velocity did it finally obtain?

3. Define energy. State clearly the difference between the two types of energy, and illustrate the same.

4. Give two examples of each kind of lever. If the diameters of

a wheel and axle are respectively 60 in. and 6 in., and the power 150 pounds, what weight will be sustained?

5. How would you illustrate to a class the upward pressure of liquids? Find the pressure on one side of a cistern, filled with water, 5 ft. square and 12 ft. high.

6. What is the object of experiments in the study of physics? State briefly your plan in reference to the use of experiments.

7. Describe the Leyden Jar and explain its action.

8. Explain the action of the telephone.

9. What apparatus would you suggest to illustrate the subject of pneumatics?

10. Give definition and illustration of specific heat. Explain what is meant by latent heat and the mechanical equivalent of heat.

11. Describe the image formed when an object is placed between a concave mirror and the principal focus. Illustrate by a diagram.

12. What are some of the recent discoveries made in physics?

### CHEMISTRY.

1. Define atom, molecule, and chemical affinity. Explain what is meant by the atomic theory.

2. Give the usual mode of liberating Cl., and write out the reaction. Find what percent the Cl. is of the substance that furnishes it.

3. Write the empirical symbols for limestone, lime, potassium chlorate, soda, blue vitriol, saleratus, sugar, alcohol, sulphuric acid and calomel.

4. How would you prepare $CO_2$? Represent the reaction. Give the molecular weight and test. How would you show the presence of C in $CO_2$?

5. Give the chemical composition of water. How would you prove this to a class by analysis and synthesis. ?

6. How much nitric acid can be formed from 50℔ of $NaNO_3$?

7. Define quantivalence. What is apentad? What are isomeric compounds? Illustrate.

8. Define acids, bases and salts. Give two or more examples of each. Explain what is meant by a basic and by a double salt.

9. How doės steel differ from cast iron? How would you illustrate to a class the reducing action of C?

10. Describe Marsh's test for arsenic. Give the antidote for arsenic, corrosive sublimate and oxalic acid.

### ASTRONOMY.

1 (*a*) How many kinds of telescopes?

(*b*) Explain in brief the differences in construction.

2 (*a*) What difficulties have confronted modern scientists in the use of large instruments?

(*b*) Testimony of our ablest astronomers since the last transit of Venus as to the accuracy of their estimates of the distance to the sun?

3. Give the history of the establishment of latitude both by the geocentric and by the heliocentric method. Which is the most accurate? Why?

4. Given the earth as a basis of comparison, discuss the other planets as to volume, mass, density and as to distance from the sun.

### HISTORY OF THE UNITED STATES.

1. State clearly the acts of British oppression that led to the War for Independence.

2. What important treaties has the United States made with England? Give the leading provisions of each.

3. State the most important facts that form a part of the Texas-annexation history.

4. In what year did the Thirty-first Congress begin its first session? Name its leaders, and give an account of the important measures it adopted.

5. The names of what prominent men appear in the debates, held in the conventions of Massachusetts, Virginia and New York, on the question of the adoption of the Constitution?

6. Write what will tell the cause, time, and manner of each acquisition of territory by the United States.

7. What events of most importance have close connection with the history of slavery in the United States?

8. What were the chief military and political events connected with Lincoln's administration?

9. How did President Johnson and Congress differ on the subject of Reconstruction?

10. Name ten events that form an interesting part of the history of Ohio.

### GENERAL HISTORY.

Name the leading persons and events suggested by each topic:

1. Legendary history of Greece and Rome.
2. Peloponnesian War.
3. Punic Wars.

4. Triumvirates of Rome.
5. Norman rule in England.
6. Protestantism in Europe.
7. Invincible Armada.
8. Bourbons in France.
9. French Revolution.
10. Prussia, beginning with the battle of Sadowa.

### CIVIL GOVERNMENT.

1. Give a brief account of the adoption of the Constitution.

2. Define the different branches of the Government of the United States.

3. How are Representatives elected? How are senators elected? How is the number of representatives from each state determined?

4. With which branch of Congress must bills of revenue originate? Give reasons for your answer.

5. Give an outline of National courts; State courts; lower courts.

6. Give a brief account of the origin and the growth of the Postal Service of the United States.

7. Give the sources from which national and state revenues are derived. Can the states derive revenue from a duty upon goods imported or exported? How do states support their government?

### POLITICAL ECONOMY.

1. Which is the better definition of political economy, "science of wealth," or "science of industry?" Explain fully.

2. What qualities of an object give it *value?* What is a *monopoly?*

3. What standards of value have been proposed? State some of the laws of demand and supply.

4. What are the effects of the division of labor upon the laborers? Upon the products of labor?

5. Name some of the conditions favorable to successful labor. Give a good definition of *capital.*

6. Explain what is meant by "balance of trade." Why is money the chief medium of exchange.

7. What is "legal tender" money? Upon what does the amount of money needed by a people depend?

8. By what arguments is a "double standard" defended? What are the views of those who deny the right of property in land?

9. Upon what theory or principle are taxes levied? What are the defects in the tax laws of Ohio?

10. Define these terms: revenue tariff, protective tariff, and free trade.

### PSYCHOLOGY.

1. Name the three different powers or faculties of the soul. Classify and define the intellectual faculties.

2. Distinguish between presentative and representative knowledge.

3. What two methods are there of arriving at results by reasoning? Give examples.

4. Name at least three laws of association, and tell how they are related to school-room work.

5. How best develop the power of memory? What is unconscious tuition?

6. What is sensibility? How do sentiments differ from sensations?

7. How best cultivate the emotional nature of the child? What is the directing cause in all voluntary action?

8. Distinguish clearly between instinct and intelligence. What are the laws of habit?

9. What is meant by "unconscious cerebration?" Make a distinction between fancy and imagination.

10. What sciences are most closely related to Psychology? How does the study of Psychology aid the teacher in his work?

### THEORY AND PRACTICE OF TEACHING.

1. Are you or have you been a member of the Ohio Reading Circle? If so, mention the works on teaching you have read.

2. Give a brief outline of three different works on teaching.

3. Outline briefly a scheme of language work for the four years—primary grades.

4. Give the general principles to be observed in the government of a school.

5. Show that the will may be trained or developed so as to assist in cultivating the moral faculties.

6. How far are teachers responsible for the moral character of their pupils?

7. Give in brief the qualifications of a model teacher. Distinguish between a teacher and an instructor.

## ESSAY WRITING.

"Heaven is not reached at a single bound"—

Nor is proficiency in essay writing reached in a single *term*.

My plan is this: Commence with the chart class by asking for the substance of the *first line* they read; follow up the same plan in all subsequent lines; they thus learn to express their *thoughts*, and also learn to have *thoughts to express*, which are the two essential points to be developed in successful essay writers.

Next, lead the class to express some views of their own, upon familiar objects; and during this preparation they may also be learning to spell and write. (I teach by the word method.)

The next step is to have the pupils write all they can recall relating to their lesson. From this step, I proceed to read or relate short stories about familiar things and require the pupils to write what they can remember of the story. After this, they compose stories or dialogues without help from me.

From this I go to biography, reading sketches of the life of Lincoln, or Washington, or Vanderbilt, or Columbus, and call for an essay upon the same—the essay to be read at some stated future time; say on the next day or in one week from reading of biographical sketch.

When pupils are sufficiently advanced, read some suitable poem, requiring the substance of it to be reproduced in prose form. Snowbound, a chapter from Hiawatha, Enoch Arden, Evangeline and many others are excellent for this purpose. Tennyson's "Dora" is *very* fine.

By this time, your pupils will be old enough, and can think well enough to write good essays. I have pupils eleven years old who write very creditable essays.

The far-seeing teacher will plan all work judiciously. No pupil can *write* well unless he can *think* well; and he can not *think well*, unless he has some ideas stored away to think upon.

My plan for making pupils think, is to elaborate *every* recitation, even a spelling lesson.

Every morning I have written upon the blackboard a quotation which is full of thought. The pupils learn it, and when the next morning comes all recite it, and we talk about it. Then other quotations are recited, and former conversations are outlined. Thus while good thoughts are filling their minds, the art of essay writing is being culivated.

I would like to write at length upon this subject but the editor says, "Come right to the point."

*Aurora, O.* ELEANOR PLUM.

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In the first place, I do not say anything about *compositions*, as the very thought of having to write a composition is apt to dull the ardor of the brightest boy or girl. I call all such work, when assigned to primary and intermediate grades, *language lessons*. If this work be introduced to children in a natural way they will very soon learn to love it. We as teachers often make one of the most delightful and beneficial studies the most to be dreaded by the children, by adhering to cast-iron forms and rules. We must remember that we are not teaching rhetoricians and logicians. The child must learn to creep before it can walk.

To be very brief, I will simply enumerate a few points:

1. The majority of teachers do not require enough of written work. There should be several written exercises each day. Have a number of spelling lessons written, and at least a portion of almost every lesson in reading, geography, grammar, and numbers. Teach a definite form for most of these written lessons.

2. Pupils should always be required to write on subjects of which they have some knowledge. Better for the pupil to be given a subject which he thinks entirely beneath his condescension than one entirely beyond his comprehension. For many years I preserved my first two "compositions," one on "Perseverance," the other on "Temperance," simply as an example of my own and my teacher's stupidity.

3. Much importance should be attached to letter-writing in primary, intermediate, and grammar grades. I have my youngest pupils write the names of the objects they see in the school room, or of objects seen on their way to school. To vary this exercise I ask them to write the names of objects they can not see. I sometimes require them to write the names of properties, uses, or actions of the several objects they have named, simply calling for what these things are good for or what they can do. They will readily tell me these things when they are asked; then I have them write or print the word they have spoken. They are soon led to write sentences, and in a short time are able to write a letter to father, mother, or teacher. It is a good plan to hang up in plain sight a chart of models of the several parts of a letter, each part being named. Pupils need constant drill on these points.

4. Pupils should have frequent lessons on punctuation, capital-

ization and kindred subjects. A few of the common examples of the use of capitals may be written out and posted conspicuously. Insist that these tabulated forms and examples be followed. Exchange written work of pupils and teach them how to correct each other's work.

These are a few of the many points to be observed in order to make the lessons in written expression the most delightful and beneficial. H. G. W.

## AN UP-NORTH LETTER.

DEAR MR. FINDLEY:—Last week I attended the Pembina County Teachers' Institute. To say that I enjoyed the occasion does not fully express the pleasure of that week. The people of the town did their utmost to make our stay there one of the never-to-be-forgotten events. The institute was one of interest and profit. The instructors were able men, and the teachers were eager to learn all they could to aid them in the better performance of their duties.

The law of Dakota requires that every school shall be closed during institute week, and every teacher not attending the institute in his own or an adjoining county shall forfeit his certificate. I chose the adjoining county, because in going there I could combine business and pleasure. I wanted to visit the "last-place-in-the-country" and to cross the border besides.

The instructors were Prof. Hyde, of the St. Cloud (Minnesota) Normal School, a fine man, a sweet singer, and an able instructor; and Prof. John Ogden, connected with the Normal School at Milnor, Dakota. He is a grand old man, and in years to come, as I recall that institute, I shall think lovingly of him who had so much to do with that week of unalloyed happiness.

Monday night a reception was given the teachers by the citizens. Tuesday and Wednesday nights there were lectures. Thursday night an excursion was given the teachers. We were taken over the line into West Lynne and Emerson, Manitoba. West Lynne is a dilapidated looking town, the only prosperous looking thing in it being the brewery. The Queen's Hotel was one of the least inviting. There was not an unbroken window in it. Emerson is a beautiful town, nestled among the timber of the Red River of the North. As we crossed the 49th parallel north, it seemed almost like a dream that I was really in Manitoba. How eagerly I watched for the iron posts that mark our northern boundary.

After our return into the United States we were taken to Ft. Pembina, one mile south of the city. Here are quartered one company of soldiers. The buildings surround three sides of a square. Their drill grounds are across the road. Everything about the place was order itself. By nine o'clock we were back in Pembina, tired, but happy.

Friday night a reception was given the teachers by one of the citizens. Everything was just as it should be. Prof. Hyde favored us with several beautiful songs. At midnight we departed, still happy.

Two hours Saturday morning were devoted to farewell remarks, and the south-bound noon train took instructors and teachers to their various homes, rested and refreshed, filled with energy and zeal.

I have a very pleasant school of thirty-five pupils—all Scandinavians but four. Of the four, three are Americans, and one a Canadian. The Scandinavian element I like. They are well behaved, mannerly, and anxious to learn. I have three pupils who could converse only in the Norwegian tongue, but they are learning English rapidly.

This Spring has been far from pleasant here. It has been cold, dry, windy and dusty. The wind blows furiously almost constantly. Dust storms have been numerous. I have gone home from school some nights through the dust clouds, and no miner just from the coal mine was ever blacker. But then a person can stand almost anything when he is used to it. The past few days have been warmer but still there is no rain. Unless it comes soon it will come too late, as it did last year. Vegetation seems to be at a standstill. A heavy frost ten days ago froze the leaves on the trees. One lady asked in my hearing: "Is it any wonder God withholds rain, when he gave us such a good crop two years ago, and we used it all for the devil?"

Three public examinations of teachers are held here each year.

My school house is in a lovely spot in the timber.

Very sincerely,

*Auburn, North Dakota,* MINNIE J. ELLET.
*June 11, 1889.*

## A WORD ON SPELLING.

Many of us have so often heard the spelling book denounced and the assertion made that a child should never be taught to spell a word of which he doesn't know the meaning, and which he cannot use in sentences of his own composition, that we are sometimes constrained to believe that there may be some virtue in the suggestion, but a closer acquaintance with the true condition of things will tend greatly to dispel the illusion.

Most men have their hobby on the subject of spelling and the proper teaching of the branch, and yet there is much misunderstanding of facts and a consequent difference of opinion that would not exist were there a more definite knowledge of the true condition of things.

It has been so frequently stated from the platform that our vocabulary, even that of literary men, is limited to 1500 or 2000 words, and that therefore only 2000 words are to be learned, or need to be learned, to give the child a sufficiently large vocabulary. At least one series of Readers has been constructed on this theory, and even superintendents have made the mistake of directing their subordinates to teach spelling from the Reader. This might be well enough so far as the Reader goes, but the Reader doesn't go far enough, and many of the words which both the learner and the family of which he is a member use, and the community of which he is a part, are not to be found in the reading books. A short period of close observation will prove this to the most skeptical. The names of the meats, the names of the vegetables, the names of the groceries, the names of all the articles of trade and barter, of articles of dress, of furniture, and much more, none of them, or at most but few, are to be found in the school Reader. Under the dictum that spelling shall be taught from the reading books, therefore, the child fails to learn the spelling of what are to him the words of most importance because they are his vocabulary.

But more than this, we under-value the child's ability both to use and to understand the use of words. The experiments lately conducted by Supt. Greenwood and others, showing how rapidly the child acquires a vocabulary early in life, have set the seal of condemnation on the fallacy that the vocabulary of a ten-year old pupil does not reach a thousand.

The truth is that children before quitting our schools have a knowledge of thousands rather than hundreds of words. The definite number cannot be stated, but there is no doubt that an intelligent boy or girl has a knowledge of from 4000 to 5000 words, and some have more, though in his own composition one may not use half this number. All these words he ought to recognize at sight, though many of them he may never use for the simple reason that there are many thoughts which he may wish to comprehend, though he may never have occasion to give them expression. Let us not be narrow and utilitarian in our treatment of this subject any more than in the broad subject of education itself. Good spelling is an accomplishment of which one may be proud.—*B. D., in Educational News.*

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# RELIGIOUS INSTRUCTION IN PUBLIC SCHOOLS.

**A recent issue of *Public Opinion*, published at Washington, D. C., contains a symposium of strong writers, on the above subject. Among them is Rev. Dr. Thomas Hill, ex-president of Harvard University. We reproduce his contribution, as a strong putting of what we deem the right side of this question.—Ed.**

If by the word instruction is meant formal lectures, the study of catechisms, and recitations from text-books, then it is not expedient to have religious instruction in the public schools. There is entirely too much of such mischievous misdirection of energy in the public schools already. Too much regard is already given to the knowledge which puffs up, to the neglect of piety and charity which build up. But the proper meaning of instruction is the building of a structure within the pupil; and in that true sense, religious instruction is, as the Statute of Massachusetts declares it to be, the first and most important end to be aimed at by all teachers of youth, whether in public or private schools. The statute requires teachers "to use their best endeavors to impress on the minds of the children and youth" "the principles of piety and justice, and a sacred regard for truth; love of country, humanity, and a universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance"; "and to lead them, as their ages and capacity admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, and to secure the blessings of liberty." I would call attention especially to the closing sentence of this quotation from the statute.

Public schools with compulsory attendance are an essential adjunct of a republican government. Such a state can exist only where high moral character and integrity are the rule among the people. A republic is bound, therefore, to superintend with the utmost care the education of its children. And, whatever may be the theoretical relation of religion and morals, it is, beyond question, practically true that children can be kept pure, truthful, and honorable, in no way so effectually as by cultivating their natural reverent sense of religious sanctions. To do this on a sufficiently broad scale to make it affect our National character and preserve our public liberties, there is no efficient way except that pointed out in the statute which I have quoted. But the character and limitations of this religious instruction are implied in the practical ends for which the state provides it. The state assumes Christianity as part of the common law of the land; it is the predominant religion, and must be treated with reverence, because irreverence towards the predominant religion will have a more disastrous influence than any other irreverence. But the state does not undertake to define Christianity, or to decide upon the true interpretation of its Scriptures; that is not essential for her practical purpose of self-preservation. It is enough, for the grand purpose of common school education, that the teacher should lead the children to a profound reverence for religion, especially for God and for the Head of the Christian Church. The moral and religious character of teachers is as important, even more important, than their intellectual ability. The books read by the children should not only be absolutely free from immorality and irreverence; but breathe the spirit of child-like faith and piety.

This, then, is my direct answer to the questions before me. Religious instruction is more than expedient; it is demanded as a political necessity. But it must not be given by text-books, lectures, or recitations; that mode would do vastly more harm than good. It must be given incidentally; first of all by the selection of teachers of good character and good sense, whose influence shall be on the side of piety and morality; then by careful selection of wholesome reading; and finally by a daily brief religious exercise, at which a passage from the Bible should be read, a prayer recited, and perhaps a hymn be sung. But the greatest care should be taken that there be nothing in the service to which any reasonable parent might object. It is commonly supposed that the Catholics object to the reading of our Protestant version of the Bible, but in my personal intercourse with them I have never found it precisely so; they have always been willing to have those passages read which, in my judgment, are alone suitable for school use. Their objection is deeper, and on other grounds than the mere character of the translation.

Only three strong objections to giving religious and moral instruction in the school have been urged from any quarter. I have heard some Calvinists object to a teacher endeavoring to lead her children to be truthful, of clean lips, honest and kind, saying that the only effect would be to make the child self-righteous, and thus lead him to reject the righteousness offered in Christ. I have heard some theorists say that immorality proceeds only from ignorance, and the teacher's whole energy should be expended in imparting knowledge, as the most certain way of producing morality. Neither of these objections merits much consideration. But a third objection is brought forward by many men of various shades of opinion. It is that religious instruction in the public schools is a violation of the rights of conscience; it is interfering with freedom to worship God. Cardinal Manning, in *The Forum* for March, 1889, presses this objection, and implies that the statute quoted above is unconstitutional—inconsistent with our guarantees of liberty of conscience. The very first amendment to the Constitution, proposed at the first session of the First Congress and speedily adopted was one confirming liberty of conscience. It declares that "Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances." This article is the deliberate and complete avowal of the principle which had been partially enunciated in Rhode Island and Maryland. It is the avowal of but one principle, although it enumerates six cases to which the principle applies.

It is evident that one principle is involved in all of the six specifications of the first amendment, and it is evident that, when the amendment was proposed and adopted, it was seen that this principle involves a great deal more than merely liberty of conscience and freedom to worship God. In fact, it proclaims freedom of thought upon every topic, and liberty of utterance for every thought. But like every other universal truth, this principle is encumbered with more or less of practical difficulty in its application. Even the truths of geometry and arithmetic are, when in their most general forms, hard to apply to practical uses. There is no more fruitful cause of error than the attempt to carry out some single general principle by a remorseless logic, independent of other limiting principles. Cardinal Manning seems to think that if in schools supported by taxation, and under Government control we attempt to inculcate piety, or even morality, we are violating the spirit of the first amendment. But if this were so, then by similar reasoning the Government should take no part in education. For a man has as much right to form his own opinions upon secular subjects as upon religious; and, indeed, I hold that the right treatment of every secular subject involves religious aspects; it is simply impossible to make a complete secularization of any branch of learning. If from the state being forbidden to enforce belief in religious doctrines, we infer that she has no right to impress upon her children religious principles, we should in like manner draw from our right to our own opinions on secular topics the inference that the state has no right to teach the rudiments of any branch whatever. The state has no right to attempt to force me to spell or to pronounce in any given way; is the state, therefore, forbidden to teach the language in which its laws are enacted and published? It were much more reasonable to say that it ought to compel every child to learn to read and write that language.

The Government exists for the public good, and it is the people alone who have, under our Republican Government, the power to decide what is for their good. This is the doctrine of our Declaration of Independence; it is the very corner-stone of our political structure. It is built upon the assumption that the majority will, in the long run, see what is right and just, and will have enough love of justice and fair play to protect the rights of all. And in order that this assumed state of the people may continue to be the true state—that is, in order that the majority may love justice, and may decide wisely and truly as to what justice requires—it is first of all absolutely essential that there should be freedom of thought, and of speech, so that errors may be exposed and wrongs righted. And secondly it is essential that the children, who are soon to be the people, should be well educated, both intellectually and morally; morally, that they may love justice and endeavor to enforce it; intellectually, that they may see clearly what justice requires and what are the wisest methods to enforce its requirements. The laws requiring sentiments of piety, justice, chastity, temperance, and kindness to be impressed upon children in the public schools, so far from being inconsistent with liberty of conscience and freedom of speech, are in exact accord with their spirit, and are the only visible efficient means of rendering the guarantee of the first amendment valid and perpetual.

There is no such sharp separation between religion, morality, and secular knowledge as is assumed in a great deal of the language of the present day. The three departments interfuse and penetrate each other. Let us not draw false inferences from the rebuke given over the tribute money. The things which are Cæsar's are also God's; and certainly reverence and loyalty to truth, justice, and mercy are things for which Cæsar should take earnest care. Even were it possible to give a purely secular education—imparting knowledge alone, without building up inward character—such training would not accomplish the high political end for which public instruction is provided. Knowledge simply puts an instrument into the pupil's hands; a means of power. But by the correlation of forces all power can be used for evil, as well as for good, and is effective in destruction in the same proportion in which it may be effective in construction. The state must, therefore, for its own self-preservation, see to it that the child to whom it entrusts the keys of power is trained to goodness, to justice, to virtue, and has been impressed deeply wiih the sense of responsibility to an overruling power, which has made justice and truth worth more than any possible temporary advantages. The state must, for its own sake, make good morals and good manners the first and highest aim in public education. There is no stability of government possible in our Republic unless the people have virtue as well as intelligence, and, I will add, intelligence as well as virtue.

Governments are framed and administered for the protection and defense of the rights of individuals. Of course the right to associate and form corporations is one of these rights. But there is no way for protecting the rights of individuals and of corporations so effectual as the education of the people both in intelligence and in virtue. It is this consideration which justifies the Government in establishing schools to be supported by tax, and in exempting from taxation bodies incorporated for educational purposes; such as colleges, academies, museums, churches. Such institutions are indirectly carrying out the very purpose for which the Government itself is established. It is, of course, admitted that the best school for a child in his younger years is a good home. But there are many who have no home, and there are more whose homes are not good schools. For these, schools must be established, public or private. Private schools alone can not be depended upon; many parents can not afford to pay tuition, yet are unwilling to accept it as a charity; many parents also neglect to send their children, and the state can hardly compel children to attend schools in which it has no right to compel admission. It thus becomes, in a republican government, an absolute necessity to have public schools, and to compel the attendance of pupils who do not attend private schools. Furthermore, it is the duty of the state to inspect the private schools and to require that the education given in them shall be such as to prepare the pupils for the duties of citizenship. No education fits a child to become a citizen if it does not teach him to reverence the rights of others, to do justice and to love mercy. And the experience of all nations, in all ages, shows that this can be taught to men, in general, only by leading them to recognize higher powers than human; in short, by teaching them, in Christian lands to walk humbly before God.

Some men seem to have been dazed by the claims of the Catholic Church upon the one side, and of Agnosticism upon the other. That church claims to be the infallible exponent of religious truths. It emphatically denies the right of private judgment upon every point upon which the church has rendered a decision. Its constitution is hierarchical, so that the laity have but little voice in these decisions. Its religion is also largely sacramental; and at least five of their seven sacraments are valid only when administered by authority Their complaint is that religion can not be taught correctly out of their church, and they appeal to the first amendment to protect their children from being taught erroneous religion in the public schools. They would have their own parochial schools alone give religious instruction; and thus draw all Catholic children into them; and then claim that those parochial schools should receive a due proportion of the public-school funds. It is not required by justice to yield to these claims, and it is forbidden by every high consideration of political wisdom and philanthrophy. Our states should not cease to make the principles of reverence and morality the first and most important aim in public education; for that cessation would threaten the stability of the Government. Nor should they in any way, by legislation or otherwise, admit that education in the parochial schools of a denomination is a political equivalent for a public education. Least of all is a Catholic parochial school capable of fulfilling the political ends of a good education, since in Catholic schools there is not only that partial and distorted view of history, which, of necessity, is found in a sectarian education, but there is a limitation of the right of private judgment, which must partially unfit the pupil for considering questions of public policy with a free unbiased mind. Catholic education is favorable to the development of diplomatists and political managers, but it tends by its fundamental law, of the authority of the church in matters of belief, to unfit a man for frank and honest public discussion. The aim of every lover of our country and its liberties should, therefore, be to render the public schools so manifestly superior, morally and intellectually, to private schools of every kind, as to draw all the children of the community cheerfully into them.

The appeal of the Agnostics to the spirit of the first amendment is as unfounded as that of the Catholics. Their liberty of disbelief, or of holding their minds in suspense, is not infringed upon in the least by the public teaching of what the majority believe. There is no reason why the Agnostic should set religion on a separate basis from science. The Catholic has apparently a reason; his infallible church is infallible on religion alone. But the Agnostic has not even an apparent reason; he must concede the right and duty of individual judgment and free utterance to the majority as well as to the minority, upon religion as well as on science. There is no security for our public liberty except in a righteous government, and no security for a righteous government except in a righteous people. If there is not public virtue as well as public intelligence, we cannot retain the blessings of a good government. But we cannot maintain public virtue unless we use every endeavor to have all children brought up in the reverent recognition of God, and under the sense of obligation to be obedient to Him.

Of course I admit that it is not becoming, and not in accordance with the spirit of the first amendment, for a teacher to endeavor to impress upon a child religious views that are peculiar to particular sects of Christendom. But it is becoming, it is consonant with liberty of conscience, to have teachers of young children endeavor to impress them with sentiments of piety and morality. It is demanded by political wisdom, by our love of country, by public sentiment, and by the private conscience, that all teachers of youth should lead their pupils to reverent gratitude towards God, to truthfulness, purity, and honor as in his sight; to justice, kindness, good-will, and usefulness. Nothing is so important for a future citizen to learn as to learn to respect the rights of others, and to perform his own duties as in the presence of an All-seeing Witness and Judge. The real value of a teacher depends, I repeat it, far more upon the moral and religious influence which he or she exerts, than upon success in imparting knowledge or stimulating mental activity, valuable as this may also be. No education is complete unless it develops the physical, mental, and moral powers, and makes the child as strong and skillful, as bright and well-informed, and as good and well-behaved as the child's native endowments will permit it to become. A child is a will, governing a body, under the impulse of passion and guidance of reason. It needs, therefore, gymnastic and hygienic training for the body, intellectual for its reason, æsthetic and moral for its heart, and religious for its will. The unity and completeness of a child's nature is attained, and it is fitted for its duties to its country and to mankind, only when it has learned to concentrate its will and determined to obey the laws of nature as the laws of infinite wisdom and infinite love.

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# A MASSACHUSETTS READING CLASS.

REPORTED BY SUPT. C. B. THOMAS, EAST SAGINAW.

**[Supt. Thomas was sent East by his board to look up improved methods, and in a paper read at a recent superintendents' meeting he gave the following methods in reading as observed in the best Massachusetts schools.]**

Two lines of work whose treatment differs quite widely from ours, are the reading and the grammar;—and first reading. An outline of the methods observed can take about this form :

The first work is to teach a vocabulary of written words to the number of fifty or seventy-five. In this work the chart and the blackboard are each utilized. The words, illustrated by objects and pictures, are, at the proper time, written on the blackboard with most important diacritical marks. They are spelled by sound and by letter, pronounced and studied as to form and meaning.

The children learn to recognize these words, in the chart, written on the board or printed in a book and are then ready to begin reading. Perhaps their first reading lesson may be about the cat, and the new words, not in their brief vocabulary, may be "paws," "mice," "birds." The class being in position and attention secured, the teacher will ask, "Who can tell what the cat hunts for?" "What does she try to catch?" The word "mice" will be promptly secured from some one. The teacher writes it upon the board, marks it diacritically, and has it spelled by sound and by letter. The word is examined as to form, and, to insure clear understanding, is generally combined by the pupils in two or three short sentences. In the same manner, by indirect questions, the children themselves furnish, and then carefully study each new word of the lesson. Now, but not till now, books are put into the pupils' hands and they are ready to read.

The reading is a composite exercise, studying and reciting alternating in swift succession. The children are told to look at the first story, i. e., the first sentence. Rapidly, in perfect silence, each pupil tries to read and master the thought of the first sentence, and when he thinks he has done so he raises his hand, but never his eyes. When the hands are well up and fluttering expectantly, the teacher names the pupil who may read it. The moment it has been pronounced, the class is bidden to study the next story, and so to the end of the lesson, after which the children never see it again. There is no repetition, no review; the lesson has been studied, read and ended. The next is as fresh, as new as this.

As classes advance, little by little, the details of primary methods are shortened, but the habit of associating the study with the reading, in alternate moments, is firmly fixed. By this plan children, even in the first grade, read several small books, and in the higher grades from six to ten books are read each year.

Now what are the gains of this method over the more familiar practice?

1. The children *must* read; they positively cannot *repeat.*

2. They learn a much larger vocabulary, and are familiar with a much wider range of ideas.

3. They form the habit of giving close, fixed attention—a vital point in learning to study.

In this last, lies the secret of success in the whole scheme. Nothing I have ever seen so perfectly pictures attention. Twenty boys and girls are invited to examine and be ready to fitly express, the thought of a sentence or paragraph. Every faculty is bent to the task, and a lifted hand shows it accomplished, but attention is not relaxed, and study continues till the reading is called for.

This habit of concentrated attention, in the higher grades, enables the reader to see many of the later words of a sentence in advance of their time of utterance, and leaves him time to look up and meet the eye of the listening teacher, and thus he seems almost to be talking instead of reading. The effect of this command of the text is wonderfully pleasing.—*Moderator.*

# PRIMARY DEPARTMENT.

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## LESSON ON SENSES.

*Teacher.*—What have I in my hand?

*Child.*—You have a box.

*T.*—How do you know?

*C.*—I see it.

*T.*—Tell me something about it.

*C.*—It is a blue box. It is pretty.

*T.*—How did you find out?

*C.*—We looked at it. We found out by seeing. (In concert.) We find out some things by *seeing.*

*T.*—(Puts her hand in the cupboard and rings a bell). Now, who can tell what I have in my hand?

*C.*—You have a bell.

*T.*—How do you know? Did you see it?

*C.*—No, but we heard it.

*T.*—Shut your eyes. What did I do now?

*C.*—You walked across the room.

*T.*—How did you find out?

*C.*—We listened. We heard you. (Concert). We find out some things by *hearing.*

*T.*—May, Eva, Nellie, come and stand here. Alma, Sadie, Ida, stand behind them and hold hands over their eyes. (Teacher holds a bottle under May's nose) Now, May, can you tell what is in my hand?

*C.*—It's perfumery.

*T.* Did you see it? Did you hear it?

*C.*—No, I smelled it. (Similarly Eva and Nellie find out that T.

has an onion and camphor.) (Concert.) Some things we find out by *smelling*.

*T.*—(Holding up two glasses). What have I now?

*C.*—You have two glasses of sugar.

*Second C.*—I think it's salt.

*T.*—Who can find out which is right? Fred may try.

*Fred* (tasting). This is sugar, and that is salt.

*T.*—How did you find out?

*Fred.*—I tasted them.

(Concert). We find out some things by *tasting*.

*T.*—I wonder who can find out what is in my pocket? Flossie may if she can without looking.

*Flossie.*—You have a knife in your pocket.

*T.*—How can you tell?

*Flossie.*—When I put in my hand I can feel it. I can feel a purse and a marble, too.

(Concert). We find out some things by feeling.

(Concert). We find out things by seeing, hearing, smelling, tasting and feeling. E. M. N.

*Cleveland, O.*

## OBSERVATION LESSONS.—COLOR.

**Read before the City Teachers' Institute, Cincinnati, O.**

The lessons on color applying to the lower grades, as here discussed, are in conformity with the course of study for the Cincinnati schools outlined in the "Syllabus of Oral Lessons," a copy of which is placed in the hands of every teacher.

Before proceeding to the lessons on color as outlined for our primary grades, let us consider what may be done for ourselves in these lessons. Were we to be satisfied with the knowledge of the subject necessary to be given our children, meager indeed would that be. But the study of color is so broad, and leads into so many paths, that we may study much and yet be ignorant.

Our study of color reminds one of what has been said of a reader who has made some beginnings, that "he does not advance far, before his researches begin to interest." One question asked begets another and another. To inform one's self, one is led into the study of *Light*.

Under light we study its reflection, refraction, prisms, the decomposition of light, the solar spectrum, why some objects appear of one color and others another, etc., etc.—then rainbows and some of the other phenomena of light. From rainbows, we are naturally led to thunder storms; from thunder storms to electricity, that mystery of science.

In noting the variety of the colors in different flowers and animals we are carried into the study of those particular flowers and animals, thus entering the domains of Botany and Zoology. We are led, indeed compelled, to study the eye, its construction and the function of its different parts, thus stepping into Physiology. So our "paths might intersect" many times. Perhaps we look into the subject of color-blindness. Here many curious things are to be noted.

The best authorities, I believe, have decided that color-blindness is hereditary and that the general law is that "sons of daughters," whose father was color-blind, are most likely to be the same, although not without exception. Family trees of seven generations have shown this. Thus, if a color-blind father has three sons and two daughters, none is likely to be defective; yet the defect is transmitted through the daughters, whose sons are likely to be.

Then, too, it has been proven that four percent of males, and one-fourth of one percent of females are color-blind.

This is recognized as simply a difference of sex, and is not due to the greater familiarity of women with colors. For color-blind women act as do color-blind men, in relation to the defect.

Yellow, we find, is the color least likely to be mistaken. Mr. Whittier says that yellow is the only color he can distinguish.

Next to yellow, pure blue is the color least likely to be mistaken. Red and green are the most likely to be mistaken, and yet it is strange that these are the two colors most often used as signals on ships and trains.

But, keeping within the limits of color as a study, note what has to be learned in time by the pupils, and what should be known by the teacher, viz: To recognize the colors by sight; to name and distinguish them, however interspersed; the grouping of colors or patterning; the mixing of colors—primary, secondary and tertiary colors; the difference in effects of mixing the pigments and combining the colors in the eye; (Mr. Gage, in his book on Physics, and Mr. Rood, in his "Modern Chromatics," as well as many others, discuss this and give us red, green and violet as the primaries); the terms shade, hue, and tint, with examples under different colors; what we mean by white and black; complementary colors; present theory of light; the spectrum; and so on. I might enumerate until we arrive at the study of light, as it is taken in the advanced work in physics in the high-school course ; for this subject might be continued with profit through other than the early years of school.

If it be asked to what purpose all this should be thought of in speaking of these primary grades, the answer would be, merely on the principle that the teacher would and should be far in advance of her pupils, and should be well informed, that she may have the more from which to give. As in an educated, cultivated family, the children gain much in words dropped here and there, so the cultivated teacher may occasionally, in what may be called the conversation of the school room, give her children something besides that which is laid down in the course of study. If there be nothing within, then nothing comes to the surface,—nothing is given off. But if the mind of the teacher be plentifully stored, something will be given out of the abundance.

If you ask when that time will come which I have termed the conversation of the school-room, I say that I cannot tell; but we all know it comes. The only strange thing is that it does not come every day, and with every teacher. Then, too, even with very young children, if the teacher gives them the habit, questions arise and answers must be given. I have sometimes seen, I am sorry to say, young teachers, who did not know sufficient of a subject either to confirm the true or contradict the incorrect statements of their pupils. Children do bring us, at times, curious tangles of truth and falsehood, which require some skill to unravel. Fortunate for them, if they have a teacher whose knowledge is sufficiently broad to reconcile and adjust their confused ideas.

That color has a place in primary education all concede, and of its usefulness to the train man, the pilot, the weaver, and even the dry goods merchant, all agree. That we cannot cure color-blindness is certain, but that some children need only practice in order to give them power to discriminate colors, and that some need more than others is true. That everything possible should be done to cultivate the color sense is equally true.

This we wish to do in these lessons. If we further apply to them what Herbert Spencer says, to the effect that because they "create a pleasurable excitement" in children, they should be given, then the necessity for the lessons is clear.

Our plan has been somewhat as follows, for children of the first or second year. This plan may be modified and elaborated for older children :

The teacher has a good color chart, also various objects of the colors on which she is to give the lesson, some on the table, concealed until needed, and others placed in different parts of the room. She should likewise have some objects of colors other than those to be included in the lesson, so that the children may have an opportunity to discriminate. The teacher provides colored slips of paper as near the standard colors as possible, and a number of envelopes.

If the lesson is to be on yellow and blue, have a yellow and a blue paper, with one or two other colors placed with them, in an envelope, and pass an envelope to each child. Or have one envelope given to the child at the head of each line. This envelope should contain a sufficient number of yellow and blue papers for every child to have one of each, and also a number of papers of some other colors.

The teacher holds up a piece of yellow paper and asks: "What have I?" "You have a piece of paper." "What can you tell me of the paper?" "The paper is yellow." "When we are talking about the paper being yellow we are talking about its—what?" "Its color." "How is it you are able to tell the color of this paper, or to tell the color of anything?" "We have our eyes." "Yes, your eyes help you, but how is it that you cannot tell the color by night? You still have your eyes." "It is dark." "Then how must it be, so that you can tell the color of anything?" "It must be light."

Then have the child at the head of each section pass back the envelope he has, and tell every child to select from it, as it comes to him, the paper that is like the teacher's. Or if each child has an envelope of his own, let him take from it the paper corresponding to the teacher's. Children compare papers and name the color. If a child fail, have him corect his error, if possible, or let another do so for him. Particular notice should always be taken of the child who fails in any of these tests, and let him receive an extra share of attention.

Children compare their papers with the chart, and find the color in different places on the chart, and name it. Children find other objects about the room of the same color, always naming the color when found; also compare these colored objects with the paper and the chart. Children may sometimes decide whether there is a difference in them, stating that one is darker or lighter than the other.

While the aim should be to have the children recognize and name the color instantly, and at times the teacher may demand the name of the color only, as she holds up the object; still the teacher may obtain a variety in the language of the children, if she frames her questions properly. The question, What are you holding? brings the answer, I am holding a yellow ball. What are you showing? I am showing you a piece of yellow silk. What have you found? I have found a piece of yellow crayon. What kind of box have you opened? What color is your ball? Which ball is the larger? What kind of dress has Lucy? What kind of neck-tie does Tom wear? What color is Mary's dress? What did I give you? All of these must elicit answers corresponding in variety.

Let me urge you to bring before the children a large number of attractive objects. There are so many things one can find and keep from year to year, that they will increase. Let some be pretty things, and not merely scraps, though they have their charm. The lessons can be made beautiful, and let them be something more than common-place lessons.

After the children have named most of the objects in the room—and they will find them in pictures and about their own dress, in addition to the objects the teacher brings—ask for some things they have seen at home or outside the school room, of the color wanted. They will name wagons, houses, dresses, etc. But encourage them to name something God has made, that is of the color you desire; and here again insist upon variety in language. Have a list of these natural objects for which you can suggest, if not given—beginning with the most common, as red·tomatoes, strawberries, currants, some roses. The children themselves have mentioned to me blood and some hair, as examples of red. Let the teacher suggest the sky at sunset,—tell of sunrise.

I always impress upon my pupil-teachers—teachers in embryo—that each of these color lessons is not finished in the twenty or thirty minutes devoted to it, but that the little current of color may run through other lessons. When a color lesson is given, ask the children to bring in any objects they can, of that color, the next day. Though some of their specimens are poor, often a good and pretty collection may be made in this way,—they should be encouraged to bring in natural objects, if possible.

In the first year of school the names of colors may be used in the reading lessons, as for example: I have a doll. Her name is Rose. She has blue eyes. She wears a yellow dress. My dress is green etc.

With children of the second year, and upwards, the teacher may write on the board the names of the colors, and under them a list of objects of that color. These lists being left on the board, the children are allowed to copy them at odd times. The names of the colors may be made the basis of language lessons; and beautiful sentences can be obtained and written by the children on their slates.

The mixing of colors may be taken in either grade, or in both grades, and the children may be allowed to mix paints or crayons; and they may be encouraged also to mix their own paints at home. They enjoy all of this, and in time they may become so expert as to be able to say what makes an orange, a red orange, or a yellow orange, and how it may be corrected. When the mixing of colors is taken, the final statement from the children should be: You mixed———with———, and you have———. Squares or crescents of the different colors, with the name of the color written beneath, may remain on the board.

An interesting lesson may be given on the rainbow and its colors. Children may arrange their colored papers in the order of the rainbow. They may also make marks on the board with colored crayons, in the order of the rainbow. The teacher may suspend a glass prism in the window, and the children may thus see the fascinating shadow as often as they will look. How they enjoy it!

After the mixing of two colors, as children advance, they may mix three; though that we do not try in these first two grades. As the number of colors taken increases, the tests become fuller and more decisive.

There are no lessons in which children may be more readily interested, in which the attention can be so easily and continuously secured, and in which every child in the class can have the opportunity to do and say something. There is constant activity and the more rapid the work, it would seem, the more interesting.

In the first year of school, color and form may be combined. If the papers are cut in proper forms, the child may find a red triangle, a blue square, a green oblong, etc. Very beautiful exercises may be made in this way. The teacher and children may combine the papers in pretty patterns. Let a sufficient number be given to each child. Sometimes, let the children follow the teacher's guidance, and again let them make patterns of their own. Place a dark cloth, stretched over a sheet of pasteboard, on an easel,—your music easel will do,—and pin on the papers, or perhaps the papers will adhere to certain kinds of cloth. This pattern work may also be used for silent work. It is not necessary to have children write at all times for their silent work.

Another point upon which I love to dwell is the beauty in the colors of flowers; and we can lead children to see this. In these earliest years, it may not be possible to give an entire lesson on the colors of flowers, for these little children are not familiar with their names. But from day to day, these observations on flowers may be carried on. As the flowers make their appearance, try to teach the names of the most common and their colors. Now that the success of window gardens has been demonstrated—and I know of none prettier than those we have in our Normal School rooms, even here in sooty Cincinnati—the children can have *some* flowers in their school-room. But even if the flowers are not named, the general, beautiful thoughts about the colors of flowers may be given.

If one would become enthusiastic and poetic on the subject, let him read what Frankenstein says on the colors of flowers. He asks: "Why are flowers so beautiful? Something, no doubt, there is in their lovely forms; but the chief source of their winsomeness is that their colors are pure." It is all exquisite. Do read it.

What has this to do with the giving of color lessons? you ask. *Much;* for it is a part of the poetry of our lessons and it should not be overshadowed by the prose. Poetry within the heart, must have an outlet somewhere, and what better opportunity can there be, than in these pretty lessons with our own dear children?

*Cincinnati Normal School.* CARRIE NEWHALL LATHROP.

## BUSY WORK.

How to keep the little ones busy at their desks is often a perplexing question to the primary teacher.

Busy work should be not only attractive, but profitable and so arranged that it will supplement and help the work done in recitation. Let us suppose that the new word for to-day's lesson is *basket.* After the object has been talked about, the word written on the blackboard and used in sentences which are read by the class, they are ready for seat work. First have them copy the word a number of times upon their slates, then draw several pictures from the object itself; next make an outline of the object upon their desks with shoe-pegs and match-sticks. The drawing and stick laying have afforded them change and rest, and they are ready again for the copying. Now have them copy a short sentence containing the new word.—*Teacher's Institute.*

# EDITORIAL DEPARTMENT.

*The* MONTHLY *is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

The MONTHLY'S friends in the institutes have been alert and successful, as the returns now coming in testify. The banner list thus far is Belmont's, with a list of 79 names. Medina is a close second with 66. There is room in the MONTHLY family for all comers. Keep it up.

The appointment of Dr. William T. Harris, of Massachusetts, as National Commissioner of Education, will meet the approval of the educators of the country. We have, on several occasions, expressed our desire to see Dr. White, of Ohio, in that position; but we recognize in Dr. Harris a man who will honor the office and worthily represent the educational interests of the country.

President Eliot is reported as saying in a recent address: "I firmly believe ten minutes a day given to one good book of the highest class, such as the Bible, Shakespeare, or to a book of the second class, like Virgil or Homer, or Milton, will make a man cultured in a very few years." This is true. It is in this way that many of our best men and women, though largely deprived of school and college privileges, have yet attained a high degree of genuine culture. What a blessed means of culture was the good old-fashioned custom of reading the Bible, morning and evening, at the "family altar."

Somewhat in harmony with President Eliot's thought, the writer of a recent magazine article expresses the conviction that the work of true education would be better accomplished in many schools "were the formal instruction now in vogue entirely abolished, and the children simply brought into daily contact with some living, spiritually-minded man or woman, and through them with the questions of life and with the rich literature of the race." This is radical, but it is what many earnest spirits, imbued with the thought of the higher possibilities of culture, have felt in view of the dead routine and formalism of many schools. But perhaps a better and more practical view would be, not to "abolish" what is, but reform it, and at the same time bring the children into contact with a "*living, spiritually-minded* man or woman, and with the questions of life and the rich literature of the race." To carry out such a scheme completely would be to solve the whole problem of education.

## COLLEGE JOURNALISM.

A recent number of *The Mid-Continent*, a religious paper published at St. Louis, under the editorial management of Dr. A. A. E. Taylor, ex-president of Wooster University, contains a scathing editorial on the above subject, from which we make this extract:

> "The essays and articles published are generally not those of the strongest men who would best represent the culture of the curriculum, but of those who are anxious to see their effusions and names in print, or of some popular favorite. The stale jokes, strong personalities and partisan prejudices of the class-room are set down in rough fun or in malice, without respect of persons or regard to feelings. Foolish notions about education, narrow judgments as to courses of study, immature views about men and things, thoughtless, often silly, conceits and crude fancies are gravely advanced, and wild theories, ridiculous on their face, are soberly propounded and much show of ignorance lengthily defended. Public opinion in the institution is turned into false directions and is often heated to folly by partisan statements, sickly sentiment, or exaggerated contortions of facts. The faculty meanwhile wait from month to month in anxiety to see what absurdity or mischief the next number is to produce, hanging their heads that the college should be so feebly and unworthily represented before the public.
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> "We recently had a pile of over fifty different college monthlies placed in our hands for inspection. And we must say that of all the trashy and inane rambling, of all the unutterable veal and undigested notions presented with opinionated gravity, and propounded with lofty dogmatism, we never encountered the like. The writers talked as if they were hoary with age, yet with thought and style that suggested the kindergarten. In some cases they criticized the Faculty and reviewed cases of discipline, or lectured the Trustees, or antagonized the town-people, or advocated hazing and heroized iniquity, with the most puerile ideals of manhood
>
> "Is it not time for wise Faculties to call a halt on all this injurious absurdity? It takes time and thought to edit a journal worthy to live. Otherwise it is of no earthly use and may be very mischievous meanwhile."

It is evident that Dr. Taylor is not fond of veal; nor are we, in this form. A good deal of it comes to our table, and, while we are loth to disparage or discourage the literary efforts of the young people, in college or elsewhere, we are constrained to say that the *Mid-Continent's* characterization is true, and much of it would apply equally well to a large class of so-called educational journals.

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> "A proper judgment upon the education supported by public taxation will rule the high schools out; they have no legitimate place among the 'common' schools which it is the province of the state to foster."

This from the *United Presbyterian* voices the sentiment of a good many churchmen. There are some questions along this line upon which it is probable that the last word has not yet been said. But, with the light we have at present, we are unable to see upon what ground the limit of the state's province in education is placed below the high school. The language quoted seems to imply that it is the province of the state to foster "common" schools, but it is directly asserted that high schools have no legitimate place among these "common" schools Our understanding is that high schools are as much "common" schools as the lowest grade of primary schools are. "Common" schools are not necessarily inferior schools or schools of low grade; they are schools for the whole people—schools to which all have access in "common." The state is the whole people in an organized capacity. If the people may establish and support schools for all in common, they may make them whatever their highest welfare requires and their circumstances allow. The more intelligent and prosperous a people are, the larger the sphere of their "common" schools. In other words, the people may have whatever "common" schools they choose to establish and support. We know no higher law or authority to prevent.

## THE GIFT OF ORIGINALITY.

Like other powers of the mind, this one is possessed in a greater or lesser degree by every human being. Like every other mental power it is capable of development, so that we cannot measure the manifestations of originality in different persons, and judge that one is more highly endowed with the gift than another. The use of a small degree of original thought begets greater ability to originate. To the teacher it is an invaluable mental force, and every young teacher, especially, should welcome the faintest evidences of original thought. The power to see old truths in new relations, the ability to plan for one's self, makes itself felt in the schoolroom, second to no other force.

Most of the teachers of this country have in the past vacation attended the National Teachers' Association, the Teachers' Association of their own State, or a County Institute. We have heard new educational theories advanced, we have listened to new methods, and if we have felt no kindling enthusiasm, if we have made no resolutions to improve in our chosen calling, we may perhaps ask ourselves if we have not missed our calling. When we enter upon the duties of another term of school how can we best make use of the good things about how to teach to which we have listened? We have all had rest of body and of mind, pleasant society, nourishing food. Why do we feel new physical force? Is it not because we have been able to appropriate and assimilate all the helpful physical agencies extended to us?

Not one of us believes that we shall enter upon our work with the physical strength belonging to another person. No more should we allow ourselves to commence to teach, dependent on the thoughts and plans of others. To use our own plans sometimes requires a brave spirit; it always requires a determined one.

How shall I know that I have physical force unless I test it? So, too, I must test my power to think. I must have plans and methods adapted to the place in which my work lies. With the helps of excellent educational journals, teachers' institutes, normal classes, and all the educational helps of to-day, there is no position in which the young teacher, who has a teacher's spirit, can test her power of originality better than in a country school. How are the country schools of Ohio to grow better this year, except as country teachers make them better? An earnest spirit, a studious mind, original thought, exercised by every country teacher would raise the standard of the schools as a whole.

ELLEN G. REVELEY.

"Come and hear the demon of technique," says the last advertisement of a popular musician. It is not thought expressed in sound, not harmony, not even melody that is to charm the amusement-seeker but vocal monstrosities that out-wagner Wagner and make us cease to wonder that the King of Bavaria went mad. As long as this craze is restricted to the opera, we may quietly and patiently wait, with fingers in our ears, for the end of the storm, but when the "demon of technique" invades the schoolroom it is time to exorcise the evil spirit and return to common sense. Psychology is an excellent study within reasonable limits, but we cannot learn everything from it. There have been good teachers who never heard of psychology and yet they had somehow learned its substance—how to deal with the growing soul in its earthly habitation.

M. R. A.

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## STATE CERTIFICATES FOR TEACHERS.

The State Board of Examiners issues the following circular of information to persons desiring to become applicants for a State Certificate:

The second meeting for examination, in the year 1889, will be held in *Columbus, O., on Thursday, December 26th, in the High School Building, beginning at* 8:30 *A. M.*

Under the law, the Board can issue none but Life Certificates. For the present, the Board will issue but *two* grades of certificates, viz: Common School and High School.

Applicants for a Common School Certificate will be examined in Orthography, Reading, Writing, Arithmetic, Algebra, Geography, English Grammar and Composition, History of the United States, General History, English Literature, Physiology and Hygiene, Physics, Theory and Practice of Teaching, and such other branches, if any, as they may elect.

Applicants for a High School Certificate, in addition to the above named branches, will be examined in Geometry, Rhetoric, Civil Government, Psychology and its applications to teaching, and two branches selected from the following: Chemistry, Botany, Zoology, Geology, Astronomy, Trigonometry and its applications, Logic, Latin, Greek, German, or such other branches as may be accepted by the Board as equivalents.

Applicants for a certificate of either grade must file with the Clerk of the Board, *at least thirty days before the date of examination*, satisfactory testimonials that they have had *at least fifty months' successful experience in teaching.* These testimonials should be from educators well known to the Board, or from other competent judges of school work.

The holder of a Ten-Year Certificate from the State Board may receive a Life Certificate of either grade, by passing examination in all the additional branches, as above stated, and furnishing satisfactory evidence of continued success in teaching. Physiology and Hygiene is the only branch that will be added to a Ten-Year Certificate, and the examination in this branch will be without charge to any holder of such certificate.

Special Certificates in German, Music, Drawing, and Penmanship will be issued to such as are found, upon thorough examination, to have acquired special attainments in these branches, and to have attained great proficiency in the theory and practice of teaching them.

Eminent attainments in any particular line of study will receive due consideration in determining an applicant's qualifications.

As an essential condition of granting a certificate of either grade, or any special certificate, the Board will require evidence that the applicant has had marked success as a teacher, and has a good knowledge of the science and art of teaching.

Each applicant for a certificate shall pay to the Board of Examiners a fee of five dollars; and the Clerk of the Board shall pay to the State Treasurer all fees received.

Address all inquiries to the Clerk of the Board,

ALSTON ELLIS, Hamilton, O.

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FRIEND FINDLEY:—Please to acknowledge through the MONTHLY the following sums received for membership fees, since my report of May 21, '89:

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| June 5.—Anna M. Torrence, Springfield, Clark Co. | $ .50 |
| " 10.—L. W. Hughes, Columbus, Franklin Co. | 6.00 |
| " 12.—Elizabeth Matthew, Austintown, Mahoning Co. | .50 |
| " " —Jennie S. Parks, Delaware, Delaware Co. | 2.25 |
| " 17.—W. C. Wilson, Bellbrook, Greene Co. | 1.00 |
| " 25.—Corwin F. Palmer, Dresden, Muskingum Co. | 16.00 |
| " 26.—George W. Welsh, Lancaster, Fairfield Co. | 1.25 |
| " 27.—H. V. Merrick, Cadiz, Harrison Co. | .50 |
| " 28.—J. F. Lukens, Lebanon, Warren Co. | 5.00 |
| " " —W. B. Carter, Lake, Stark Co. | 1.00 |
| " 30.—Fred. Schnee, Cuyahoga Falls, Summit Co. | 5.00 |
| July 1.—Charles Haupert, New Philadelphia, Tuscarawas Co. | 56.50 |
| " 2.—John Hancock, Chillicothe, Ross Co. | 12.25 |
| " "—J. E. McDowell, Millersburg, Holmes Co. | 1.50 |
| " "—W. S. Eversole, Wooster, Wayne Co. | .50 |
| " "—W. C. Wilson, Bellbrook, Greene Co. | .50 |
| " "—Corwin F. Palmer, Dresden, Muskingum Co. | .25 |
| " "—Bettie Dutton, Cleveland, Cuyahoga Co. | .25 |
| " "—E. A. Jones, Massillon, Stark Co. | 4.50 |
| " "—Elizabeth Matthews, Austintown, Mahoning Co. | 1.00 |
| " 10.—J. H. Keller, Sulphur Springs, Crawford Co. | .25 |
| " " —E. D. Osborn, Spring Valley | .50 |
| " 13.—Corwin F. Palmer, Dresden, Muskingum Co. | 2.25 |
| " " —J. S. McKinney, Chilo, Clermont Co. | 3.50 |
| Total | $122.75 |

E. A. JONES, Treas. O. T. R. C.

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## EDUCATIONAL INTELLIGENCE.

—The Adams County Normal School at West Union, under the management of D. N. Cross, closed a successful year July 2.

—Dr. Ellis reports a large institute and a good time in Adams County, last two weeks of July. Resolutions were passed for the Albaugh bill and against State school books.

—Herriman's Eureka School Records which are favorably known to many Ohio teachers, are published by the Cleveland Printing and Publishing Co., Cleveland, Ohio.

—The National German Teachers' Association is to hold its next annual session in Cleveland. Prof. A. J. Esch supervisor of German in the Cleveland schools, is president of the association.

—Those who are acquainted with Chas. F. King's Methods and Aids in Geography will be glad to learn that the Picturesque Geographical Readers, by the same author, are soon to appear, in four illustrated volumes, from the press of Lee & Shepard, Boston.

—The commencement exercises of Kuwassui Jo Gakko were held June 27. The graduates were Misses Moto Koitsuka, Tomo Inouye, Tatsu Mine, and Hatsu Shibata. These young ladies live in Japan, and their teacher is Miss Minnie Elliott, from Ohio, a member of the MONTHLY family.

—The normal school connected with Otterbein University, has hsd a successful summer term, with Mr. and Mrs. W. J. Johnson, L. J. Graham, L. H. McFadden, J. B. Hunt, G. M. Mayhugh and A. W. Jones as instructors. There was also, in connection with the school, a course of popular public lectures.

—It will be good news to those appreciating sound education in American History, that the lamented Professor Johnston, of Princeton, left in the hands of his publishers, ready for the press, a second "History of the United States," written on a similar plan to his already well-known text-book, but suited to a shorter course, and perhaps to less mature minds.

—The Cleveland Board of Education finds it very difficult to provide proper school accommodations for the pupils who throng the public schools. Contracts for three 16-room buildings were let at the last meeting of the Board, and one other large building is already under way, to be completed in February. The growth of the city is remarkably rapid.

—By action of the Cleveland Board of Education, the school year in that city has been reduced from 40 to 38 weeks, one week being taken from the first of the year and one trom the last. The hot weather of September and June did it. The teachers' institute, instead of being held in the first week of the school year, will be held on Thursday and Friday, September 5 and 6.

—The thirty-ninth annual session of Clermont institute closed August 16, and was the largest known in the history of the organization. The instructors were A. B. Johnson, S. T. Dial, Byron Williams, H. S. Hulick, G. W. Felter, D. N. Cross. The officers elect are C. J. Swing, Pres.; J. L. McKinney, Vice Pres.; A. L. Caines, Treas. The Institute unanimously resolved in favor of Township Supervision.

—On the recommendation of Mr. Morris, member of the Board of Education, Cleveland, the clerk of the Board is authorized to purchase at half-price such serviceable books in use in the city schools as may be offered by the patrons of the schools. The limit of such purchase is fixed by the demand for such books. This is an excellent move, and should be followed by every city and town in the State.

—Shelby County institute closed a two week's session August 9th. It has been one of the best sessions held for some time owing to the energetic manner in which the instructors carried out the program. Dr. C. W. Bennett, of Piqua, O., S. M. Sniff, A. M., of Angola, Ind., S. Wilkin, of Anna, were the instructors. Hon. John Hancock gave one evening lecture and three day talks, which delighted all his listeners. Sidney people also had the pleasure of listening to two very instructive lectures given by Dr. C.W. Bennett and S. M. Sniff.

Officers for the year 1889 and 1890 are S. M. Wilkin, Pres.; E. M. Day, Vice Pres.; Ida M. Brown, Sec.; Ex. Com., J. K. Williams, S. A. Thompson, and Miss Alice Marshall. Ida M. Brown was elected Cor. Mem. of Ohio Teachers' Reading Circle for Shelby Co.

—The little village of North Bloomfield, Trumbull Co., has, in the last seven years, graduated twelve boys and thirteen girls. This is doing well, but the ratio of boys does not equal that of the Wellington High School, referred to in the MONTHLY for July. But now comes Canal Fulton, Stark Co. Hear what Supt. Taggart has to say:

MY DEAR EDITOR:—I notice an item in the July number of the MONTHLY, in regard to the number of graduates from the Wellington High School, showing an excellent percentage of boys. Canal Fulton makes still a little better showing:—ten classes graduated,—total number of graduates, ninety-one, of whom forty-nine are boys, and forty-one girls, which you will notice is about two percent better. Let us hear from others in Ohio. What other villages of the same population, viz., fifteen hundred, having a three years' course in the high school, can claim as many graduates?

Yours very truly, I. M. TAGGART.

—The Mahoning County institute was held at Canfield, with Profs. Treudley, Sawvel, Leonard and Lightner, of Youngstown, as instructors. A special feature of the institute this year was the instruction given in music by Prof. Lightner. The attendance and interest was far above the average.

The evening meetings were as follows: Lecture by Prof. Sawvel on ' Geology Illustrated"; lecture by Prof. Leonard on "Popular Astronomy"; a reading by Supt. Treudley, "The Schoolmaster of Eden"; an elocutionary entertainment by Prof. John G. Scorer, of Youngstown, and a musical entertainment under the direction of Prof. Lightner.

The following officers were elected for the ensuing year: Pres., J. Calvin Ewing, Canfield; Vice Pres., M. A. Kimmel, Poland; Sec., Miss Grace Brown, Canfield; Ex. Com., L. W. Hulin, Chairman, Greenford, T. J. Tyler, Brier Hill, A. C. T. Altdoerffer, Canfield, Miss Lide J. McGown, Youngstown, and Miss Elizabeth Mathews, Austintown. Geo. W. Alloway was elected Educational Reporter.

—The Belmont county Teachers' Institute met in Barnesville on July 22, and continued four weeks. E. D. Meek, of West Wheeling, was president. The instructors were Miss Nellie Moore, of Defiance, Supts. Arthur Powell, of Barnesville, L. H. Watters, of St. Clairsville, and Jas. Duncan, of Bridgeport. The enrollment reached 208, which is the highest on record for this county. It is pronounced our most successful institute. The declaiming contest, held on the evening of Aug. 8, was one of the most interesting features. Miss Hattie Johnson was awarded first prize, Miss Clara Adams the second, and Mr. F. D. Howell the third. On Tuesday evening, Aug. 13, the members of the institute were banqueted by teachers of the Barnesville schools. Another prominent feature was Director's Day, on Tuesday of the last week. About twenty-five directors were present, and took part in the proceedings. The many friends of Mr. Watters, who goes next year to Media, Pa., presented him and his wife with a solid silver water set, a gold headed cane, and a silver cake basket, as a slight token of their good-will. It was decided to hold a four-weeks session in Barnesville next year.

—Dr. E. E. White attended for the last time in his capacity as superintendent of the Cincinnati schools, a meeting of the Board of Education of that city Monday evening, August 13. Dr. White submitted his third and last annual report, a document that goes at length into the prominent features of the Cincinnati school administration in his incumbency, dwelling particularly upon the course of events there, so familiar to Ohio school men, relative to the appointment of teachers. Dr. White says that his experience convinces him that the vesting of the selection and appointment of teachers in the superintendent is a wise provision—not for the superintendent, but for the schools. The members of the board, he says, have full opportunity to object to an unfit appointment, and without undue publicity, since all appointments are referred to the standing committee. He thinks the weak point in the present Cincinnati law is its failure to protect the superintendent. The Board, by a rising vote, testified its appreciation of Dr. White and his excellent services, and appointed a committee to draft resolutions of respect and esteem. Dr. White formally introduced to the Board the new superintendent, Mr. W. H. Morgan, who spoke at some length on the provisions in the ordinance of 1787, for the maintenance of free schools, and the history of public schools in the last century.

## PERSONAL.

—Wm. Tait remains in charge of the schools of Greenwich.

—Lee R. Knight succeeds L. P. Hodgeman as principal of the Kent School at Akron.

—A. W. Foster has been re-elected to the superintendency of schools at Seville, Ohio.

—A. A. Prentice, formerly of Lowellville, has been elected Superintendent at Rock Creek.

—Supt. D. E. Niver, of Bowling Green, has resigned his position and will engage in business.

—Miss Ida M. Windate, of Granville, has been chosen assistant in the Elyria High School.

—Thos. W. Karr, of Syracuse, Meigs Co., has been chosen principal of the Gallipolis High School.

—J. D. Simkins, of Centerburg, succeeds C. S. Wheaton as superintendent of the schools at St. Mary's.

—William H. Hill, of Canton, has been called to take charge of the schools of West Unity, Williams Co.

—W. O. Bailey, of La Rue, Ohio, has been elected to the superintendency of the schools of Angola, Ind.

—Ida L. Baker, of Defiance, is to have charge of the Junior High School at Mansfield, the coming year.

—Miss Kittie M. Smith, of Lime City, Wood Co., has been elected principal of the High School at Defiance.

—C. S. Wheaton, late of St. Mary's, will superintend the schools at Athens the coming year. Salary, $1,100.

—Miss Emma Paddock, of the Sandusky High School, succeeds Miss Margaret W. Sutherland, at Mansfield.

—L. P. Hodgeman has been elected President of the college at Harlem Springs, Ohio, at a salary of $1,000.

—W. V. Smith, of Rawson, Hancock Co., will have charge of the schools at Caledonia, Marion Co., the coming year.

—H. A. Myers was unanimously re-elected superintendent of schools at Harmar, Ohio, for a term of three years.

—M. C. Smith, of Ada, enters upon his duties as superintendent at Johnstown with the beginning of the school year.

—Miss Helen F. Barnes, class of '89, Ohio Wesleyan University, will teach the coming year in the Napoleon High School.

—Henry L. Peck, for the past year in charge of the Caldwell schools, has been chosen superintendent at Brooklyn Village.

—R. H. Dodds has been elected superintendent of schools of Porter township, Scioto Co., and teacher of the Sciotoville High School.

—C. J. Hill, principal of Peninsula, Summit Co., schools, has been elected teacher of natural sciences in the Akron High School.

—E. H. Frank, of Doylestown, class of '89, Wooster University, succeeds W. W. Findley in charge of Salem Academy, South Salem, O.

—A. W. Anderson, of Bellaire, Ohio, class of '89, Wooster University, will have charge of Poland Academy, Mahoning Co., the coming year.

—L. D. Bonebrake has been called from the superintendency of schools at Athens to succeed J. A. Shawan at Mount Vernon. Salary, $1,550.

—George W. Ready will continue in charge of the Painesville schools. Local papers speak of his work in terms of high commendation.

—S. A. Lieuellen, a Monroe County teacher, class of '89, Ohio State University, has accepted the superintendency of schools at Waitsburg, Wash.

—E. Ward has been re-elected superintendent of schools at Columbus Grove, for a term of two years. A. C. Trumbo is principal of the High School.

—J. E. McKean, for several years in charge of schools at Navarre, Ohio, succeeds John McConkie in the superintendency of schools at Port Clinton. Salary, $900.

—Chas. J. Chamberlain, of Pittsfield, has been chosen principal of the High School at Crookston, Minn., receiving an advance of $450 over his salary of the past year.

—L. H. Watters, for some years superintendent at St. Clairsville, takes charge of the schools at Media, Pa. The best wishes of his many Ohio friends go with him.

—Dr. Aaron Schuyler, of Kansas, was announced to lecture on arithmetic, algebra, and mathematical geography, at the Washington County institute, held at Marietta, the last week of August.

—W. B. Carter, in charge of schools at Lake, Stark Co., and Cora M. Werstler, also a Stark County teacher, will walk together henceforth. The cards read, "Married, July 2, 1889." The MONTHLY extends congratulations.

—Miss Maria Parsons, of Zanesville, who has spent the past three years in travel in Europe, and in giving private instruction in Cambridge, Mass., has accepted the position of teacher in English Literature and Composition in the Akron High School.

—C. C. Miller, before the close of the last school year, was unanimously elected to the superintendency of schools at Ottawa, for his fourth year, with an addition to his salary of $100. He had institute engagements for five weeks in the summer vacation.

—D. P. Pratt has been re-elected at Paris, Ky. He conducted the Bourbon County Institute in Paris the week beginning Aug. 19, with white teachers in attendance, and for the week beginning Aug. 26, had the colored teachers of the county under his instruction.

—Prof. Charles S. Howe, of the Chair of Mathematics and Astronomy, Buchtel College, has accepted a call to that Chair in the Case School of Applied Science, Cleveland. Prof. Howe has been an indefatigable worker for Buchtel, and trustees, faculty and students were loth to let him go.

—Mr. J. H. Loomis, of Brooklyn, and B. U. Rannells, of Wilmington, have been elected to positions in the Cleveland High Schools, each at a salary of $1,200. Cleveland is gradually securing the best the country affords. This speaks well, not only for its present, but also for its future excellence.

—F. G. Steele, of Cambridge, Ohio, for several years superintendent of penmanship and drawing in the Akron schools, has been engaged as special teacher and supervisor of writing and drawing in the schools of Xenia, Ohio. Xenia is to be congratulated. Mr. Steele is a very successful teacher in his department

—Miss M. W. Sutherland, of the MONTHLY editorial staff, and for a good many years principal of the Mansfield High School, has been called up higher. She is to take the principalship of the Columbus Normal School, at a salary of $1,500. We are sure the whole MONTHLY family will rejoice in her prosperity. She is worthy.

—The death, in the latter part of July, of Prof. A. H. Welsh, professor of English Literature in Ohio State University, brought sadness to a large circle of Ohio educators, and to the many young men and young women who have been under his tuition. He was a tireless worker and left many contributions to Mathematics and English Literature.

—Superintendent Taylor is receiving many flattering commendations of his work in the Springfield schools. A Colorado superintendent, who spent some time near the close of last school year in an examination of Springfield methods and results, expressed to a reporter his surprise and delight at the thoroughness of the instruction, especially in the lower grades.

—Albert Leonard, for some time connected with Ohio University and with the *Journal of Pedagogy*, spent last year at Dunkirk, N. Y., as principal of the high school there. He has been re-elected at an increased salary. A recent letter from him closes in this pleasant way: "Educational journals may come and go, but I still cling to my first love, the OHIO EDUCATIONAL MONTHLY."

—W. W. Findley, for the past three years principal of Salem Academy, Ross Co., sailed from New York, August 1, for South America. His destination was Bogota, where he is to engage in teaching, under the auspices of the Presbyterian Board of Foreign Missions. An article from his pen appeared in our issue for June last, and our readers may expect to hear from him concerning educational affairs in South America.

—Prof. Theo. H. Johnston, who, a number of years ago, was principal of the West High School, Cleveland, but who resigned to travel and study in South America, has been unanimously re-elected principal of that school for the ensuing year. Prof. Johnston's re-election gives very general satisfaction. He and Prof. Harris, of the Central High, are two men in the right place. The Cleveland High Schools are in good hands.

—Josiah Hurty, of Mississippi, who organized the union school system of Xenia, Ohio, forty years ago, recently visited the scene of his early labors and was warmly greeted by his old pupils and friends. A banquet was spread and numerous toasts were given, Mr. Hurty himself making an address full of interesting incident and deep feeling. Among the guests were George S. Ormsby, who became superintendent of the Xenia schools a decade or more later.

Dr. E. E. White said to a Cincinnati reporter who asked him about his plans the other day: "I shall probably resume lecturing and literary work. I can receive a comfortable income by lecturing twenty weeks in the year. This leaves me thirty-two weeks for writing and recreation—a pleasant mode of life, as you see—and, besides I can exert a wide influence in the schools of the United States." Dr. White intimated that he might reside in Columbus, where he has property. To the reporter's intimation that there was a general wish in Cincinnati to have him take the presidency of Cincinnati University, the Doctor replied that, though the faculty had unanimously recommended him to the board of directors for the position, he did not desire it.

## BOOKS.

One of the most important books of the International Series is Volume XI, *Education in the United States: Its History from the Earliest Settlements.* By Richard G. Boone, A. M., Professor of Pedagogy in Indiana University. It is the first attempt at anything like a connected and complete history of education in this country. It traces educational movements from their incipiency down to the present. It gives us a view of not only what is but how it grew. The steady movement from private and parochial schools toward state education is is clearly traced, as is also the drift from isolated and random effort towards system and supervision. There is also a view of such supplementary and auxiliary institutions as the library, the reading circle, and scientific and educational associations. We take great pleasure in commending the book to our readers, as a most important addition to the pedagogical literature of the day. (D. Appleton & Co., N. Y.)

*Practical Latin Composition.* By William C. Collar, A. M., Head Master Roxbury Latin School. Boston and London: Ginn & Co.

This book contains exercises, with notes and references, designed to train the student in speaking and writing Latin. The exercises are based on the Latin text in the latter part of the volume, calling for the reproduction of the Latin words and constructions, but varied in form and combination. The mastery of these exercises would constitute a most excellent foundation for sound Latin scholarship. There is a vocabulary at the end.

*McGuffey's Alternate Sixth Reader* is a collection of literary gems. The whole field of English and American literature seems to have contributed its best. The list of authors contains 120 names. While the selections are of this choice character, few if any of them are found in the more modern school readers. The schools can do our young people no greater service than to give them a taste for good reading and to teach them how to use good books. The influence in this direction of such a book as the one before us cannot be overestimated. (Van Antwerp, Bragg & Co., Cincinnati.)

*The Two Great Retreats of History* is a late number of Ginn & Co.'s Classics for Children. The first is from Grote's History of Greece, the Retreat of the Ten Thousand Greeks. It is given entire, with some slight verbal changes. The other is an abridgment of Segur's account of Napoleon's Retreat from Moscow. Maps and notes are added. The profusion and cheapness of such excellent reading leave the boys and girls without excuse for reading trashy story books.

*A Primer*, by Anna B. Badlam, of the Rice Training School, Boston, is designed to furnish supplementary reading for first year pupils. Its matter, arrangement, and devices would prove suggestive and helpful to any primary teacher in the difficult work of teaching the little ones to read. (D. C. Heath & Co., Boston.)

*The First Three Books of Homer's Iliad*, with Introduction, Commentary, and Vocabulary. By Thomas D. Seymour, Hillhouse Professor of Greek in Yale College.

The introduction is a prominent feature of the book. Its fifty pages contain the story of the Iliad and a pretty full discussion of Homeric Style, Homeric Syntax, the Homeric Dialect, and Homeric Verse. The text is in large clear type with lines numbered. The vocabulary is illustrated and applies to the first six books of the Iliad. (Published by Ginn & Co., Boston.)

*The Autobiography of Friedrich Froebel*, translated and annotated by Emilie Michaelis and H. Keatley Moore, is a book of peculiar interest. It consists mainly of two letters, in which the great teacher and educational reformer details minutely, and with directness and simplicity the inner longings and strivings of his soul. He expresses his purpose in these words: "I shall endeavor to show how I trace the connection of my earlier and my later life; how my earlier life has proved for me the means of understanding my later;

how, in general, my own individual life has become to me a key to the universal life, or in short, to what I call the symbolic life and the perpetual, conditioned, and unbroken chain of existence." (C. W. Bardeen, Syracuse, N. Y.)

*A Guide to the Study of Nineteenth Century Authors*, by Louise Manning Hodgkins, was originally prepared for the use of the students of Wellesley College in the form of leaflets. Eighteen English and eight American authors are outlined, each occupying from two to eight or ten pages, with several blank pages following for students' notes. As the title implies, it is simply a guide, pointing out to the student what to study concerning each author and where to find it. The teacher of Literature will find it very suggestive and helpful. (D. C. Heath & Co., Boston.)

*Memoires de Saint-Simon*, edited and annotated by A. N. Van Daell, is a book designed for the use of students who have made considerable progress in the mastery of the French language. (Ginn & Co., Boston.)

A most convenient and useful handbook is the *Complete Dictionary of Synonyms and Antonyms*, or Synonyms and Words of Opposite Meaning, by Rev. Samuel Fallows, A. M., D. D. The word and its synonyms are immediately followed by the words of opposite meaning. An appendix contains Americanisms, Briticisms, colloquial phrases, etc, in common use; prepositions discriminated; homonyms and homophonous words; classical quotations, and abbreviations and contractions. It is an indispensable book. 512 pages. Price, $1. (Fleming H. Revell, Chicago and New York.)

The pioneer of the well-known and now universal word method in teaching reading to children, was J. Russell Webb. His latest presentation of this subject in form for the most primary instruction is a primer called "*Webb's New Word Method*," published by A. S. Barnes & Co., New York and Chicago. It is profusely illustrated and sold at a low price.

*The Beginner's Book in German*, by Sophie Doriot, is constructed on the object method. By means of humorous pictures, simple forms of expression, and pleasing short stories, the learner is amused and interested, and so led by easy stages to a knowledge and use of the language. (Ginn & Co., Boston.)

Jane H. Newell's *Reader in Botany* is a supplementary reader in a new field. Some of the lessons were written especially for this work, but most are choice selections from such writers as Darwin and Lubbock. It is well adapted to awaken the interest of pupils in the life and habits of plants. (Ginn & Co., Boston.)

*One-Year Course in German*, by Oscar Faulhaber, Ph.D., Professor of Modern Languages in Phillips Exeter Academy, contains exercises and a synopsis of grammar, with a vocabulary, designed to meet the wants of students in preparatory and high schools. (Published by D. C. Heath & Co., Boston.)

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Well, I never!!! What is the matter now? No doubt you were surprised at the exclamation from my lips, but I have just finished counting up my profits for the past month. Well, I have struck it rich. A short time ago I ran across an advertisement of B. F. Johnston & Co., Richmond, Va., and as I wanted employment at the time I wrote to them, and they have taken hold of me like a brother and placed me in a position to make money faster than I ever did before. "Go thou and do likewise."

—THE—

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—AND—

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SAMUEL FINDLEY, . . . . . . . . . . . . . . . Editor.

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# FIRST SCHOOLS IN THE OHIO VALLEY.

Read by W. H. Venable, LL. D., before the National Educational Association of the United States, at Nashville, Tenn., July 18, 1889.

When the embattled farmers at Concord Bridge "fired the shot heard round the world," the swift report flying westward, saluted the ears of a party of hunters encamped near the Kentucky River. These, one of whom was Simon Kenton, were genuine "Long Knives," rangers, clad in garments stripped from the deer, the bear and the wolf, and armed each with rifle, tomahawk and scalping-knife. By patriotic consent they named the place of their encampment Lexington, and four years later, in April, 1779, a village was begun on the spot. Founded but five years after Boone led the vanguard of immigration through Cumberland Gap, and broke the old Wilderness Road through primeval solitude. Lexington is only less ancient than a few stations like Harrodsburg and Boonesborough. It is now but one hundred and ten years since the pioneers "chopping out the night, chopped in the morn," and took the forest trees to fashion the rude stockade, which was the beginning of the "Athens of the West." The town is interesting, historically, as having been a center of traffic in early days—a place of importance when Cincinnati was but Fort Washington.

A higher distinction than that derived from its rapid material growth, belongs to this town. Thither from the East, with commerce went culture. There was formed the first island of civilization in the green ocean of the Western wilderness. Just outside the fort, the settlers built a school-house, perhaps the first in the Ohio Valley. The stockade was a defense against savages, the school-house a redoubt against ignorance, and a magazine for mental stores. John McKinney, the schoolmaster, deserves a monument or a statue. One morning, John, waiting for his pupils, was surprised by a visit from a most unwelcome examiner, a monstrous wild-cat, which stealthily came in at the open door, and sprang at the pedagogical throat. The unarmed man of letters, after a terrific combat, killed the powerful beast by choking and crushing it upon his desk; and while its fierce teeth were yet locked in the flesh of his side, he said placidly to some men who rushed to his rescue: "Gentlemen, I have killed a cat." The progress of civilization is symbolized by the picture of McKinney slaying the wild-cat in the rude hut dedicated to the education of children.

About the year 1783, there appeared upon the scene of affairs in Kentucky, a schoolmaster from the banks of the Brandywine—another John, whose figure, like that of McKinney, stands in picturesque relief in the mixed light of history and tradition. He wrote the first annals of Kentucky, and surveyed the first road from Lexington to Cincinnati, or Losantiville, as he named the town; he it was who, in the *Kentucky Gazette*, proposed to organize a seminary in Lexington, in which should be taught the "French language, with all the arts and sciences used in the academies," for a fee of "five pounds per annum, one-half cash, and the other property," and who offended certain citizens by announcing his intention to employ "northern teachers;"—John Filson, who, a century ago, wandered from his comrades, encamped on the northern shore of the Ohio, and took a lonely walk in the Big Miami woods—a walk from which he never returned. Conjecture says he was killed by Indians; but nothing authentic is known of his fate, nor was any trace of him ever seen after the day of his mysterious departure.

Deep in the wild and solemn woods
  Unknown to white man's track,
John Filson went one Autumn day,
  But never more came back.

The Indian, with instinctive hate,
  In him a herald saw
Of coming hosts of pioneers,
  The friends of light and law.

In him beheld the champion
  Of industries and arts,
The founder of encroaching roads,
  And great commercial marts:

The spoiler of the hunting-ground,
  The plower of the sod,
The builder of the Common School,
  And of the house of God.

And so the vengeful tomahawk
  John Filson's blood did spill;—
The spirit of the pedagogue
  No tomahawk could kill.

The founders of our Nation, whether residing in New England, the Middle States or the South, were advocates and promoters of popular education. Franklin, Washington, the Adamses, Jefferson, however they might differ on other questions, were united in the conviction expressed by Washington to Congress, that "Knowledge in every country is the surest basis of public happiness." Jefferson's writings are saturated with the doctrine that learning and thought are the safeguards of democracy. National and state legislation planned schools in the wilderness and provided for their support by grants of land, the one thing most valuable in a new country.

In the year 1780, the Legislature of Virginia passed "An Act to vest certain escheated Lands in the County of Kentucky, in Trustees for a Public School." The passage of this bill, which was brought about chiefly by Colonel John Todd, led to the founding of Transylvania University, the first important college in the Ohio Valley. Other laws enacted by the Kentucky Legislature in 1796, provided for the establishment of an academy in every county of the state, and endowed twenty six academies, each with six thousand acres of land. These academies were to become feeders of the great central university. Those patriots who conceived the splendid project of a school system for Kentucky, knew better than they builded.

The famous Third Article of the Ordinance of 1787, declares that "Schools and the means of education shall forever be encouraged." Congress granted lands for the endowment of colleges in the North-western Territory, and the Legislature of Ohio established in 1802 the Ohio University, at Athens, Ohio, the oldest college north of the Ohio River; and in 1809, the Miami University at Oxford, Ohio. Vincennes University, Indiana, was also endowed in a similar way, and chartered within the first decade of this century. Common school education, as it is now conceived—that is, primary instruction for the mass of children, was not possible in pioneer days. Even now in states where the public school system has been in operation for half a century, the rural districts are far behind the cities and towns in educational advantages. Almost the only efficient schools in the Ohio Valley in the early period of its history, were located in centers of thick settlement, in enterprising villages—capitals and county seats. The purpose of the fathers when they chartered universities to be organized in the woods, before the Indians were out of sight, seems to have been to afford ambitious youths an opportunity to fit themselves for intellectual leadership; and to keep alive and spread abroad the desire for learning until secondary and primary schools could be started in every settlement. They were guardians of the sacred flame. Though the whole people might not at first reap the harvest of education, the fittest young men could go forth and gather the sheaves that the seed should not be lost. Therefore colleges were projected, and academies were founded. In fact, the colleges, or universities as they were ambitiously called, began as preparatory academies, and many of the collegiate institutions of these Central States yet retain a preparatory department, which is a survival of the original seminary out of which the college grew. Transylvania Seminary began its existence in 1783, fifteen years before it was chartered as a university. Twenty-seven years after Congress endowed Ohio University, that institution first conferred college degrees. Miami University served a probation of nine years as a preparatory school. Cincinnati College was a development of the Lancastrian Seminary, the first important academy of the Queen City. I have spoken of the organization of academies in Kentucky. The commonwealth of Ohio is known to have had at least two hundred academies. Indiana and Illinois were dotted with similar schools. The first half of the century was the golden age of private academies for boys, and of "Female Seminaries."

Rufus Putnam wrote to Manasseh Cutler, from Marietta, in 1790, "There are several academies in the neighboring parts of Pennsylvania, Virginia and Kentucky, where the Latin and Greek are taught, and the Muskingum Academy at Marietta, is at present, and I trust will always in the future be, supplied with a master capable of teaching the languages, and I think it cannot be long before Latin schools are established in several other places in the territory." Judge James Hall records in his "Romance of Western History," that the "Classical School" was among the earliest institutions of Virginia and Kentucky; that "in rude huts were men teaching not merely the primer, but expounding the Latin poets, and explaining to future lawyers and legislators and generals, the severe truths of moral and mathematical science. Many a student who was preparing himself for the bar or the pulpit held up the lamp to younger aspirants for literary usefulness and honor, in those primitive haunts, while the wolf barked in the surrounding thickets, and the Indians were kept at bay."

The following advertisement, copied from the *Western Spy* of date October 22, 1799, gives some idea of the state of education in the metropolis of the Ohio Valley, ninety years ago:

ENGLISH SCHOOL.—The subscriber informs the inhabitants of this town that his school is this day removed, and is now next door to Mr. Thomas Williams, skin-dresser, Main Street. Gentlemen who have not subscribed may send their scholars on the same terms as the subscribers (commencing this day). He also intends to commence an evening school in the same house on the third day of November next, where writing and arithmetic, &c., will be taught four evenings in each week, from 6 to 9 o'clock, during the term of three months. The terms for each scholar will be two dollars, the scholars to find firewood and candles. He also furnishes deeds and indentures, &c., on reasonable terms.—James White.

The *Spy* for March 26, 1800, sets forth the superior advantages of a Kentucky school, conducted by a Mr. Stubbs, Plilomath, an Englishman, who said "forms" instead of *grades* or *classes*. This is his card:

NEWPORT ACADEMY.—The Academy at Newport will be commenced on the 1st of April. The Rev. Robert Stubbs is President of said Academy, in which will be taught reading, writing and arithmetic, at eight pounds per annum; also the English grammar, the dead languages, the following branches of mathematics, viz.: Geometry, astronomy, mensuration of superfices and solids; also logic, rhetoric, book-keeping, &c,, at four pounds per annum. Board can be had in Newport and its vicinity on very reasonable terms, and the greater part received in produce.

Had the people waited for college and academy walls to be built before entering upon the work of educating their youth, an ignorant generation would have grown up in the Valley of the Ohio. They did not wait. They made tentative provision for schooling youth. Not in every new settlement was a regular school-house built as in Lexington, nor a John McKinney found in the woods ready to kill the wildcats and tame the wild children. The place of instruction was frequently a room within a block house. Not seldom the pioneer house of worship served also as school-room, especially in neighborhoods settled by New England families. Cabins originally occupied as places of residence, when abandoned by their owner for better homes, were often made over to the public for the accommodation of the school-keeper and the school he kept. Any hut or hovel was considered available for educational purposes. Doctor Daniel Drake, a distinguished pioneer, tells us that he went to school in a Kentucky still-house. Rev. John Mason Peck, writing of the hardships of frontier life in Southern Illinois, in early days, says: "The opportunity for these Illinois pioneers to educate their children was extremely small. If the mother could read, while the father was in the corn field, or with his rifle upon the range, she would barricade the door to keep off the Indians, gather her little ones around her, and, by the light that came in from the crevices in the roof and sides of the cabin, she would teach them the rudiments of spelling from the fragments of some old book. Even after schools were taught, the price of a rough and antiquated copy of Dilworth's Spelling Book was one dollar, and the dollar equal to five now."

Timothy Flint, describing the North Carolina school-house in which Daniel Boone learned his letters, says it "stood as a fair sample of thousands of west-country school-houses of the year 1834. It was of logs, after the usual fashion of the time and place. In dimensions, it was spacious and convenient. The chimney was peculiarly ample, occupying one entire side of the building, which was an exact square. Of course, a log as long as the building could be "snaked" to the fire-place, and a file of boys could stand in front of the fire on a footing of the most democratic equality. Sections of logs cut out here and there, admitted light and air, instead of windows. The surrounding forest furnished ample supplies of fuel. A spring at hand, furnished with various gourds, quenched the frequent thirst of the pupils. A ponderous puncheon door, swinging on substantial wooden hinges, and shutting with a wooden latch, completed the appendages of this primeval seminary."

It appears that the "frequent thirst" of the Irish master of this school was not quenched from a gourd dipped into the spring, but from a bottle of whisky which the bibulous Hibernian kept hidden under a mat of vines in the green-wood.

The picture of the Boone school-house is matched by that of the log-cabin on the Virginia "slashes," in which Henry Clay was taught the rudiments by an English schoolmaster, who, says Carl Shurz, "passed under the name of Peter Deacon—a man of uncertain past, and somewhat given to hard drinking."

Lincoln, writing his experience as a boy, said of Perry County, Indiana, "It was a wild region with many bears and other wild animals still in the woods. There were some schools, so-called, but no qualification was ever required of a teacher beyond 'readin', writin', and cypherin' to the Rule of Three. If a straggler, supposed to understand Latin, happened to sojourn in the neighbor hood, he was looked upon as a wizard. There was absolutely nothing to excite ambition for education."

Those familiar with the history of education in Ohio will recall J. P. Reynolds' description of the school-house in which his preceptor, the celebrated Francis Glass, author of the Life of Washington, in Latin, expended enthusiasm and erudition upon a mob of Buckeye urchins. "The school-house now rises fresh on my memory," wrote Mr. Reynolds. "The building was a low log cabin, with a clapboard roof, but indifferently lighted. All the light of heaven found in this cabin, came in through apertures made on each side of the logs, and these were covered with oiled paper, to keep out the cold air, while they admitted the dim rays. The seats or benches were of hewn timber, resting on upright posts placed in the ground to keep them from being overturned by mischievous lads who sat on them. In the center was a large stove, between which and the back part of the building stood a small desk, without lock or key, made of rough plank over which a plane had never passed, and behind this desk sat Professor Glass when I entered his school. There might have been forty scholars present : twenty-five of these were engaged in spelling, reading and writing, a few in arithmetic, a small class in English grammar, and a half-dozen like myself had joined the school for instruction in Greek and Latin.

The evolution of the modern highly "differentiated" and often palatial school edifice, from its humble prototype of pioneer days, is wonderful to contemplate. The low-eaved, "chinked," and "mud-daubed" hut, with clapboard roof, stick-chimney, greased paper window, latch-stringed door, with no floor but the natural clay of the earth, was certainly as primitive as can be conceived. Such a school-house stood in Zanesville, Ohio, in 1805, containing within it a large stump which served admirably for a "dunce-block." On one occasion, Mr. Samuel Herrick, a teacher in this educational institution and Great Western University, was foiled in his attempt to flog an incorrigible boy who, weasel-like, resorted to the expedient of crawling under the lower log in the cabin and escaping into the free forest. The first developed form, or "primordial cell" of school architecture, gave place to an improved structure of hewn logs, with puncheon floor, stone chimney, and some attempt at clumsy furniture. This type of school-house is not yet extinct in Ohio.

A few specimens of the pioneer penfold for pupils may still be seen, though I am not aware that any log cabin is now used in the state for school purposes. As one views the tumbled ruins of such a relic of the past, he is reminded of the Anglo-Saxon word for schoolmaster, namely "childherd;" our fathers and mothers were herded and sheltered in wooden pens;—but they were often fed on the bread of life. Garfield's immortal saying that a bench with Mark Hopkins seated as teacher on one end of it, is a university,—how true it is! Socrates walking in the groves of Academa, was better than any pile of college buildings.

James K. Parker, an honored educator, now past three score and ten, but still teaching in Clermont County, Ohio, graphically described in a private letter the log school-houses in which he began his studies. "The first two were built of round logs, chinked with blocks of wood, and daubed with clay mortar. The roofs were of split clapboards, weighted down with small logs. The third I helped to build. It was of hewn logs chinked with stone, and more neatly daubed with clay. The chimney was built of stone laid in lime-and-sand mortar. The others were what was known as "cat-and-clay chimneys." The floor was of boards—many were of puncheon —*i e.*, split and hewn. Our seats were long benches made of slabs with long pegs for legs. Our writing desks were long, broad boards resting on long pegs inserted in the log walls. The next log above this shelf was either left out in the building, or sawed out afterwards. In this long space was inserted sash, one light wide, filled either with glass or oiled paper. The writing seats were usually so high that our feet did not touch the floor. There were no such things as supports for the back. Our ink was mostly home made—from oak-bark ooze and copperas. Our pens were all made from goose-quills, and our paper unruled: each pupil ruled for himself, with a plummet made of common metallic lead. Copies were all set by hand. I never saw ruled paper until I had been a teacher several years, nor a letter envelope until this academy was eight years old. My first steel pen cost me 25 cents. My first box of lucifer matches (100), while I was at South Hanover College, cost 18¾ cents,—postage on a letter from home the same price."

Many of the backwoods teachers were Irish, others Scotch, others English. Often they were adventurers, adrift upon the world,—fair scholars it might be, but worthless men,—impecunious and addicted to the pipe and the bottle, like Boone's preceptor, and Henry Clay's. The drinking habit appears to have been a pedagogical qualification exceedingly prevalent. An old gentleman in

Vevay, Indiana, told me last winter that it was not uncommon in the days of his boyhood for a school-teacher to manifest his good-will towards the big boys by freely offering them the use of pipes and tobacco, and also the refreshment of occasional drafts from his whisky jug. So, you see, time has changed public sentiment on the question of nicotine and alcohol. I imagine that such jolly pedagogues as Master Halfpenny and Peter Deacon thought little on the subject of "temperance physiology."

In the course of time, foreign teachers lost popularity, or rather they were ousted by the pervasive Yankee schoolmaster, who asserted himself in the Western wilderness, claiming almost a monopoly of the business, and giving to the "people's colleges," a decidedly New England character.

The method of "getting up" a school in the period preceding the mode by taxation and the appropriation of public funds, was this: The applicant for a school would draw up an article of agreement, stating what branches he would teach, and for what rate of compensation. This paper was passed around from house to house for signatures, and subscriptions payable partly in money and partly in "produce." The tuition of the children of the poor was customarily paid by public-spirited individuals of comfortable fortune. The school terms were usually short, from ten to fifteen weeks of six days each; but the daily sessions were very long, extending over eight and even ten hours.

I scarcely need allude to the custom of "boarding round," which prevailed long before and long after the memorable days of Ichabod Crane. It was a custom that came from the East. It had this advantage, that it enabled the teacher to become well acquainted with his patrons, and them with him.

In the work of the school-room, not much system was used in management or method in instruction. The pupils brought to the school such books as they could obtain, or no books at all. A County Judge in Warsaw, Kentucky, told me, that his father learned the alphabet from a shingle upon which the letters were scrawled with charcoal. Classification and grading were next to impossible; the scholars studied in their own way, with irregular and incidental help from the teacher. There were as many classes in a subject as there were pupils studying it. Ambitious farmer boys, "ciphering arithmetic," ran races to see who should first get through old "Pike." An odd miscellany of dog's-eared volumes came from cabin closets to furnish reading text. Happy he who possessed a copy of the English Reader, or the Columbian Orator. Wanting these, he must put up with Æsop's Fables, or Gulliver's Travels, or a Dream Book, or even a torn Almanac. The Bible was in general use as a reading-book, and numerous are the stories told of ludicrous blunders made by blockheads in pronouncing hard scripture words. At an uncertain hour, all hands engaged in scribbling copies which the master had "set" in advance, beginning with "pot-hooks," and ending with moral sentences in "round hand." With pen-knife sharpened to the keenest edge, the master skillfully fashioned into pens the goose-quills brought to his desk. But the culminating exercise was the spelling-match, which usually closed the duties of the day. The scholars, ranged in order along the walls, spelled or "missed" the words pronounced with syllabic precision by the master who stood with ferule in one hand, and Dilworth's Spelling Book in the other, like the genius of education holding up the emblems of power and knowledge. The spelling school at early candle lighting, that nocturnal annex to the social and scholastic day, is embalmed in Eggleston's story of the "Hoosier Schoolmaster."

The three R's "readin', 'ritin', 'rithmetic," the *trivium* of a log-cabin course of study, are rudimental—basilar—essential. Where demand existed or was created for other branches, they were added, and manuals of information where forthcoming. In 1784, Jedediah Morse prepared a text-book on Geography, for the schools of New Haven. This was issued from a Boston press in 1789, and by the year 1811, it had passed through sixteen editions, and was in use in all the states. Lindley Murray's English Grammar held the field as a popular text-book until about 1830. Supply is ever swift to form the acquaintance of Demand, and competition is never long idle. Dilworth's field was soon invaded by Webster and Walker. Authors and compilers in Boston, Philadelphia and New York put themselves to the task of supplying a "long-felt want," by preparing series upon series for the use of schools, and soon rival authors and publishers appeared in the West, in Lexington, Cincinnati and elsewhere. In 1795, John Wood, of New York, published the "Mentor, or American Teacher's Assistant." Dilworth's "Schoolmaster's Assistant" was of earlier origin. In 1811,was issued, in Philadelphia, William Daune's "Epitome of the Arts and Sciences, being a Comprehensive System of the Elementary Parts of a Useful and Polite Education;" Albert Picket's series of "American School Class Books," including works on spelling, reading, grammar, geography and writing, came out early in the century, published by D. D. Smith, New York. "Gummere's Surveying," and James Ross's Latin Grammar, popular guides in their day, were not published until the year 1814.

The school-books which I have just named or alluded to, and others from the Atlantic States, were used in the schools of the Ohio Valley, and stray copies of them may be found in old libraries and second-hand book-stores. They are now dead leaves, fallen from the deciduous tree of educational literature.

The pioneer schools were the best that pioneer circumstances would allow. They gave boys and girls a start in life. The children learned in order to read, write and cipher in practical ways. Harsh, crude, direct were the instruction and the discipline. Among the branches not neglected by teacher or forgotten by the pupil were birch and hickory. Flogging was a specific in well-nigh universal use both as cure and preventive. Our good fathers had to "toe the mark." But sometimes they got even with a despotic master by "barring him out" on Christmas, or smoking him in with burning sulphur, if he would not come out, or even by ducking him in a pond, or such like playful familiarity.

But, a hundred years ago, as now, and as will be a hundred years hence, the good teacher made a good school. There are always difficulties to overcome. Relatively, our ancestors did as well as we are doing now. Cadmus finds a dragon in his way, but Cadmus conquers, and founds his city, and dispenses arts and letters and laws.

# TEACHERS AS SPECIALISTS.

BY CHARLES W. SUPER.

Comparatively few teachers are aware of the pleasure and profit to be derived from the exhaustive study of some one branch of knowledge. The field is so vast that no person is able to make himself familar with more than a small part of it ; but there is an intense satisfaction in being able to say of even a small part, Here is a subject about which I know as much as any person living. When one has reached this stage he is pretty sure to go beyond and to find out things that no one else knows. He thus becomes what may properly be called a creator of knowledge.

Every teacher who has the interests of his pupils at heart will give much time and thought to his teaching or his teachers. But it will be a profitable recreation to turn from the consideration of known facts and from the more or less harrowing duties of school routine to the great realm of nature in which so many secrets still lie hidden, awaiting a human revealer. There are thousands of teachers in our land who might make themselves an authority on some branch of the animal, vegetable or mineral kingdom of the district in which they may happen to reside for a few years. It is estimated that there are a million species of insects in existence, and of these not more than one-fifth have been described and classified. Doubtless a good many new species may be found in the United States or even in Ohio. And to whom has science a better right to look for their discovery than to the teachers of the country? It is worth something to have made a collection of all the butterflies represented in a certain district, but it is of far more value to science to have carefully studied the habits and life-history of a few species. The same may be said of beetles or fishes, or of almost any familiar class of living things.

The vegetable kingdom affords an immense field for the profitable study of nature at first hand. Hundreds of teachers would do well to take some small part of it and make themselves thoroughly familiar therewith. No branch of natural science can be pursued in our public schools with so little cost and so large profit as Botany. One needs to take the statements of the book on very few points because the materials for gaining knowledge at first hand lie so close by.

The great value of a thorough familiarity with one subject, no matter how narrow its range, is that it gives one a fairly correct standard by which to measure one's own and other people's knowledge of many others. A thorough botanist is in little danger of imagining himself a great physicist, or chemist, or anything which he is not. The essential preliminary condition to the acquisition of knowledge is the consciousness of one's ignorance, and it is surprising how large a number of persons never reach this condition, which would seem to be the starting point of every individual. The simple fact that we happen to know more on some subject than somebody else—and it is always possible to find some one who knows less than we—is pretty sure to put us entirely wrong in the matter of our own acquirements.

Books are responsible for an immense amount of false knowledge and industrious readers are in constant danger of imagining themselves wise and well informed when they are not. A great many people become possessed of the book-making mania, and having nothing of their own to add to the sum of human knowledge they are forced to copy from other books. In this way many errors are transmitted from one generation to another, which a little careful observation or research would easily rectify. And it is this habit of careful examination that every teacher ought to encourage to the utmost as well as to practice it himself. If it were possible to get a single generation to prove all things capable of proof and to hold fast that which is found to be true and good, what a revolution in society it would make! The millennium could give us nothing more desirable.

This principle of the division of labor should be applied to the purchase of books,—for every teacher worthy of the name is a buyer of books to the extent of his ability, or at least a reader. A miscellaneous collection has but little literary or commercial value. On the other hand, one that is carefully selected with reference to a special topic will generally sell for more than it cost. It is thus not only a source of pleasure to the collector but a source of profit likewise when it has served its first owner's purpose. The man or woman who should collect all the books and pamphlets that could be found about Washington or Jefferson, or Thoreau or Emerson, or about the domestic mouse, or about beetles or frogs, would be doing a real service to history, or literature, or natural science. It is by apparently insignificant contributions on the part of each single individual that the great storehouse of knowledge is being gradually filled up. The story told of a German professor, who, after spending his best years on the Latin substantive, regretted in his last days that he had not confined himself to the Dative case, while perhaps not true in fact, is so in principle. To cite a few examples: A professor La Roche not long ago published a book of 275 octavo pages on the Accusative case in Homer. Another German published a still larger work on the History of the Infinitive Mood; and to the student of grammar it is a very interesting book. A Frenchman has recently printed a book of 350 large pages on The Letter C in the Romance Languages. The indispensable condition of thoroughness of work is narrowness of range, and the chief reason why knowledge in all departments increases so rapidly in Germany and latterly in France is that this principle is fully comprehended by every teacher. Unfortunately the results of observational work done by the teachers of this country are as yet but insignificant in quantity, though there is no lack of compilations filled with facts and supposed facts gathered at second-hand. We are in great need of more specialists.

*Athens, Ohio.*

# INFLUENCE.

BY NETTIE BANDEEN.

[Read before the Ashland County Teachers' Institute.]

It is a fact conceded by all that we are influenced by our surroundings, whether it be by nature or by the power of one person over another, either directly or indirectly.

Surrounded as we are by the beauties of nature, we have become so familiar with them that they seem a part of ourselves. We count them as common-place things and treat them as such. We have become so accustomed to them that their true worth is not realized by us until we are deprived of them. Nature is so profuse in her offering of things beautiful that we often treat them with indifference. We forget that it is to our environment that we owe our happiness. Everything about us speaks to us silently, yet clearly, teaching us a lesson here and another there. The sun as it rises in the east presents a study in art that no artist can truly paint; yet, even as it casts its brightening beams over our homes, making all things brighter and more beautiful thereby, we count it a commonplace thing. Not a plant but says "God speed." The brook as it murmurs over its rocky bed; the wind as it whistles through the trees; the birds as they flit about, all speak to us, yet we know not what they say. We are used to all these things, yet we forget their power, how they attract and make things more bright. Let the little child shut in from the outside world get but a glimpse of nature and he is filled with new desires; he longs to rise from the sick cot and roam among the fields and flower-gardens which to him seem almost a paradise. If we who are so favorably situated could but feel their true worth; could fully understand their power over us, we would then be more careful to supply those who are not so favorably situated as we are.

To-day, as never before, does music hold its power over man. The heart is softened by the musical notes of the vocalist and is lifted to nobler and higher aspirations. Referring to the old legend of Orpheus, Liszt speaks thus of the mission of music: "To-day, as ever, there is in the heart of humanity the instinct of barbarism, cupidity and sensuality, however pure the morals revealed to her, however enlightened by philosophic research. of the mind, or surrounded by refined civilization. And it is the mission of art to assuage and to ennoble this instinct. To-day, as ever, it is Orpheus, it is art that pour melodic waves,—mighty chords like soft irrepressible light—over opposing elements, which in the heart of every community are ever fighting a deadly combat." However free a speaker may be in the use of his language, if his voice be harsh he does not leave the same impression upon his audience as does the man with the smooth voice and musical tone. Jennie Lind, by her sweet singing, held her audiences as no orator ever did. Men's blood, which naturally ran cold for any thing good, received that warmth that caused Heaven's light to invigorate again their dumb spirits and otherwise lost souls.

But perhaps the influence most felt is that of one person over another as they come in contact in the daily walks of life, seeing and taking notice of what they preach and what they practice. That we influence one another is not denied, but in what direction that influence trends is not always so clearly noticed. As we grow up from childhood to old age, we are constantly with persons who are influencing us either for good or evil, and we in turn are having the same power over them. The case is a very clear one that companionship must tell in the building up of character and the establishing of a name in the world. Solomon's observations led him to say: "He that walketh with wise men shall be wise; but he that walketh with fools shall be destroyed." There is a volume of truth in the saying that any one is known by the company he keeps; and the conclusion is no child's guess that evil companionship has laid the foundation for the ruin of many a soul. Out from the grim prison walls and down from the more horrible gallows come the testimonies which emphasize the awful folly of evil companionship. We take the hint of a wise caution in other directions more readily than in matters pertaining to the best interests of our boys and girls.

The threatened danger from insufficient drainage arouses public sentiment on the question of sewerage. The poorly ventilated school-room, jeopardizing the health and life of the children, raises the hue and cry around the ears of the officials demanding a remedy against the possible slaughter of the innocents; but they forget to consider the power of companionship.

The imitative faculty of our nature is so great that we unconsciously follow in the ways of others and are drawn into their manners and habits. It is scarcely a mere fancy that those who live long together grow in likeness. We unconsciously imitate those with whom we are most closely associated. As the little child imitates its parents so do we follow our companions in after life.

There are circumstances over which we have no control,—we can not order our lot just where we would, but we must hold ourselves responsible for the kind of companions we have around us and the sort of literature we read. The fact is painfully conspicuous that companionship is doing an awful work in corrupting the minds and lives of many of our youth,—the mere looking on at what is wrong in time becomes a participation.

The earnest and persistent war which Anthony Comstock is waging against pernicious literature is timely and significant. Books and periodicals are wielding a tremendous influence over all classes of people in our day. It might be possible to frame into a proverb the truth we are aiming to establish, and it would read thus: Show me the books your boys and girls read and the company they keep, and I will tell you what character they are building.

The magazines and newspapers furnish material for much intelligent interchange of thought. But in how many of our secular papers do we find beside the article that enlightens and ennobles the mind another that has an opposite influence over us. And that the literature read has an influence over the reader is shown when he appears in society,—his conversation takes its cast from the literature he has read.

A man of social attractiveness, especially if he holds some position of influence and distinction, as a journalist, statesman or professional man, is little aware of the influence he exerts upon the society in which he moves. What he says may not be remembered, but what he is will not be forgotten. Many will think of him with pleasure and with a secret desire to be like him.

We should look well to ourselves that our influence may be all for good. When we think that we are molding the character of the coming generation, the thought of the great responsibility resting upon us is overwhelming. The training of children is a preparation for the gravest and most important relations of life, and upon the character of our home and school life depend the well-being of our nation and the permanence of all our institutions. That we may be a nation of honest men and women the children of to-day must be taught not only the usual branches of a good education, but how they may use the knowledge acquired to the best advantage, both to themselves and their fellow-men. And while they are being instructed in the different school studies, there is another study in which they are engaged that is doing more, perhaps, in the molding of their character than any other, and that is the study of their teacher. Every day they are under his control they are watching his actions, learning lessons of good or evil which he is unconsciously teaching.

How careful then we ought to be that the unconscious teaching of our lives be such as to lead our pupils to be noble men and women. Not only by our words but by our actions let us leave upon them the impress of a true and pure character.

Dr. McCosh expressed the highest aspiration of the teacher when he responded at the dedication of a statue of himself in bronze at Princeton: "This statue will carry my name to generations hundreds of years hence. But I wish above all that my memory dwell in the hearts and minds of those who have studied under me." Let us so live before our pupils and those around us that when we have left the stage of action and others have taken our place, those who have studied under us may speak words of praise and point with pride to what we accomplished, thus leaving behind us a grander monument than could be formed of bronze or carved from the purest marble.

# A RETROSPECT.

JAMES G. KEELING.

While looking over my old files of the MONTHLY a few days ago, the spirit moved me to write a few lines. I find, on consulting the tables of contents of the MONTHLY for the past few years, that I have a small library of valuable information on educational subjects. If I had all the information contained therein well fixed, and ready at call, I would count myself well equipped. It will well repay me to take time to re-read many of the excellent articles. Not the number of journals subscribed for, but the thoroughness with which they are read makes the intelligent teacher. An old saw says, "one well read is worth more than half a dozen but slightly noticed." The thoughtful and regular reading of the OHIO EDUCATIONAL MONTHLY can scarcely fail to make a teacher intelligent in almost every department of his work. I realize that if one confines himself to one author he is apt to become biased; but we are pretty well satisfied as to the position of our editor on the educational questions of the day, and we are not to forget that he procures other good talent for the pages of the journal, and keeps its pages open to all of its subscribers who are willing to contribute worthy articles.

The tendency of the present age is to read too much and, alas, not too well. Are we in this day producing great minds, such as were produced a hundred years ago, when the facilities for general reading were far less than now?

I have taught school just ten years, with fair success too, I think, and I am about ready to—to—quit? No, to buckle on the armor and go in for at least ten years more. Still, I don't believe it pays. I have followed it diligently, and by prudent economy have been able to save, say $1,000. One does not get rich very fast that way, but how few get rich anyhow! and, after all, of what use are riches? I have no desire to be rich, but merely to be comfortable and to be above want.

The pecuniary rewards of teaching do not always fall to the most worthy. Many are able to get the high places through favor, while many a teacher does not get his dues because of circumstances for which he is not responsible.

Some one says, "The cream always comes to the top;" but many a dairyman knows that it is not true literally, neither is it true figuratively.

After teaching one year, I thought I knew a great deal about the work, and had the egotism to think I had taught an excellent school. After teaching ten years I am amazed and overwhelmed to find out how little I know and how much there is to be known; and yet I have tried to improve from year to year, both in knowledge and in spirit.

It is said that after ten years of teaching a man is unfit for anything else. I confess that there is a peculiar fascination about teaching which holds its devotees pretty firmly, but I do not believe teaching renders a man unfit for other occupation more than ten consecutive years of any other business would. It is more in the man than in the calling. Ten years of diligent work in any calling, between the years of eighteen and thirty, are apt to leave a pretty strong impression upon the character of most men, especially a man of earnest spirit. Ten years is in reality only a short period, yet when I go over all the little incidents of my experience as a teacher, it seems almost an age. How crude were my first efforts, and how crude they may be now, from the standpoint of others, and from my own standpoint ten years hence.

I always read bits of experience in *our journal* with great pleasure, and I hope these few words may not be wholly devoid of interest.

*Paddy's Run, Ohio, September 7, 1889.*

# BENIGHTED ASHTABULA.

H. L. PECK.

A few facts and figures gathered during six weeks' association with the teachers of Ashtabula county may not be uninteresting to the readers of the MONTHLY.

That a lively interest in education exists in that county goes without saying. Everybody has been to school, is attending school, or is going to attend school. An educational atmosphere envelops the county. Every village is an educational center from which radiate influences that send scores of pupils to higher institutions of learning. Most, or all the high schools of the county make a specialty of "foreign" pupils and afford them special privileges. Jefferson, the capital of the county, has recently erected a four-room brick building for the accommodation of its large "foreign" patronage, and while the village has but four schools (rooms) below the high school, this enrolls from 150 to 200 students. Two boarding halls are run for the accommodation of students, and many board in private families. Supt. R. S. Thomas is a competent teacher, a thorough organizer and a successful executive officer. The growth and prosperity of the school is due to his energy and sagacity, backed by an intelligent and vigorous board of education.

At Geneva, a similar state of affairs exists under the management of Prof. Lowe. Ashtabula, under the supervision of Supt. Clemens, is doing grand work, as was proven by the quality of the material his school sent into the Christy School of Methods. Conneaut, Kingsville, Madison, Andover, Rock Creek, Orwell, Pierpont, and other points are making their mark in the same direction, so that apparently not a quarter-section in the county but feels keenly the influence of the public schools. Grand River Institute, at Austinburg, under the care of Rev. — McClelland, and the institution at New Lyme in care of that grand old veteran, Prof. Tuckerman, contribute largely to the work of elevating the general level of educational sentiment.

Seven or eight years ago a Mr. Christy, by will, left some $30,000, the income of which was to be devoted to the professional training of the teachers of Ashtabula county. The county commissioners were, by the terms of the will, the trustees of the fund. Various plans for the disposition of the fund were proposed, some ill feeling was engendered and some litigation was indulged in. The commissioners finally settled on the following plan: They created a "Board of Control" of five persons. The President of the Institute and the President of the Board of Examiners are *ex officio* members of the Board, and the commissioners elect the other three. This Board decided to unite the income of the Christy fund with the county institute fund, and elected three of their number as an executive committee to act in conjunction with the executive committee of the institute, in arranging for a Summer School. By mutual consent the Executive Committee of the Institute took charge of the "Review" work and the Christy Executive Committee looked after the more strictly professional department. A six weeks' school to be called "The Christy Summer School of Methods and Institute" was agreed upon, to be held at Jefferson. The Christy Committee engaged Prof. S. G. Williams, of Cornell, on The Art of Teaching; Prof. Hinsdale, of Michigan University, on The Philosophy of Teaching; Prof. Louis Force, of Cleveland, Elocution and Reading; Prof. H. A. Spencer, of New York, Writing; Prof. Winchell, of Rock Creek, Music; and H. L. Peck, Arithmetic and Grammar. The Institute Committee engaged Supt. J. D. McCalmont, of Andover, Physiology; Supt. W. S. Griswold, Pierpont, Geography; Supt. W. H. Babcock, now of Port Townsend, W. T., History; and Supt. Hitchcock of Collinwood, Civil Government. The *bona fide* enrollment was 350. The success of the school was so pronounced that the Commissioners will undoubtedly continue the arrangement. The work will be better systematized next year, and The Christy School of Methods will ultimately afford rare opportunities to the teachers of Ashtabula Co. No fee is charged to teachers or students of the county.

The effect of this great activity in educational matters upon the business of teaching is noticeable. Last year there were 767 applications for certificates, 669 different applicants, and 435 certificates were issued. To supply the schools of the county, 317 teachers were necessary, and 570 different teachers were employed. The average wages paid in township districts was to men $27 per month, to women $22. The average wages in township districts in the state was to men $37 per month, to women $27. The number of old teachers in the Christy School was comparatively small. The average wages in separate districts in Ashtabula was to men $52 per month, to women $30. The average in the State was to men $64, to women $43.

A few items concerning two or three schools: Pierpont.—Wells S. Griswold, Supt.; township high school; enrollment in h. s., 90.

Andover.—J. D. McCalmont, Supt.; 4 years' course in high school and about 125 enrolled.

Orwell.—Special district—3 teachers; 3 years' course in high school with 60 enrolled.

Rock Creek.— — Prentice, Supt.; 2 years' course in high school with 80 enrolled—"foreign" pupils 20 to 25.

Jefferson.—R. S. Thomas, Supt.; 10 teachers; 3 years' high school course—150 to 175 "foreign" pupils.

Conneaut.— — Cary, Supt.; 15 teachers.

New Lyme Institute.—11 teachers; Prof. Tuckerman, Prin.; three courses; 264 enrolled last year; 8 seniors. Prof. Tuckerman has been a teacher 48 years, 11 of which were in Cincinnati.

I did not get statistics of other towns.

## EXCESSIVE HELPS IN EDUCATION.

BY DR. W. T. HARRIS.

[From an article in *Education.*]

We have for some time been watching an opportunity of laying before our readers this excellent body of pedagogical doctrine. It touches the very vitals of teaching, and should be well pondered.—ED.

It is evident that the intellectual training of the school which does not help the pupil to help himself is pernicious and destructive of the very ends for which the school exists. This pernicious effect is a constant tendency in education flowing from the mistaken idea that it is quantity and not quality of learning which is to be arrived at by instruction. To get over the course of study rapidly seems to be a very desirable thing to some teachers and to many parents and children. The majority of teachers have learned that such progress is all a delusion; that the true progress is the mastery by the pupil of his branch of study by a clear comprehension of all the steps. From this comes power of analysis—the ability to divide a difficult subject and attack it in each of its details in proper order. Victory is sure to come if we can detach the forces of the enemy from the main body, and defeat them one by one. The good teacher looks solely to the quality of the knowledge, and by this increases the pupil's self-help. The poor teacher helps the pupil by doing his work for him instead of stimulating him to do it for himself. He gives the pupil ready-made information and saves him the trouble of finding it out from books and experiments. He pours in his oral instruction to save the pupil from the necessity of hard study.

In arithmetic, for example, the good teacher does not assign lessons to be learned out of school, for he knows that there is great danger that the elder brothers and sisters, the parents and even the grand-parents will be brought into requisition to assist at the solution of the hardest problems. In the recitation the teacher will then be without any reliable knowledge of the pupil's powers. He will probe a given amount of pupil's work, plus an unknown quantity ($x$) of outside help. The good teacher sees to it that the arithmetic lesson is prepared under his own eyes, and that the pupil does not "cipher"—does not work out all of the numerous "examples for practice" given in the text-book, but only the few typical examples. These he requires him to do again and again, explaining minutely all the steps of the process, and then inventing new problems by the change of the numbers given in the book.

In grammar the good teacher knows that the pupil is to learn how to analyze and discriminate ideas and mental distinctions, thus acquiring logical power and the ability to think out a difficult question by taking it to pieces and putting it together.

Grammar as the science of human speech—since language is the instrument of reason—is the most concrete study that is to be found of logic and psychology. The good teacher does not make the mistake of throwing out grammar from the course of study because it is difficult to learn, and substituting "language lessons" for it because the latter work is easy. He knows that language lessons may be taught in connection with the reading lesson, which is properly a language lesson, and by written examinations on the substance of what has been learned in all other branches of study. Language lessons and compositions, as often taught, are a mere training in gibble-gabble; for they use the colloquial vocabulary. Grammar is to be taught by itself as an indispensable branch of study.

In the reading lesson excessive help has done its utmost to make the first steps easy, and to remove all climbing thereafter. It expends an infinite amount of ingenuity to smooth away all elevations. For this purpose it uses only readers that have the simplest forms of colloquial language, carefully avoiding readers that take up higher vocabularies which develop the resources of our language. The pupil learns to read at sight all lessons written in the colloquial vocabulary—and this is called teaching how to read. Whereas, it is but one-half of the process. The other half, and the more important half, is to teach the pupil to grapple with the great works of literature, and all higher readers of any series are full of excellent specimens of real literature. In mastering these, the pupil must not hurry and endeavor to read a large quantity of reading matter. If he memorizes the gems of poetry and the selections of impassioned prose he will fill his memory with the happiest forms of expression of deepest thoughts and subtlest feelings. In learning these, the pupil learns new words unfamiliar before and new thoughts with them, and his mind grows larger. Our school instruction leans in the direction of excessive oral exposition, and too much manipulating of apparatus. The result is that the pupil is less able to find for himself the aid that he needs from books, and in the case of apparatus, he has less grasp of the universal idea, though he possesses a more intense notion of the special machine in its special applications. This makes him a good routine worker, but lame and impotent in his inventive powers.

I must hasten to allude to excessive helps in geography as found in too much map-drawing—too much physical illustration, and too little study of the relations of man to the planet. In history, in like manner, the pupil is helped by avoiding the study of thoughts and relations, and setting his task chiefly on the biographical parts and personal anecdotes. These should be only the vestibule to history. But excessive help in education wishes to prolong the vestibule and never reach the temple itself.

In conclusion, I would briefly name the two excessive helps in discipline. There is the old regime which administered the rod industriously, and sought by an oppressive system of espionage to prevent the growth of evil habits. It was excessive help. The doing of good was to be made easy by the aid of bodily terror and by the consciousness of vigilant supervision. Another person's will was to penetrate the sacred limits of the pupil's individuality and take away his autonomy. The building up of walls round the pupil to shield him from bad external influences had the effect of weakening his will power and first making him an un-moral being—afterwards to grow into an immoral and corrupt one. After the pupil left school and came upon the world he felt the need of the master's rod and threatening look, and not finding this or a substitute for it, he found in himself no strength to meet temptation. Excessive helps in the way of harsh punishments and rigid supervision hinder the development of the will and tend to form moral dwarfs, or moral monsters.

On the other hand an excessive help to self-activity and freedom by giving too much rein to the inclinations of the youth is apt to ruin him. The too lax discipline allows the weeds of caprice and arbitrariness to grow up and each pupil strives against the order of the school, gets in the way of all others, and the total result is zero. The one in authority does not act to help the pupil obey his higher self and subdue his lower self. Such sentimentality ignores in fact the existence of two selves in the child—it does not see that he begins as an animal self full of appetites and desires and must become a rational self, a spiritual self, governed by moral and universal ideas. He must put down his animal and vegetable nature and put on the ideal type of human nature in order to be civilized. The too lax discipline, or the discipline that aims to isolate the pupil from temptation—the flower-pot system of education—this discipline helps excessively the development of the spontaneous will of the pupil and helps unwisely. The pupil becomes wayward and selfish, or weak and pusillanimous, and falls an easy victim to the temptations of the real world after he leaves school.

Excessive helps in the intellectual branches do not produce such lasting and far-reaching destruction as excessive helps in discipline. They may be more easily remedied. But excessive helps in discipline destroy the character and tend to make the whole personality a zero.

Since the properly taught and disciplined school can, and does give the only kind of help to the pupils that will help them to help themselves, it is obvious how important is this question of excessive helps in education.

## WANTED—RATIONAL MODES OF TEACHING.

[From the London *Globe.*]

Although every great teacher, from Aristotle until now, has insisted on a more rational method, we are still tyrannized over by the tradition that education is synonymous with the acquisition of knowledge. Consequently, instead of endeavoring to train young minds how to reflect, how to reason, our teachers aim solely at the inculcation of truths. Now, truths vary in utility as much as in beauty. That my neighbor is a Roman Catholic is an indisputable truth. But, except to my neighbor himself, the fact is of no consequence. So the population of a remote town may be a truth; but it has absolutely no value to the average brain which labors to acquire it.

Tell the most ignorant of nurses that the best way to develop a child's physical powers is to keep it absolutely passive while you force into its stomach as continuous a supply of nutritious food as it can accept, and she will laugh at you. But note how closely akin to this is the plan upon which it is usually proposed to develop the mental powers. The brain, that sensitive intellectual stomach, is loaded with a mass of heterogeneous facts. Date is added to date, mountain-height to mountain-height, river-length to river-length, population to population—until time or finance fails. Then the education is said to be "complete." In vain do thoughtful observers protest. In vain do they urge that digestion and assimilation are as necessary to psychical as to physical health. Lessons, lessons, lessons, always lessons is the order of the day. From alphabet to graduation, the greater part of every year is passed in gorging the memory as though it were a veritable boa-constrictor. The working hours of school-life swing, pendulum-wise, between study and recitation. Among the arts and sciences of a popular curriculum, reflection has no place. Reflection, in itself the art of reasoning and the science of knowing. Not to cultivate the memory at all would be a gross error. It is a worse to cultivate no other power. To give a boy or girl facts instead of faculties is to substitute memory for mind. When all the energies are devoted to this exclusive end four-fifths of the mind may be said to be in danger of atrophy ; the remaining fifth of hypertrophy. And all too frequently, between the excessive stimulation of the one and the inanition of the remainder, an intellect which might have dowered its possessor and enriched the world sinks into a lethargy capable of neither.

We know how seldom precocious children realize their high promises. Somehow it comes about that a star which was thought to be of the first magnitude scintillates less and less brightly until it is classified among those average lights which shine without distinction ; while out from an unexpected quarter blazes a luminary destined to light new worlds of thought. This is the erstwhile dullard. Nor is it far to the explanation. The native powers of this mind were preserved to its possessor beneath an impermeable shell of indolence or obstinacy until their inherent vigor broke through the crust. It is not intended to argue that young minds are best left to nature's tuition. On the contrary, it is believed that even where this succeeds, the process of intellectual development would have assuredly been both facilitated and extended by wise training and sympathetic counsel. In general terms, it may be said that the crying need of young minds is not so much knowledge as the love of knowledge. To arouse this is the aim of the true teacher. For this purpose we need much more *viva voce* instruction than is now the custom. It has been well said that, from the moment printing enabled and induced the master to delegate an important part of his work to the inanimate book he began to neglect his duty. Legitimate questions should be encouraged. Interest always breeds inquiry. On the manner in which questions are elicited and satisfied—on the thoughtful consideration and solution of his difficulties—must depend the young student's affection or distaste for studies which have no business to be "dry."

It is not an education simply to know many things. Only applied knowledge is power. In one of those lectures which, for sweep of thought and beauty of expression, are well-nigh matchless, Sir William Hamilton has spoken pregnant words which it befits us to ponder anew. "But, as it is evident that the possession of truths and the development of the mind in which they are deposited are not identical, considered as ends, and in relation to each other, the knowledge of truth is not supreme, but subordinate, to the knowing mind."

It is time that parents and teachers should awaken to the fact that, brilliant exceptions notwithstanding, the system of so-called education commonly pursued is a failure ; that it deadens the love of learning which is inborn to every healthy brain ; that this is especially true of the female education ; and that to this senseless, useless drudgery of memory without intelligence is due the multitudes of novel-devouring, sensation-craving, frivolous, unbalanced lives which cumber the earth. It is the duty of the teacher to make study a delight. This can, and ought to be, done. This should be the true aim of education. A beneficent law of human attainment makes difficulty the standard of value. But it is pre-eminently a teacher's part to show the student that cheerful toil never fails to buy beautiful things of the gods. When he or she is guided to see how truly the mind may become a great and inalienable kingdom—a joy in youth, a support in age—then, and then only, is developed in the individual that perfection of intellect which Kant rightly held to be the great object of education.

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Educators should feel beyond everything that character is the highest attainment of a human being, and use their influence accordingly. We know that character can always be counted on. Conditions and circumstances may shift and change, but the vital elements of character remain the same.

# PRIMARY DEPARTMENT.

## SPECIAL CONTRIBUTORS.

**Mrs. Carrie Newhall Lathrop,** Principal Cincinnati Normal School.

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**Miss Nellie Moore,** Institute Instructor and Principal Model Department, Defiance College, Defiance, Ohio.

## SCRAPS.

[These scraps are valuable. Save them all.—Ed.]

I have tried something the past year, which was not only helpful in keeping my little people happily employed for a time, but also gave practice in writing words, furnished an oral language lesson, brought out some original thoughts, and kept them *quietly* busy, for fifteen or twenty minutes at a time. I collected a number of newspapers, with cuts of shoes, boots, slippers, etc., and showed the children how to clip them out neatly, and when we had made quite a collection, suggested that they make the shoes going to different places. Of course, their imagination filled them with busy feet, and the idea was quickly grasped. One little boy, whose father is a large shoe dealer, mentioned it at home, and his papa furnished him with several books of advertisements, and now the children were in clover. Such lovely colored shoes, party slippers, tennis shoes, etc., and almost no end of them. During the Centennial, our little eastern children heard a great deal of it, many of their parents, and some of our own pupils, going, and oh, the processions of feet that wended their way to New York, and the lovely slippers that danced at the ball ! After they had amused themselves for a while, we had our language lesson about them. Sometimes they were all going to play tennis ; again it was a rainy day (in play), and out came the rubbers of all descriptions, from the hip-boot to the dainty sandal. Again, a party in the village suggested the slippers, and pink, white or buff could be had for opening a box. But prettiest of all were the long rows of boots trotting off to school. For spelling, I put the names of the different kinds on the board, a few each day, and this in turn furnished work for a while in copying them.

An excellent method for stimulating thought and cultivating the power to express, is what we call our "Card Lessons." Make a collection of pictures, such as may be clipped from advertisements, book catalogues, etc. (the sources are legion in these days), mount them on pasteboard cards, or the backs of pads, leaving a margin of an inch or two around the outside on which to write questions concerning the picture; distribute fifteen or twenty minutes before the language lesson. For my little ones, I have them bring the cards up to me while I ask the questions, but for the ones who can write the answers, some one collects the written answers and I read them. Such countless varieties of pictures may be had, that a lesson on almost any subject may be made. The publishers of holiday books make their catalogues so attractive these days, that they are well worth *buying*, could they not be obtained otherwise. So also of the school-book catalogues. Mount a few of your pictures, write your questions, take them to school, and ask your pupils for pictures, then,—cry for mercy. Teachers of ungraded schools, will find their older pupils pleased to help in the mounting. I have made a collection of animals, birds, plants, etc., etc., putting those of each zone together, and writing questions concerning them on the margin. A picture of the interior of a mine, with the workmen, led up to the reading of "Black Diamonds," a book, by the way, which possesses the keenest fascination for boys and girls. For the very little ones, pictures of dolly-houses, of children playing, of dogs, cats, etc., are appropriate. One that was very pleasing and provocative of thought, represented a cozy kitchen, a hod of coal, a hot stove with a kettle boiling vigorously, while a little girl, who had dropped her doll on the floor, stood up before the steaming kettle, apparently dancing in glee at the humming kettle. "What makes the kettle dance?" "What makes the little girl dance?" "What do you see in the picture, that lay hidden away in the ground?" "What would have happened, had the kettle been fastened up tightly?" etc., etc., brought out some bright answers. My older pupils were so much interested, that I prepared some cards for them also, pictures of authors, scenes in the west, in foreign lands, of public men, and many others, some of them suggesting questions in literature, geography, political economy, etc. I think this work is especially valuable for *ungraded schools*. Try it, and see how many nice lessons may be gotten from it.

As my pupil's ages range from six to sixteen, our experiences are varied, and I should like to speak of an experiment we made in geography which we all felt to be helpful in several directions. The idea was suggested from a thought, dropped like a seed, by Prof. King, of Boston, at a meeting in Waterbury. A state or country was selected for study; all that was in the text-book concerning it was committed; then cyclopedias, books of travel, newspapers, etc., were searched for information on the topic, and *careful* notes were made from the reading. These were afterwards studied, just as the text-book lesson, and then dividing the topic into its different heads,—situation, physical features, government, etc., each wrote all that could be remembered under each topic. Then a map was drawn of the country or state, and when all was complete, I tied the leaves together, placing the map first, and using for covers light brown paper, which they usually ornamented with simple borders, and sometimes adding a scroll with the name of the book and also of the author. Tiny bows of bright colored ribbons fastened them, and made them attractive. While they were studying Africa, Stanley's letter was published, and a fair chorus of voices proclaimed the news one morning, and before school opened, one of my girls marched proudly in with a copy of the New York paper, first to publish it. So highly were their books prized by the parents, that I could only secure a few to take home this summer, by promising to bring them back when I returned. We hope to do much better the coming year, on the books, and I mean to try what I can do along the same lines, in the History of the United States. I would add that all my geography classes did this work, the primary classes more especially under my own direction, in gathering materials. MRS. A. H. DEVOIR.

*Nangatuck, Ct.*

## TEACHING GEOGRAPHICAL TERMS.

If nothing better than the teacher's desk is available, make use of *it* by covering it with coarse wrapping paper, and placing over this some newspapers.

Next obtain some sand—molder's sand, if possible—and spread it over the paper, leaving a margin to represent the ocean touching the coast of the land which the sand represents.

Now prepare your class to listen to a talk about the land and water. The following outline will show what I mean:

I. LAND.—
  1. Formation of soil.
  2. Molten condition of earth at first.

3. Gradual cooling of crust.
4. Thickness of crust.
5. Molten interior.
6. Increase of temperature in descent towards center.
7. Depth of frost-line in different latitudes.
8. Warmth in different latitudes.
9. Variation in size of plants and animals as influenced by heat or cold.
10. Short talk about kind of climate in which well-known fruits grow.
11. Influence of climate upon character.

II. THE OCEAN.—

1. What it is.
2. Depth.
3. Extent.
4. Saltness.
5. Color in different parts.
6. Fishes and other inhabitants.
7. Currents.
8. Whirlpools.
9. Icebergs.
10. Use of ocean to man.
11. Bays, gulfs, seas, straits, etc.

Going back to the land, we now form and describe rivers, brooks, lakes, springs, capes, promontories, peninsulas, mountains, hills, valleys, etc.

To show difference between a salt and a fresh lake, teach them to make no outlet from the one which they call salt, while the fresh-water lake must have an outlet. Also be careful to have mountains and hills represented in the same lesson, seeing that they are proportionate with the definitions of each.

"Make haste slowly" enough to have each term well learned, and make use of the globe and maps in common with the sand. When the pupil can form an island with the sand, and can define island, teach him the name of some island which he may find upon the map.

Follow this plan with all terms. You will be surprised, at the end of a few weeks, to see what an intelligent class you have, and how well they will remember their work. When the foregoing hints are developed into practical facts, a lesson like the following may be given. Write on the blackboard these suggestions: "Represent an island; a continent; a river; a brook; a hill; a mountain; a valley; a volcano; a salt lake; a freshwater lake; a delta; an estuary; a promontory" The lesson may be continued according to the time you have for it.

When the forms are molded, you can hear the lesson with very little talking on your part. Just say to Arthur, "Arthur, you may commence your story." When he has recited his share, John may continue, then James may go on from this point, etc. Does some one say, "How does the story sound?" I answer, that depends upon how well you have trained your class,

Here is a sample of such story: "This is a continent; it is one of the largest natural divisions of land; there are three continents—the Eastern, the Western, and the Australian. The ocean touches the continent on all sides but we do not call it (the continent) an island because it is so large. Here is an island; it is surrounded by water and is much smaller than a continent. It is a continental island; it lies near the continent and is a portion of the mainland. Here is an island away out in the ocean; we call this an oceanic island. This narrow island is a coral reef (here follows an explanation too long to write in this article, but you can supply it). This is a mountain range, the top is called the crest; the sides, the slopes; the bottom, the base. This is a volcano." (Here is given a full description of each part of the volcano, and in all probability Vesuvius is spoken of and its story related.)

With each part of the foregoing story, the pupil mentions something upon the map, which she has learned in connection with the definition of the term.

When these things are well learned, the class may learn to make a sand-map of North America, and learn the names of the principal forms from the map in the book. Let one write on the board an outline for a lesson, and then let him hear his class recite, and make corrections, while you watch to see if he, himself, needs any recorrecting.

These lessons will give your own knowledge of geology, geography, both local and physical, history and astronomy an airing, and will also develop your ingenuity as well as the memory of your pupils.

One day, upon returning to my class after a moment's absence, I noticed a hole under the sand mountain, and a twinkle in the eyes of one little boy. I said to him, "You may tell the story." He described the mountain and then said, "This is Hoosac Tunnel," and then followed an animated description, which, by the way, I had given to the advanced pupils some weeks previous to the recital of this lesson. I took the hint, and The Pictured Rocks, The Palisades, Natural Bridge, Suez Canal, Erie Canal and other things followed.

Now, if J. J. Rogers will give his plan for teaching a class after they have gone thus far he will save me from plagiarizing.

*Aurora, Ohio.* ELEANOR PLUM.

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## NOTES AND QUERIES.

### BRAIN THRESHING.

Superintendent Thomas, of Ashland writes under date Sept. 6:—

The brain threshing begins here next week. I have been trying to invent some new methods for use the coming year; but after one whole sleepless night of cogitations, I have concluded that the old flail used in the time of Aristotle is still ahead of any machine that has since been invented. Now and then a man like Pestalozzi makes the threshing seem a little easier by using a differently shaped flail, and by making the handle lighter and smoother; but the thresher is still obliged to bring into action the same set of muscles as before. The modern object-psycho-peds are still intent on inventing a machine that will not only make the threshing easier, but will also thresh out the same amount of knowledge, no difference whether there are any heads to the straw or not. But I am skeptical.

Brother Thomas will at least concede that there is something in knowing the proper time to thresh and when to stop threshing. There is not much profit in threshing over old straw. And there are degrees of skill in the use of the old flail.—ED.

### USE OF TOBACCO IN SCHOOL.

I have more or less trouble every winter with pupils who are in the habit of using tobacco. Sometimes a pupil persists in its use after it has been forbidden. What is the best course to pursue? Would it be proper to expel a pupil who thus persists? E. A. W.

The use of tobacco in school should not be tolerated. The practice is injurious to the user and disgusting to his associates. The manner of treatment should vary with the circumstances. A teacher of strong personal influence will not often find much trouble in disposing of such cases. Whatever is done to beget a right sentiment, and especially to lead those who indulge in the vice to see it in its true light, will be clear gain. Better than external repression is internal up-building. But those who wilfully persist against all persuasion and admonition should be made to feel the weight of school authority. Disobedience and disregard of school requirements in relation to this matter should be looked upon as insubordination and dealt with accordingly.—ED.

### QUERIES.

51. Are titles of nobility still recognized in France? A. B. C.

52. Who was the president of Harvard University at the time of the battle of Bunker Hill? F. M. P.

53. What and where is Negropont? A. M. R.

54. Can an infinitive ever be used as the object of a preposition? If so, give an example. F. M. P.

55. "What distinguishes the master is the *using* those materials he has." Dispose of "using." A. B. C.

56. Sold two horses for $1,400; on one I lost 20 percent, on the other I gained 25 percent, and my net gain was $100. What was the cost of each horse? A.

57. What is the size of a square field whose area in acres is the same as its perimeter in rods? A. B. C.

58. A rectangular field 100 rods long and 40 rods wide has been just half plowed by plowing around it uniformly. What are the dimensions of the unplowed part? Arithmetical solution.
P. P. W.

59. A tree 100 feet in height stands on level ground 20 feet from a wall 10 feet high; where should it break so that, falling at right angles across the wall, it may rest on the stump and on the wall and the top just reach the ground? W. H. B.

*Cedar Falls, Iowa.*

# EDITORIAL DEPARTMENT.

*The* MONTHLY *is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

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The kind reader will please to attribute the tardiness and other shortcomings of this number to the sickness of the editor during most of the month of September. All book notices and a good many items of news, institutes, etc., are left over. But we hope soon to have done with bella-donna, hydrargyrum cum creta, quinine, etc., for a time at least.

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We are no longer able to supply new subscribers with the August and September numbers. The supply of the September number, which we supposed was ample to meet all demands, is already entirely exhausted. Thanks to the good friends, one and all, for their kind favors. It shall be our constant aim to make the MONTHLY worthy of the generous support it is receiving. New subscriptions may begin with October.

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What is done in the way of educating children is scarcely a tithe of what might be done. Not a home and not a school in the land that does for the young under its influence what might be done for them. There is no adequate conception of the possibilities of a human soul. Youth know very little of their own capabilities, and few parents and teachers are much wiser in this regard than the children. Nothing is more important for the teacher than to get and keep before his mind a high ideal of education. Even occasional glimpses of the possibilities of human culture will lead to higher endeavor and better results.

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Over-much law-making breeds contempt of the law. When legislatures and councils undertake to regulate everything and everybody by statute and ordinance, their enactments are liable to become so numerous and exacting as to lose their efficacy. In a similar way an unwise teacher may adopt so many rules and issue so many orders that the pupils are indisposed or unable to observe them, and the teacher himself is unable to enforce them; and thus it comes to pass that the most wholesome and necessary regulations are disregarded as well as the petty exactions. There is probably as much danger, both in the familly and in the school, from unduly minute and exacting discipline as from over-indulgence. The best discipline consists of necessary and reasonable regulations enforced with uniform strictness. The largest liberty and the least force consistent with general and individual welfare are the most beneficial as well as the most agreeable.

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Much emphasis is properly laid upon reading as a means of furnishing and polishing the mind. The exhortation everywhere is to "give attendance to reading." Reading circles are formed and courses of reading laid out, and it is probable that more reading is now done among the masses of our people than ever before. More effort is put forth than ever before to beget in the young the reading habit. All this is well; it is full of promise. But it should never be forgotten that a knowledge of books can never take the place of thought. Reading is valuable only as it stimulates thinking. It is thought that strengthens and broadens the mind. Few books and much thought is far better than many books and little thought.

A Boston newspaper man who has recently been traveling through the Indian Territory expresses his surprise at the intelligence and interesting conversation of the Cherokees. They read few books and newspapers, and yet they talk well—with force and originality. Upon investigation the stranger learned that the average Cherokee spends much of his time in meditation; and that to this daily habit of silent thought are due the intelligence and wisdom manifested in their conversation. It would be well for us to couple with our omniverous reading something of the thoughtfulness of these red men. The mighty thinker is a king among men; and the teacher who can make thinkers of his pupils is a king among teachers.

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A writer in a late number of the *United Presbyterian* devotes two columns to "our common school teachers," taking a more liberal and appreciative view of the work and influence of public school teachers than we sometimes find in church papers. After saying that "the teachers of our land are confessedly a mighty factor in our civilization, their work is big with growing possibilities, it has much to do with deciding the destiny of the Republic, and the advancement of Christ's kingdom," the writer expresses the firm belief that those institutions of learning, not under state control, which are free to make the religious element prominent and positive, should give more attention to the training of public school teachers. Every such institution "might have, and ought to have, a normal department, under the general management of a skilful teacher, acquainted with the best methods of public school instruction."

This is what we have long maintained. Every Christian college should have its chair of didactics, and the tendency is strongly in that direction. College trustees and faculties are feeling their way. Several Ohio colleges have made a start, and others are looking for the means to endow a chair of this kind. When such departments are established they should look to the instruction and training of teachers for the home as well as the school. Here is the gravest defect in our educational system. Mothers are the natural teachers of the race. Every mother should be an intelligent and skilful teacher. Let all the girls in the land be instructed in the care and training of children.

The writer above referred to closes his article with this choice benediction:

"May God bless the public school teachers of our country, and may they have a large place in the mind and heart of every Christian philanthropist and patriot."

Such recognition is gratifying and encouraging to teachers, and should lead them to renewed endeavor after higher fitness for their work.

## COMPULSORY EDUCATION.

We have been tardy in calling the attention of our readers to an act of the last General Assembly, requiring children under fourteen years of age to attend school a stated number of weeks each year. This act takes effect Jan. 1, 1890. It provides that children between the ages of eight and fourteen shall attend a public or a private school, not less than twenty weeks in city districts, in each year, ten weeks of which, at least, shall be consecutive, and in village and township districts not less than sixteen weeks, eight of which shall be consecutive. The employment, when the public schools are in session, of any child who does not give good and sufficient evidence of having complied with the provisions of this act, is prohibited under penalty of fifty dollars for each offense.

Minors between the ages of fourteen and sixteen, who are unable to read and write the English language, are required to attend school or receive private instruction until they can read at sight and write legibly simple sentences in the English language.

Parents, guardians, or other persons having charge or control of children, who refuse or neglect to comply with the provisions of this act, shall be deemed guilty of a misdemeanor, and shall, on conviction, be liable to a fine of not less than five nor more than twenty dollars for the first offense, and not less than twenty for each subsequent offense, or to imprisonment for not less than one nor more than three months.

Boards of education in cities of the first and second class are required to employ a truant officer to assist in the enforcement of this act. Provision is also made that constables or other officers shall act as truant officers in village and township districts. And any person or officer mentioned in the act and designated as having certain duties to perform in the enforcement of any of its provisions, neglecting to perform any such duties, shall be liable to a fine of not less than twenty-five nor more than fifty dollars for each and every offense.

Those concerned should apply to the county auditor or write to the School Commissioner for the full text of the law.

## FRANCE IN THE LEAD.

Mr. Andrew Freese, one of the earlier superintendents of the Cleveland schools, still residing in Cleveland, has furnished for publication in the *Leader* extracts from a letter written by Dr. C. C. Rounds, principal of the New Hampshire State Normal School. Back in the sixties, when male principals flourished in Cleveland, Dr. Rounds belonged to the pedagogical decemvirate of that period. The school authorities of New Hampshire had sent Dr. Rounds as commissioner to the Paris Exposition, and he writes his impressions of what he saw :—

"I made education my special study. France made far the best showing of France, Paris was far ahead, therefore Paris became the main subject of study. No city or town probably ever made any such exhibit of education before. My attention was drawn to what France is doing for the education of her people some two years ago, and I had made quite an extended study of the subject before. What France is doing to educate her people is simply marvelous. This work has been going on for ten years, and unless we arouse in time we shall be hopelessly distanced in the race. They are far beyond us in mathematics, in the whole range of science-teaching in the common school, in history, in moral teaching; and in drawing we are nowhere.

"The schools have been taken entirely out of the hands of the church. They have been made entirely free as to tuition, text-books, and everything. Attendance has been made compulsory up to the age of fourteen years, and attendance is compelled, even to the imprisonment of the parent who does not observe it.

"We have been a long time discussing as to whether, why, or how the kindergarten can be incorporated into the public school system. France has done it. The essentials of the kindergarten have become a part of the lowest grade, and the name kindergarten has disappeared. We are still quarreling over the subject of manual education. France decrees that one or two hours a week, according to grade, in her schools *shall* be given to manual education, makes this a part of the training of all her normal teachers, and thus assures the success of the work. France says as we do that teachers should be trained, and she now has in each of her eighty-six departments two normal schools, one for men and one for women, and to assure competent teachers establishes two higher normal schools to train teachers for the normal schools She passes a law favoring the establishment of girls' colleges, and many have been established. To meet a new demand she establishes a school to prepare professors for the girls' colleges. To systematize the work of the schools there is a national council of sixty members, whose duty it is to form and revise courses of study.

"The results of this work are already remarkable. The street arab has disappeared. "What has become of him?" I asked Monsieur Beuisson, of the Department of Education. "He is in school," was the reply. I spent some weeks in the study of Paris, going into the poorest quarters as well as the richest, and I found more wretchedness, filth, vice, squalor, human degredation, juvenile and adult, in half an hour in London than in all these weeks in Paris. Yet people will persist in reading Paul de Kuch and Zola, and asserting that Paris is superficial, heartless, rotten with vice. I believe that if things go on for twenty-five years as they are going now, the beautiful city on the Seine will contain the most cultivated, the best educated people that the world has ever seen. And what shall America do?

"I put myself into relation with the authorities, visited schools as far as I could in the closing days of the school year. I should have been on the ground a few weeks earlier. I collected a large amount of official documents for study at home. French education I purpose to understand, and hope to return to Paris for a longer stay and a more thorough study ere long.

"I visited the normal school for girls for Paris, and the schools for practice annexed to it. All normal pupils are obliged to board at the school, being allowed to go home for Sunday. Board, books, tuition, all school expenses are free. The school-books used are free, and when the pupils graduate the books used are given to them, not lent as sometimes with us. There are this summer 300 candidates for admission. A written examination of two days will probably cut this number down to 150 or 100, and these will be admitted to an oral examination lasting two weeks, about ten being taken at a time. Only the best twenty-five are admitted. The course is of three years. This is the care France is taking to secure good teachers."

What hope is there for our beloved Ohio? Must we wait for a Sedan to open our eyes?

## COMMON SENSE IN THE SCHOOL-ROOM.

It would be no difficult task to show that common sense is one of the most valuable things in life; and that some persons who possess other good qualities in no mean degree seem to be somewhat destitute of this pre-eminently useful characteristic. It is a remark to which our ears are not entirely unaccustomed, "He is a learned man, but he seems not to have much common sense."

I have thought that we could define common sense as quick and accurate reasoning concerning every day affairs. But the definition, while including much that belongs to common sense, does not seem to define it perfectly, because reasoning is so capable of improvement by cultivation, and some persons seem to be endowed by nature with common sense. But it is a consolation to know that we do not have to define everything that we can cognize.

The pre-eminent success of some teachers is due largely to their common sense; and the lamentable failure of some others who, perhaps, have fine scholarship and a pleasant disposition, is due to their lack of it. The length of time which some superintendents are able to hold their positions is due to the common sense they show in dealing with their school boards and other patrons of the school. We do not mean by this any low truckling for position which is unworthy of manhood; but that straight-forward way in which a man can adhere to the right while at the same time he wisely refrains from antagonizing those whose support is necessary for the proper carrying out of his plans.

Every summer while I am engaged in my institute work, I find that the number of teachers who are doing excellent work in ungraded schools, who are really doing more for good supplementary reading than is done in *some* of our city schools, is growing larger. Many of these teachers are succeeding in doing so much for their schools through the common sense they show in managing school directors; through the common sense they show in bring about reforms wisely, and not by rushing into them with a headstrong recklessness which in itself is sufficient to deter prudent men from a course they might otherwise be led to adopt.

But it is of common sense in the school-room that we wish specially to speak. For, seriously, we are afraid that there is one place where it is about to be driven out by the very thing which we have coveted for teachers, professional zeal. It is not common sense when ground is already ploughed to plough it over again because the farmer should plough before he sows. It is not common sense when the room has already been swept for the housekeeper to sweep it over again because the room must be swept before it is dusted. It is not common sense, if it has rained all day and all nature is refreshed thereby, to use the hose to water the grass because it is our custom to do so every evening. It is not common sense because we have learned in a normal school or at a teachers' institute how to teach the primary colors, to spend our time in teaching *blue* to children that have for a long time known "the grass to be green and the sky to be blue"; to teach *red* to children who have known and admired it almost from very babyhood. The common sense way would be to find out how many children did not know the colors and teach them what we want them to know. Or if we want the colors known as primary colors, to teach that name, and the proper order of giving them; things which most probably are not known.

If the children know *one* and know *two*, we should not teach that which is already known, no matter how beautiful a method we may have for presenting those numbers. Common sense demands that we adapt our teaching to the children, and not that we try to adapt the children to our preconceived ideas of how subjects should be presented, from their very elements through their most complicated combinations. In short, common sense demands that under all circumstances we find out what our pupils know, and what the menta growth they have attained, and not waste our time in teaching them what they already know, or in training them to a mental stature they have already reached, because, forsooth, we have learned how to lead them up to that point. Common sense forbids our venturing outdoors in winter weather, when the mercury is ranging in the neighborhood of zero, in French muslin dresses and slippers; but common sense does not demand that because we select flannel or broadcloth for such weather, that we are all to wear blue or all to wear black, or I am to get into the gown made to fit you or you into the coat made for your big brother. In the same way there are certain things that must be ruled out entirely from the school-room because the atmosphere of the child's mind is such that they are utterly out of keeping with it; but even the principles concerning whose certainty there can be no question because they are founded on psychological truth, must be followed out in methods best adapted for receiving careful management from the special teacher who employs them. There is a danger that teachers who have marked success in any special way think that it is the only road to success. Some even carry this idea so far that they think, "If *I* cannot govern my school well without standing, or *I* cannot teach this particular subject sitting, it is a sign of laziness on the part of any teacher to sit." There is a narrowness in this way of judging others.

In nothing that I have said is there a word that will imply that there is no necessity for the normal school, or that there cannot be an institute which will be helpful to all teachers who attend it. Common sense demands that there should always be study of the material out of which we are expected to make something good; that there be a knowledge of the tools with which we are to work; and that there be an opportunity to visit the skilled workman while actually at work; that we be led to see why such a workman acts in a certain way; and that, when possible, we be given an opportunity to try our own hands under his wise guidance.

Common sense demands clear, accurate language in the school-room. It teaches us when we "mean a spade to say a spade. It sees that nothing is gained by calling a word a "name word" in one grade and a *noun* in the next. It indicates that when we have an idea, unless there is some natural impediment in our speech, we can be taught the word that stands for that idea. Common sense drives from the school-room all talking for effect. The teacher shows by example and does not hesitate to state in precept," As a general rule, the higher the culture, the simpler the style and the plainer the speech."

Common sense scouts at the idea that dignity consists in stiffness. It knows well that shoulder braces are only worn to correct a physical defect, or to aid weakness inclining to that physical defect in overcoming it. Those who are strong need nothing external to impress others with their strength. There is a playful calmness about them that might almost seem indifference to the careless observer until occasion demands an exercise of their powers, when they show themselves almost intellectual or moral giants. Indeed, assumed false dignity is so out of place in the school-room that the common sense of the children delights in exposing its weakness.

Common sense shows itself in an infinite variety of ways in school management. It and its twin sister tact, are almost in themselves sufficient to manage any school whatever. They never create difficulties for the purpose of overcoming them. They know when to see and when *not* to see. They never grow "fussy" over little things and fret away strength needed for the destroying of serious evils or for the upbuilding of the right.

A good many proverbs are the utterances of common sense, and their homely wisdom is valuable in the school-room in spite of those who seem (to themselves) to have reached so elevated a station that they can look down on prudence. One of the many of these proverbs is "There's no use crying over spilt milk." And just now I want to say to my many teacher friends, both old and new, who are starting out in another school year, with, perhaps, a new school, at any rate with new problems of instruction and school management constantly presenting themselves. Common sense teaches, don't worry, do the very best you can each day and trust the results to Providence.

MARGARET W. SUTHERLAND.

## EDUCATIONAL INTELLIGENCE.

—The Cambridge schools have opened prosperously and with an increased attendance.

—Brooklyn schools opened September 9 with fourteen teachers and about 600 pupils. Enumeration of district, 1111.

—The Springfield schools opened Sept. 2, with a very large attendance. Several additional teachers had to be employed. A school exposition is to be held in March next.

—The Perry county institute was very successful. The work of the instructors was very satisfactory. The attendance was large, and an unusual interest was taken in all the exercises.

—The Portage county institute, held at Ravenna, was conducted by Dr. Eversole and Rev. C. W. Carroll. The enrollment reached 256, the attendance was regular, and the interest was well sustained.

—Better than Wellington or Canal Fulton. The number of graduates from the Columbiana High School is sixty—*thirty-seven boys* and twenty-three girls. In the class of '89, there were *eleven boys* and three girls. L. L.

—The Jefferson county institute was held this year at Mt. Pleasant. The attendance was not large but the interest was well sustained. O. T. Corson, of Cambridge, and Miss M. J. Leslie, of Steubenville, were the instructors.

—The Logan county institute was held this year at West Liberty. J. C. Hartzler and Mrs. J. H. Jones, were the instructors. An interesting and profitable time is reported. Next year's session will be held at the same place.

—The *Illinois School Journal* and the *County School Council* have been merged under a new name, *The Public School Journal.* The new journal issues from the old office of the *Illinois School Journal,* at Bloomington. It has made a promising beginning.

—The Warren county teachers' institute was held at Lebanon, Ohio, in the Odd Fellows' Hall. Dr. and Mrs. Williams, of Delaware, O., were the instructors. The enrollment of teachers the first day was over one hundred, and increased accordingly during the weak. A very enthusiastic meeting is reported.

—The Lake county institute was held the first week of August, with Drs. T. W. Harvey and R. W. Stevenson as instructors. With these two veterans to do the work, it is needless to say that the session was a profitable one. The following were elected officers of the institute for the ensuing year: President, Geo. W. Ready; Secretary, R. H. Skinner; Executive Committee, J. P. Barden, J. R. Clague and J. R. Adams.

—The Canton schools opened this year with an increase of 350 pupils over last year's opening. A new school house of eight rooms was dedicated on Friday of the first week. An address by Supt. Burns was a feature of the program. The new building has a lady principal, the first for Canton.

—The Marion county teachers' institute convened Aug. 5 and closed Aug. 9. Under the very efficient management of Dr. Eversole, of Wooster, and Prof. Warren Darst, of Ada, an unusually pleasant session was held. The Mendelssohn Quartette, of Ada, also added to the interest. Enrollment, 219.

G. E. H.

—The twenty-fifth annual session of the Licking county institute was held at Newark on Aug. 19. The instructors were Miss Harriet E. Stevens, of Newark, Supts. O. T. Corson, of Cambridge, and J. W. Zeller, of Findlay. The enrollment was 288. It is pronounced our most successful institute. A very pleasant feature was the music furnished by the Mendelssohn Quartette, of Ada.

E. R. H.

—The Preble county institute held an unusually successful session this year. The work of the instructors, Dr. Williams and Miss Sutherland, was of a high order of excellence. There was a large attendance at the opening session, and the attendance and interest were well sustained throughout the week. The executive committee for next year consists of J. P. Sharkey, F. M. DeMotte and Frank G. Shuey.

—The Henry county institute was held during the week beginning August 19, and was well attended. The instructors were A. N. Ozias, of Columbus, and W. W. Weaver, of Napoleon. The meetings were highly appreciated, and the teachers received enthusiasm for the year's work. An enjoyable feature of the week was a trip on the Maumee, given gratis by the citizens of Napoleon. It was decided to hold the next meeting at the same place and same time in the year.

W.

—The Hamilton county institute held at Westwood, August 26 to 30, enrolled 338 teachers: Profs. A. C. Apgar and E. B. Warman, Supt. F. B. Dyer and Prin. G. F. Sands were well appreciated as instructors. The success of the institute was largely due Prin. S. T. Logan, assisted by the Green township teachers and the enterprising citizens of Westwood. The next session will be held at Hartwell, with E. W. Wilkinson as president, Z. T. DeMar and Horace Hearn, Executive Committee.

—Principal W. H. McFarland writes concerning the Clark county institute: We have just closed one of the most successful institutes ever held in this county. The instructors, Messrs. Brown, of Dayton, and Dyer, of Madisonville, and Miss Taylor, of Bellaire, were very well liked. The officers for next year are, Pres., Jos. Hershey, of Medway; Vice Pres., Carey Boggess, of Springfield; Sec., W. H. McFarland, of Springfield; Ex. Com., J. W. Wood, and C. C. Patterson, of Springfield, and E. M. Van Cleve, of South Charleston.

—The Lawrence county institute was held at Ironton the last week of August. The instructors were Supt. Page, of Ironton, and Samuel Findley, of Akron. There was a good and regular attendance of earnest teachers and a considerable number of interested citizens. We never addressed a more attentive and responsive body of teachers. Officers were elected for next year as follows: Pres., C. G. Keyes; Vice Pres,, W. G. Ward; Sec., Miss Cora Wakefield; Treas., Mrs. H. C. Burr; Ex. Com., George M. Clary, C. W. Schafer, and Miss Carrie Shelton.

—The Seneca county institute closed August 2, with an enrollment of 190. The instructors were Prof. Darst, of Ada, and Prof. A. N. Roark, of Kentucky. There is nothing "old fogyish" about either of these men. The week was one continual feast for the teachers. The officers for next year are as follows: *Pres.*, C. N. Crabbs; *Vice Pres.*, Hannah Cokely; *Sec.*, Icedore Huffman; *Ass. Sec.*, Effie Stewart; *Treas.*, J. W. Zeiss.

A teachers' reading circle was organized with the following officers: *Pres.*, J. W. Zeiss; *Sec.*, Amanda Clouser; *Cor. Sec.*, G. M. Hoke; *Treas.*, J. S. Good.

G. M. HOKE.

—The teachers of Auglaize county held a two weeks' institute, ending August 23. There were one hundred and ten teachers enrolled, and through the untiring efforts of the instructors, C. L. Loos, of Dayton, F. V. Irish, of Lock Haven, Pa., C. W. Williamson, of Wapakoneta, and C. S. Wheaton, late of St. Mary's, but now superintendent of public schools at Athens, O., this was acknowledged to be one of the most profitable institutes ever held in the county. During this session the teachers organized an O. T. R. C., and divided the county into ten local reading circles. The teachers also formed a Monumental Association, for the purpose of erecting monuments over the graves of soldiers buried during the early settlement of this part of the country.

—The Cuyahoga county teachers' institute held its thirty-fifth annual session at Bedford, beginning August 19th. The instructors were Miss Harriet L. Keeler, N. Coe Stewart and William Richardson, of Cleveland, and Prof. E. S. Loomis, of Berea. The work done by the instructors was excellent, being thorough and practical and suited to the wants of the teachers. More than 200 teachers were enrolled. The following officers were elected: Pres't, R. T. Eliott, Coe Ridge; Vice Pres't, Miss Grace Carroll, Berea; Sec., E. D. Lyon, Berea; Ex. Com., C. D. Hubbell, Bedford, F. P. Shumaker, Chagrin Falls, C. M. Knight, Brecksville. R. C. Smith was elected president and F. P. Shumaker, secretary of the County Teachers' Reading Circle.

—The Vinton county institute closed August 31, after a two weeks' session, and was pronounced the best session that has been held for several years. Superintendents Bonebrake and Joseph Rea were the instructors. The teachers recommened by resolution the engagement of the same instructors for a future session. One hundred teachers were in attendance. Methods of teaching was the basis of the instruction throughout.

The following officers were elected for next year: J. M. Martin, Pres.; T. M. Buskirk, Sec.; Ex. Com., G. W. Rhinehart, D. E. Fri, W. L. Seitz, Miss Mary Lantz, M. S. Cox.

—A very successful institute was held in Pickaway county. The instructors were Hon. Henry Houck, of Harrisburg, Pa.; Prof. F. H. Tufts, of Antioch College, and Prof. D. Clinton Gardener, of Columbus. Supt. M. H. Lewis and Dr. Thomas Blackstone each gave a lecture. There was a lecture each evening. The institute was a complete success.

The following officers were elected for the ensuing year: Pres., Martin L. Smith; Vice Pres., Miss Belle Brobeck; Treasurer, Miss Mento Harmount; Secretary, Geo. A. Chambers. The Pres., Treas. and Sec'y constitute the Ex. Com.
G. A. C.

—Our institute (Fairfield county) closed August 30. The attendance was not large, but the instruction was good. The institute cost us about $300, and out of 300 teachers, we had not an average attendance to exceed 50. Much money is thus expended each year, with profit to a very small number. It would be wise for the State of Ohio to compel attendance at the institutes. One young man, on being solicited to subscribe for an educational journal, said he read the *Cincinnati Enquirer*, and that was all he wanted. What sort of outfit can such a teacher have for his work? Is it much wonder that our rural schools make such slow progress?
J.

—The Gallia county teachers assembled in institute Aug. 19, and were in session one week. Supt. R. S. Page, of Ironton, gave instruction in physiology, reading and language. Prof. W. S. Goodnough, of Columbus, was before the institute as instructor in form study and clay modeling. He had with him specimens of work done in the Columbus schools under his supervision, that were indeed creditable both to him and the schools. James A. Green delivered his famous lecture on the "Life of Abraham Lincoln," on Wednesday evening.

The committee for next year is as follows: Prof. J. W. Jones, Rio Grande, Pres.; F. M. Howell, Northup, Vice Pres.; Miss Ella Lupton, Gallipolis, Sec.
Ella C. Olmsted, Sec.

—The Muskingum county institute was held at Zanesville, August 19-23. The attendance was not quite so large as usual, in consequence of its being county fair week. The instructors were Supt. R. M. McNeal, of Dauphin Co., Pa., Supt. Corwin F. Palmer, of Dresden, and Prof. L. E. Baughman, of Chandlersville. Papers were also read by John A. Williams, of Roseville, and E. E. Smock, of Frazeysburg. On Wednesday evening, Supt. McNeal lectured on "Habits and Character," and on Thursday evening Supt. Palmer lectured on "Socialism." The session was one of the most interesting ever held in the county. The following officers were elected for the ensuing year: Pres't, John A. Williams; Vice Pres't, A. L. Jones, Keefer; Sec'y, John Whartenby, Hopewell; Ex. Com., Frank Addison, M. A. Linn, Chandlersville; Cor. Sec Teachers' Reading Circle, C. E. Swingle, Roseville.

—The Ohio Valley Summer School of Methods, held at Steubenville, July 9 to 27, under the management of Supt. H. N. Mertz, had a larger attendance than was expected. The work was purely pedagogical; no academic instruction was given. There were those who had misgivings about the success of the enterprise, fearing that a sufficient number of Ohio Valley teachers could not be brought together for purely professional improvement. But Mr. Mertz had faith in the teachers of the Ohio Valley, and he feels now that his confidence was not misplaced. The experiment has demonstrated that there are teachers who can appreciate such opportunities, and who are willing to spend time and money for the benefits of such a school. Many who came expecting to remain but one week became so interested that they continued through the entire term. Many urged that the school be opened again next summer and we hope it will be.

—Last July, at our institute, the teachers of this county (Adams) organized a "Monthly Association," which met for the first time Saturday, Sept. 14, with an enrollment of seventy-two teachers, all of whom were very enthusiastic and took a great interest in the program, which was carried out as follows: "The Way to Succeed in the Public Schools," by Clara Grimes. Discussion by J. T. Seaton and C. L. Swain. Spelling Match—one hundred test words, selected from the Eclectic Speller. "Township Supervision," by Albert C. Hood. Discussion by D. N. Cross and J. Rea. "Literature in Our Public Schools," by W. E. Fite. Discussion by C. H. Morrison and J. T. Seaton. It was decided to take the "Reading Course" adopted by the "Ohio Teachers' Reading Circle." Our officers for the next year, are: President, J. W. Jones; Secretary, Minnie Wickerham; Treasurer, Charles Edgington; Ex. Com., W. E. Fite, J. Rea and G. W. Simeral. W. E. F.

—The Trumbull county teachers' institute met at Cortland July 29th, and continued in session four weeks. The instructors were Supt. A. Wayne Kennedy, Girard, O.; Supt. John E. Morris, Greenville, Pa., and Prof. Hubbard, of S. New Lyme. An interesting and instructive feature was the lectures on "Narcotics and their Effect on the Human System," given by Dr. Walter Weiss, of Cortland, each Friday afternoon. Lectures on various topics were also delivered by Prof. Tuckerman, Supt. F. O. Reeve, Capt. Wilson and Supt. Morris. The enrollment reached 245, and the institute was pronounced one of the best ever held in this county.

The following officers were elected for the ensuing year: Pres., E. J. Middleton; Vice Pres., A. W. Kennedy; Sec'y, Miss Mamie O'Horo; Ass't Sec'y, Miss Bertha Ernest; Ex. Com., Rob't E. Taft, Rob't R. Lawson and Miss Olive Ohl. O. O.

—The Scioto county institute held its nineteenth annual session at Portsmouth, the week beginning August 26. Instructors: Dr. Thomas Vickers, Supt. of Portsmouth schools, Miss Nellie Moore, of Defiance, and Prin. A. Grady, of Ironton. All were highly pleased with the instruction, and it was thought by the teachers present to be one of our most profitable and successful institutes. One evening during the week Miss Moore gave an elocutionary entertainment. Wednesday evening, Dr. Vickers delivered a very scholarly lecture on "Our Norse Forefathers." The officers for the ensuing year: Pres., G. W. Fry; Sec., H. R. Allen; Ex. Com., C. M. Smith, Miss C. M. Lewis, and J. A. Long.

The question of whether the bi-monthly institute should be continued was discussed. It was decided to re-organize it, and officers were elected for the year. It is hoped that more interest will be manifested in these meetings than there was last year. FANNY E. CRAWFORD, Sec.

—This from the *Cadiz Republican* concerns the Harrison county institute, in which J. J. Burns and E. A. Jones were the instructors:

The teachers' institute at Hopedale last week was a great success. The enrollment was 151, the attendance was good, and the interest was kept up from beginning to close.

By the way, there is no more pleasant place for an institute anywhere than the college grounds and buildings at Hopedale. The college building has been remodeled and put in nice repair, and is as neat, convenient and attractive for school work as could be imagined.

The college grounds, with their grove of majestic oaks, maples, elms, and stately pines, are not excelled in beauty by the classic shades of Harvard, Yale or Princeton. Mr. McNeeley has built up a veritable literary Eden here, whose intrinsic value and beauty are entitled to be widely known and enjoyed. Prof. Merrick, of Cadiz, was elected president of the institute for the coming year.

—The Wayne county teachers' institute was held this year at West Salem, the last week of August. Supts. J. A. McDowell, of Millersburg, and D. F. Mock, of West Salem, were the instructors. The former gave instruction in grammar, orthography and history, and the latter in arithmetic, physiology, theory and practice. Supt. McDowell gave a humorous lecture on Monday evening, "Uncle Sam's Farm and Family." A public social was held on Tuesday evening. Wednesday evening a large audience greeted Dr. S. J. Kirkwood, who lectured on "A Teacher's Vacation in Europe." Thursday evening Supt. Mock lectured on "That Boy of Mine." Mr. A. F. Dunlap, a teacher of West Salem, had charge of the music, and made it a special feature of the institute. *One hundred* and *fifty-seven* teachers were enrolled. Owing to the location—the extreme north-west corner of the county—the enrollment was not as large as usual. Messrs. T. W. Orr and B. F. Eberhart published the "Institute Record." Supt. H. H. Cully, of Dalton, was re-elected Pres. Miss Evelyn A. Immel was re-elected Sec. Supts. J. L. Zaring, of Smithville, E. E. Adair, of Daylestown, and J. L. Wright, of Orrville, compose Ex. Com. The meeting was one of the most successful and profitable of any gathering of teachers ever held in Wayne county. H. H. C.

—The Wyandot county institute opened at Upper Sandusky, July 29, with R. H. Morison, Carey, instructor in grammar and history; George Rossiter, of Nevada, arithmetic and geography; and W. A. Baker, of Upper Sandusky, reading and orthography, pedagogy and physiology. The session lasted four weeks, and deep interest was manifested in all the branches during the term. The instructors aimed not only to occasion the mental activity of the teachers, but to beget in them the power to occasion mental activity in the minds of their pupils. The lecture course of the institute was an admirable one. Home talent was represented by Rev. N. B. C. Love, Rev. D. G. Carson, Hon. Allen Smalley, Prof. R. H. Morison, and Prof. W. A. Baker. Besides these, Dr. Whitlock, Professor of Latin in Delaware College, delivered his interesting and instructive lecture "Hamlet," and Dr. Scovel, President of Wooster University, delighted a large and intelligent audience with his scholarly production "Growth and Formation of Character." The attendance as compared with the number of teachers in the county was not very encouraging; whole number of teachers about 275, enrollment, 134. But when we consider that in '88 the enrollment was 117, and in '87 it was 107, there is good reason to feel that the institute is growing in favor among the teachers.

The following officers were chosen for the coming year: Pres., J. J. Smith; Vice Pres., Hattie Tschanen; Sec., N. A. W. Stoker; Treas., W. H. Schoenberger.

At the last session the teachers passed the following resolution: That it is the opinion of the teachers that the best interests of our public schools will best be subserved by a wise supervision of the same; and that we urge upon our legislators to support the Albaugh Bill or one of similar purport.

SECRETARY.

—The 25th annual institute of the Crawford County Teachers' Association was held at Crestline, Ohio, August 19 to 23 inclusive. Evening lectures were given by Rev. J. S. Reager, Bucyrus, "The Teacher, his Materials and Tools," Rev. C. S. Ernesberger, Galion, "Why Do We Educate;" Rev. C. H. Churchill, Oberlin, "Architecture" (illustrated), Prof. F. M. Hamilton, "Sketches of Travel." These lectures were very entertaining and instructive.

The instructors for the session were Supt. F. M. Hamilton, and Prof. C. H. Churchill. The former's field of work embraced the subjects of orthography, language lessons, United States history, arithmetic and physiology. Prof. Churchill treated geography, drawing, grammar, reading and elocution, and gave a day lecture on each, English literature and theory and practice. This is the second year these gentlemen have worked together here. Their methods and lectures are in perfect harmony with each other, and very applicable to school work of all grades.

Miss Dillie Clymer, of Bucyrus, was engaged as special instructor in music. The thoroughness and efficiency of her work deserves commendation. Miss Fransonia Snodgrass, of the Crestline primary schools, conducted an exercise in "Clay Modeling" with a class of five pupils. The exercise was quite successful. Messrs. A. C. Flick, and A. J. Hazlett responded with essays, on "The Public Schools in the year 2000," and "Justice for a Wronged Profession," respectively.

On Wednesday evening the reunion and literary social was given. Supt. J. J. Bliss secured the exercises for the literary program, many of which were rendered by his pupils.

The enrollment was one hundred and twenty-four. *The Crawford County Forum* detailed a special reporter and published the proceedings in full. The institute was a marked success, for which thanks are due Messrs. A. Keller and C. L. Dobbins, and Miss Ida Pope, the retiring executive committee. Their successors are, Pres., W. B. Forrest; Sec'y, Allie Krohin; Treas.

Martin Seible. Supt. J. F. Kimmerline, of New Washington, O., is corresponding secretary of the O. T. R. C. It is hoped that this department will be increased and that more new circles will be organized within the next three months. ALBERT BEAL.

*Bucyrus, August* 28, 1889.

—The Summit County Teachers' institute was in session in Akron from August 12 to August 23. For the first week the instructors were Supt. J. C. Hartzler, of Newark, and Dr. E. T. Nelson, of Ohio Wesleyan University. Miss Margaret Sutherland, of Columbus, was Supt. Hartzler's co-worker the second week. There was an average attendance of upwards of 100. Each of the instructors gave an evening lecture in one of the churches of the city. Good interest and an appreciative response to the efforts of the instructors were features of the sessions. State School Commissioner Hancock made an address on the afternoon of the second day of the institute and was given a good hearing.

—The Miami County institute, after a session of four weeks, closed Friday, August 16th, with quite satisfactory results. Prof. Nelson's novel theory in physiology was very interesting and created much thought among the teachers. The other instructors, Superintendents C. L. VanCleve, James T. Bartmess and A. T. Moore have lost none of the glory won in former institutes. There seemed to be a tendency on the part of many to study the text rather than the methods of teaching.

At the close of the session, more than the usual number of teachers were examined in higher branches, a good indication of the progress in the schools of Miami County. Average attendance 75. Executive Committee for the ensuing year: C. W. Bennett, J. T. Bartmess, G. W. Beck. L. W.

—The Montgomery County teachers held their annual meeting at the Dayton High School, beginning Aug. 5th, and lasting two weeks. The meeting this year was the most enthusiastic and largely attended of any for several years, the number enrolled being three hundred and nine, with an average daily attendance of one hundred and fifty-four. The first week's work was conducted by Messrs. J. F. Fenton, T. A. Pollock and W. J. Patterson, and was only illustrative of methods of teaching. Mr. Fenton's work was mainly on grammar and history; Mr. Pollock's on physiology and reading, and Mr. Patterson's on arithmetic and geography. The second week Dr. Findley, of Akron, and Dr. Venable, of Cincinnati, carried on the work. These lectures were very instructive and pleasant, and a large audience greeted these well-known gentlemen every day. One pleasing feature of the occasion was two evening lectures given by Drs. Findley and Venable. The one given by Dr. Findley was on "Ghosts," and the one by Dr. Venable was "The Humor and Pathos of School-boy Life." Both of these lectures were largely attended, both by the teachers and residents of Dayton, and by the applause which both gentlemen received, the audience were highly pleased.

The election of officers for the coming year resulted as follows: President, G. W. Brumbaugh; Vice Presidents, T. S. Fox and Miss E. Thompson; Secretary, Miss Bertha E. Brunner; Treasurer, J. W. Smith.

G. W. BRUMBAUGH, Pres.
BERTHA E. BRUNNER, Sec.

## PERSONAL.

—E. B. Thomas is in charge of the schools at North Monroeville.

—T. Franklin Johnson now has charge of the schools at Fultonham, O.

—H. L. Cosgrove was re-elected for two years at Glenville, Cuyahoga Co.

—John W. Sleppey is in charge of schools of Terrace Park, Hamilton Co.

—J. W. Jones, formeriy of South Bloomfield, has taken charge of schools at Adelphi.

—George M. Clary has been re-appointed on the Lawrence county board of examiners.

—C. P. Lynch, of the Warren High School, has been appointed examiner in Trumbull Co.

—H. H. Cully is again in charge of the schools of Dalton, making his third year in that position.

—A. D. Beechy, formerly superintendent at Elmore, is now in charge of the Norwalk High School.

—E. W. G. Vogenitz, a former Tuscarawas county teacher, is now in charge of the schools at Euclid, Minn.

—D. L. Runyan, of College Hill, has also resigned to accept first assistant's place in 18th district, Cincinnati.

—K. S. Blake has resigned Harrison schools, and Albert Joyce, of Monroe, has been appointed in his place.

—C. E. Swingle, of Roseville, has been appointed a member of the Muskingum county board of school examiners.

—E. M. Sawyer, assistant at Wyoming, has resigned to accept a position in the intermediate schools of Cincinnati.

—Prof. Hitchcock, formerly of Jefferson High School, takes charge of the schools of Collinwood, Cuyahoga county.

—A severe affliction has come to Supt. F. S. Alley, of New Paris, in the death of his only daughter Blanche, five years old.

—P. C. Palmer, late of Smithville, Ohio, is now principal of the Fenton Normal School and Commercial College at Fenton, Mich.

—W. H. Meck, for the past three years principal of the high school at Wapakoneta, has resigned to accept similar position at Kent. Salary $750.

—Miss Tillie Schaible, a teacher at Troy, Ohio, for the last three years, now fills the position of assistant principal in the South Charleston High School.

—A. C. Burrell, late of Ohio, will superintend the schools of Carson City, Michigan, at a salary of $850. A new $15,000 school building will be ready for use, Nov. 1st.

—State Commissioner Hancock visited thirty-one institutes the past summer, making an average of three addresses in each. He is now getting under way a new edition of the school laws.

—Supt. A. B. Stutzman taught classes in natural science, history and political economy in the summer school at Ada. The *University Herald* speaks of his work in high terms of praise.

—Dr. John Hancock (Republican), C. C. Miller (Democrat), and F. S. Fuson (Prohibition), have been nominated by their respective parties for the office of State School Commissioner.

—D. McVey has been re-elected at Beallsville, Ohio, at an increased salary. This is his sixteenth year in that position. He says the MONTHLY grows in interest with each number.

—James C. Fowler continues another year in charge of the New Lexington schools, making eleven years in that position. He has also been re-appointed on the Perry county board of examiners.

—Miss Maria Parsons, who had accepted a position in the Akron High School, sought and obtained release from her engagement, to accept a position in the McDonald-Ellis school, Washington, D. C.

—L. G. Weaver has been elected superintendent of the schools of Washington township, Montgomery county, and teacher of the township high school, vice Mr. Tuttle, resigned to accept a position in the Dayton schools.

—In the list of Reading Circle graduates published in the August number of the MONTHLY, the name Minnie I. Whyte, Montgomery County, should have been Minnie Smith. The mistake was probably made in copying.

—Miss Elizabeth Duugan, training teacher in the Steubenville Normal School for the past four years, is now Mrs. Elizabeth Buchanan. She gave instruction in primary work in the Washington county institute at Marietta.

—Miss Martha J. Leslie, of Steubenville, is very highly commended for her work in the Jefferson county institute. She is spoken of as remarkably earnest and helpful in her work, having a rich store of valuable experience to draw from.

—It was announced in our last issue that W. W. Findley, Principal of Salem Academy, Ross Co., Ohio, had sailed for Bogota, South America, where he was to teach under the auspices of the Presbyterian Board of Foreign Missions. The very sad tidings of his death reached his friends September 18. He died August 21, of yellow fever, on the passage up the Magdalena River, and was buried on the river bank, under a palm tree. He went in answer to the call of duty, and died in the act of proving his loyalty and obedience. It is grand to die thus. Mr. Findley was a nephew of the editor of this journal.

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—"For seven long years I have struggled away, farming, running a mill, &c., until I was fortunately introduced to B. F. Johnson & Co., Richmond, Va., by my brother, and I went to work at once, and in *seven months* I had made more clear money than I had made in the seven years before. They took me right by the hand from the start and seemed to be very glad of the chance to show me how to do it." This is about what a young man said a year or so ago of the above mentioned firm. Since that time he has been steadily at work for them, and is now one of the happiest men in America. If you need employment, it would be a good thing for you to follow this young man's example.

—THE—

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

**SAMUEL FINDLEY,** . . . . . . . . . . . . . . . . **EDITOR.**

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# THE RELATIONS OF SCHOOL BOARDS TO SCHOOLS.

BY PROFESSOR B. A. HINSDALE, UNIVERSITY OF MICHIGAN.

Owing to the prominence of teachers in school affairs, public criticism of the schools is mainly directed to their work. It is safe to say that the teachers receive nine-tenths of the attention that the public pays to the public schools. In a large degree such criticism is both right and necessary. It is historically true that the excellence of schools bears a constant relation to the amount of interest taken in them outside the ranks of teachers. Compayre traces the cause of much of the educational progress made in the second half of the eighteenth century to the influence of philosophers. "It is no longer the men who are actually engaged in the schools," he says, "that are preoccupied with education; but nearly all the illustrious thinkers of the eighteenth century have discussed these great questions with more or less thoroughness." These remarks are made thus pointed because teachers sometimes forget their relations to the public, and regard proper criticism as meddlesome interference.

Nevertheless, quite too much attention is now directed to the teacher's side of public education, and quite too little to the side of the board of education and to the side of the public.

The most common criticisms of the schools that one hears are that the courses of study are too much expanded, that the instruction is superficial in consequence, and that the children are overworked. To a degree these criticisms, and particularly the first two, are well founded. But the ultimate cause of this state of things must be sought in American life. The demand to have all the great departments of knowledge represented in the schools; the desire to have children educated with some special reference to their after work; the characteristic impatience and nervousness of the American people—these are the forces that produce undue expansion and superficiality in the schools. Complaint is often made of the undue desire of school children for promotion; but this desire has its final spring in the home and in society rather than in the teaching body; not to lay emphasis on the fact that much of the stimulus that comes directly from teachers comes indirectly from society. Teachers are much denounced for the invention and use of those methods of instruction that have the "passing" of pupils as an end; but the responsibility for the "passing" system rests finally with the public. Whenever the public, as a whole, or by a decided preponderance of opinion, causes teachers to feel that they want their children educated rather than "passed," they will find teachers ready to meet them more than half way. This observation, however, must not be construed as an admission that mere "passing" now wholly takes the place of education; unhappily, it is quite too prominent.

Defective as courses of study and methods of teaching may be, they are yet much superior to the business machinery and methods employed by boards of education. Weak as teachers may be, considered as a class, they are yet far more competent for their work than members of school boards, considered as a class, are for their work. When a well-known teacher writes to the "Century" that boards and committees are generally composed of the most prominent and honorable men of their several communities, one wonders in what pleasant places the lines have fallen to her. There are differences in different communities; in some, perhaps many, communities, the proposition is true, but stated broadly it is a very great exaggeration, and especially so in many of the large cities. It is commonly believed that there is in most large American cities a wide and deep chasm between the conduct of public affairs on the one side, and the best intelligence, the highest virtue, and the purest purposes of the public on the other; and it is to be feared that, considering at least the dignity and importance of the subject, this chasm is, in many cities, as wide and deep in the case of the public school administration as anywhere else. The late Dr. Philbrick, who certainly was a very high authority on such a question, says the school board problem remains unsolved, and without doubt is the supreme educational problem which remains for our educational statesmanship to grapple with.

At this point the reader probably ejaculates, "Politics!" At least, "taking the schools out of politics" is often urged. This is well, but those who urge it build wiser than some of them know. They commonly mean, and most of them say, "party politics." The thorough-paced political partisan, in criticising the school board, may say that the trouble is too many Republicans or too many Democrats on the board; the man of sense and observation, however, knows that this is not the trouble at all, but that there are too few men of high intelligence, public spirit, and personal honor, irrespective of party politics. School politics does more harm in the schools than partisan politics; meaning by "school politics" the application of politicians' methods to school questions and to school business. The public schools are not different in this respect from other departments of city administration. The trouble in all of them is "politics" in the room of good sense and common honesty. Facts and arguments are not wholly overlooked or set at naught, but "influence," "management," "slates," and "fixing things" are unhappily prominent. A little observation suffices to show a competent observer that powerful forces often move behind the voting that are beyond the reach of argument.

It is curious to observe how differently boards of education deal with different subjects. Commonly they practically relegate courses of study and methods of instruction to teachers. Touching the construction of schoolhouses and the selection of furniture and apparatus, they generally listen to teachers with much less deference. The same may be said of text-books. Contracts and other purely business matters they hold in their own hands. Why these differences? To an extent they are reasonable. Courses of study and methods of teaching lie in the teacher's peculiar field; and we may credit the common absence of boards from this field, in great part, to retiring self-distrust. As respects their competency to deal with schoolhouse construction, furniture, and the like, boards and teachers stand more nearly upon a level; and it is quite proper that in disposing of such matters teachers should be less prominent, board members more prominent, than in the previous case. Pure matters of business belong wholly to boards. Members of boards are no more competent to pass judgment upon text-books than they are upon courses of study and methods of teaching. In fact, books, to a degree, are courses of study and methods of teaching. But it well known that boards assert themselves with vastly more power in the one case than in the other. Why do they? The answer to this question is the key to the whole trouble. That answer is that members of boards have no "interest," and can have no "interest," from the nature of the case, in arranging courses of study and in directing instruction; while the choice of books is one of the fairest fields that lie open to the school politician. There is "business" in school books. Furthermore, the superintendent commonly has less influence in choosing teachers than he has in directing studies, and sometimes none at all; he often has less influence in the choice of teachers than in the choice of books; and the causes of this state of things, to a great degree, are the personal reasons of board members.

It must not be supposed that all city school boards are bad, or that there are no good members in the bad boards; such a supposition would be wide of the mark. But when the foregoing remarks have been limited in strictest accord with facts, it is still true that a great amount of harm to the public schools results from these causes. This harm is partly direct and partly indirect. The worst of it is reflected in teachers. Honest teachers with high aims are disheartened even when they are not positively interfered with; while those who are less honest and have lower aims tend to become school politicians themselves, thus transferring the bad influences that prevail in the board to the schools. Of course this means cultivating the art of management rather than the art of teaching. Thus the very worst influences that work in the schools are those that enter through the board-of-education gate. Observing how boards often manage, one wonders that the schools are not disorganized; and the fact that they are not is at once evidence of their strong organization and of the ability and character of the teachers who conduct them.

If the preceding account of things is true and just, then the grand overshadowing public school question of the time is to bring the school management into closer relations with the best elements of American life. The question how this must be done will not be discussed in its full breadth, but attention will be drawn to one of its phases.

There are two methods of choosing school boards—by popular election and by appointment. Whatever may be the advantages of the first method under favorable circumstances, it cannot bring permanent relief in those places where the existing evils are most pronounced. The question is how to improve the *personnel* of the board, and thus to change the methods of administration. It is easy to say that "public sentiment must be aroused," that "the public must take more interest in what so intimately concerns them," that "citizens must attend the primaries," etc.; but the men who have studied the problem of municipal government in the United States most carefully do not look for deliverance from the evils that afflict cities to the repetition of these exhortations. Citizens generally are too busy with their own affairs; elective officers are too many and elections too frequent; and party machinery is too complicated. These men rather expect deliverance to come through the centralization of power and the enhancement of official responsibility. This is the principle that should be applied to school administration in all places where the elective plan has failed. Smaller boards appointed by some competent authority are the desideratum; who shall appoint does not so much matter provided the appointing power is a part of the local government. It may be done by the judges, as in Philadelphia; by the mayor, as in New York; by the council on the mayor's nomination, as in Chicago. Objections will be made to giving this power to mayors; but cities can be named that never had a mayor who would dare appoint as bad a school board as the people themselves elect year after year. It is not claimed that if boards were smaller and were appointed, all evils would be eliminated from school administration; it is claimed that they would be materially circumscribed and reduced. The elective plan means the continuance of "influence," the undue prominence of the political class, and the lengthened reign of "politics" in the schools.

Then the policy of centralization should be carried one step beyond this; the hands of the superintendent should be strengthened. The plan should be, a competent superintendent, with power, who is held responsible. Only too often the plan now is, an incompetent superintendent, without power, but held responsible. The city of Cincinnati has already secured legislation giving the appointment of teachers to the superintendent with the consent of the board of education; and a plan of city government giving the selection of books as well as the appointment of teachers to the superintendent of schools is now undergoing discussion in Cleveland. It may be urged that the present superintendents of schools are not able to carry such burdens as these. Some of them probably are not; but if the public wishes superintendents who are able, it has only to issue the call and they will be forthcoming.

Whatever may be the merits of the appointive plan, the main contention of this paper is this: the graver evils that now afflict the public schools lie with the public and boards of education rather than with teachers. The educational side of the school is developed beyond the administrative side; and the public should hasten its steps that it may overtake the teachers.—*Christian Union*.

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# MUTUAL FITNESS.

SEBASTIAN THOMAS.

(Read before the Tri-County Teachers' Association, at Lodi, O.)

There are two sides to successful teaching. On the one side is the teacher, and on the other is the school.

The mutual fitness of these two, the teacher and the school, must be investigated before a just decision can be rendered as to the worth or worthlessness of any educational institution, any where, from the royal university down to the humblest district school.

A sufficient knowledge of the common branches to receive a certificate is the first requirement that legally permits any one to teach in a public school. This knowledge of the common branches presupposes, also, a kind of fitness for the work—an ability to organize a school, keep it in order, and instruct the pupils properly. It is generally supposed that the ability to acquire knowledge necessarily implies some ability to impart it. But nowhere in the entire system of public schools are more serious blunders committed than in the examination of teachers and the granting of certificates. Although a good teacher must have sufficient knowledge of the branches taught, and therefore is able to answer in a scholarly way all reasonable questions that pertain to such branches, it does not follow that every applicant who passes a good examination will make a good teacher. The probability that passing a good examination implies a good teacher is about as six to ten; whereas the probability that a poor examination implies a poor teacher is about as eight or nine to ten. Arithmetic, the branch generally most relied upon by examiners, is of all branches the least to be depended upon as a criterion of teaching ability. The mathematical genius rarely, if ever, possesses superior qualifications to teach a public school. Penmanship, good reading, ready command of language, good clear English, fine taste in the use of relative clauses and present participles, punctuation and capitalization, and the general appearance of the manuscript submitted, are more trustworthy evidence of teaching ability.

The teacher who loves his work is continually on the outlook for better methods and more ingenious devices with which to reach the mind of the weakest and most intractable pupil. For the teacher's real ability lies in his skill to reach the weak and ignorant; these are the ones who need him most. The genius is able to help himself and will learn under the poorest teacher, with the crudest methods.

Methods must be adapted, not only to the mental capacity of the pupils, but also to the community in which the school is located. A method that will work well in town might be altogether out of place in the country. There must be a mutual fitness between the teacher's work and the nature of his environment. If this is not clearly understood, failure is likely to follow. Lack of good judgment and common sense in this matter is the chief reason why a teacher who meets with good success in the country fails in the town or city, and why the city teacher, with good scholarly attainments, may fail utterly in the country district school.

By adapting a method to the condition of things, it is not meant that a teacher must sacrifice the scientific principles of teaching to the whims and false notions of a community. Nor must any of the rules of decency and order be neglected. Adaptation does not mean compromise. Many teachers are of such a compromising disposition that they overlook the rudeness that is so often found in some of our district and village schools, until in a few weeks the school has sunk into hopeless disorder, a bedlam of noise and mischief, and nothing but the strong hand of a firm and capable teacher is able to repair the ruin. Not in a day nor in a week, but by patient, persistent effort of many months can the mischief of poor discipline be mended. Most of us have known schools that have held a reputation for disorder and bad conduct for many years, since the time when a mere bumpkin tried to teach the school, and the community connived at the farce from term to term or perhaps from year to year—so long at least as the bumpkin's uncle or near relative managed to remain on the board.

In every system of graded schools particular classes may be noticed, even as far along as the high school, that show marks of the poor teaching and weak discipline of some teacher in the lower grades. In my visits among the schools of various cities and towns I have noticed that the number of pupils in the high school and the number of graduates therefrom every year is in a great measure due to the efficiency of the teachers in the lower grades, particularly those in the lower primaries. Good schools can only be maintained where the work of each grade thoroughly and properly fits the pupils for the next higher. Boards of education do not seem to comprehend the importance of primary teaching. Instead of putting inexperienced young girls into the lowest primary grades, experienced, intelligent and lovable women ought to be employed to start the little children in the path of learning.

Without good discipline there can be no good teaching, and consequently no good school. And a poor school is often much worse than no school at all. A person as learned as Lord Bacon, and as versatile and clear in his expression as Charles Lamb, will fail as a teacher where there is no discipline. Discipline is the essential complement of instruction.

Discipline does not consist merely in "keeping good order." It includes more than that. Right discipline has reference to the organization of the school, proper classification of the pupils, and the method and conduct of recitations. All the regulations, prohibitions, restraints and stimulants which tend to form habits of study and habits of obedience—which tend to the suppression of vice and the cultivation of virtue, are comprehended. Not in the fist of the ruffian, nor in the rod of the tyrant, but in the gentle yet firm hand of a just, sympathetic and brave man or woman abides discipline.

Thus there is a fitness that constitutes ability on the part of the teacher. But is the teacher the only party who should be held responsible for a successful school?

There are many outside elements, beyond the control of a teacher, that must be considered. There is rarely a school that has not its intractable pupil, whose meanness is not in the weather, but in the blood, the pre-natal inheritance from the old block. There are pupils with dispositions so base and vicious, and propensities so low and degrading, that no influence, however gracious and refined, will touch. And the teacher's ability must by no means be judged by the conduct of such pupils. One such pupil in a room of fifty, like the leaven of the Pharisees, will spoil the whole lump. How great and grievous are the trials of a teacher whose school is afflicted with the presence of such intractables.

Like the rolling stones which nature has, in a strange manner, heaped in one spot on the banks of a stream, so it happens that the worst class of children is rattled together in one room. Sometimes an entire school is dominated by them.

There is a school district in one of the most fertile regions of this State, that has kept up its reputation for mean, unruly, and vulgar children, for the past thirty years. The failures in life, the lewdness among its women, and the drunkenness and degradation among its men, ought, it seems, to be sufficient to convince the present generation of the degrading influence of a bad school.

Good schools do not spring into being in a single term ; they are the products of evolution from at least two generations of children, trained into habits of right conduct, by an efficient teacher working under the stimulus of an appreciative community, and encouraged and strengthened in his work by the constant co-operation of wise parents. The sentiments of patrons regarding the importance of education outrank, in influence, the efforts of the best teacher.

The mutual fitness of public sentiment and intelligent and conscientious teaching is essential in maintaining a good and profitable school. With this, school will be a success in a log cabin, without it, it will be a mockery and a failure in a marble palace.

Proper school buildings and the necessary supplies contribute to the success of a school. No teacher can do good work where sixty-five or seventy children are crowded into a room with comfortable seating capacity for only forty-five or fifty. The most important piece of furniture in any schoolroom is the pupil's individual desk. Poor, uncomfortable desks will make noisy and restless children, under the control of the best teacher. In some of our leading cities, the comfort of little children seems to be either disregarded or not understood. In one of our large cities, that takes a good deal of pride in its excellent system of schools, the writer saw only one room, among the many visited, where the children of the first year in school could sit in any fashion that suggested ease and comfort. In all the other rooms, the poor creatures seemed to be hung upon the edge of a hard board all day long, with the back unsupported and feet dangling in the air. But not withstanding all this discomfort, the little darlings are compelled to be as quiet in their seats as are the sculptured saints in the angles of a cathedral.

The perfectly comfortable school seat for our primary children is yet to be invented. When Mr. Edward Bellamy wakes up out of his second nap, may he not forget to write, in the second edition of his "Looking Backward," of how they were concerned about the health and comfort of their children in the schoolrooms of the Boston of the twenty-first century.

The arrangement and construction of various parts of the schoolroom, as the entrance, the stairway, the cloak-room, and even the construction and kind of floor, all have a bearing on the matter of order and good government. And not only the school building, but properly constructed out-buildings, kept clean, and carefully guarded against all indecencies, will have more influence in promoting good morals than all the wise sayings, from Solomon down to Franklin, that may be hung on the walls of the schoolroom. Too much vigilance cannot be used to preserve the purity and innocence of our little abecedarians. Let a crusade be organized against every vileness and impurity, especially that to which our school children are exposed outside of the schoolroom. But moral maxims and moral lectures can do little to drive out of the schoolyard this kind of devil. Better constructed buildings and a little outlay of money to keep them decent, and an earnest and pure-minded teacher, whose influence is felt beyond the confines of the schoolroom, are the combined powers by which this evil spirit is overcome.

A teacher, to do his work well, must have the necessary appliances, such as black-boards, maps, charts, a good dictionary and a small encyclopedia. All these things must be the property of a well-ordered school—as essential a part of it as the anvil is a part of a blacksmith shop. The teacher may be able to keep school after a fashion without these necessary appliances; so might a blacksmith do without an anvil. He could forge his iron, as they did in ancient times, on a hard rock that can be easily found anywhere. But what farmer would go to such a place to have his horses shod? From the way many of our district schools are furnished, one is obliged to believe that in certain communities people are more interested in their horses than they are in the education of their children.

Many teachers fail because they do not adapt themselves to the community in which they work. No teacher is called upon to antagonize the sentiments, either religious or political, of the community whose children he teaches. His duty lies plain and clear before him, and if he desires more light upon his path of duty, he must not attempt to get it by standing in the public places debating the questions that fret the community. Let him rather go home and in his own room, among his books, let him be filled with the thoughts of the great and the good. Let his study and contemplation often bring him into communication with the Divine will. Those are the moments when the true teacher girds himself with the strength and wisdom necessary for the next day's work.

## THE CHILDREN.

The following poem has appeared in the newspapers from time to time, and is said to have been found in the desk of Charles Dickens after his death. This authorship, however, has been disputed, and with reason, for certainly Dickens has left nothing else in poetry so beautiful. We find five of the eight stanzas of this poem among the selections in a recent issue of a daily paper, with the following anonymous preface:

> "Mr. Charles M. Dickinson belongs to the small choir of English and American poets whom their country insist upon remembering on account of single poems which they have written and which in some cases are not worthy of the perpetuity which is thus conferred upon them, though in all cases there is a reason for it in the feeling which inspired them, and of which they are the natural expression. The most notable poems of this kind in English verse are Marlowe's Passionate Shepherd, Johnson's Drink to Me Only With Thine Eyes, Collins' How Sleep the Brave, Cowper's Loss of the Royal George, Burns' Scots Wha Hae, and Wolfe's Burial of Sir John Moore, and in English verse, Home, Sweet Home, Rock me to Sleep Mother, Curfew Shall Not Ring To-night, and The Children of Mr. Dickinson. This last poem, which was written a quarter of a century or so ago, achieved from the beginning the distinction of touching the heart and the memories of plain, simple people, to whom the motive of song is always superior to its form, and who are never mistaken when their feelings are in question."

Whoever may be the author, it is a gem of simple beauty, and we are glad to reproduce it here.—ED.

When the lessons and tasks are all ended,
  And the school for the day is dismissed,
And the little ones gather around me
  To bid me "good-night," and be kissed;
Oh, the little white arms that encircle
  My neck in a tender embrace!
Oh, the smiles that are halos of heaven,
  Shedding sunshine and love on my face!

And when they are gone, I sit dreaming
  Of my childhood, too lovely to last;
Of love that my heart will remember
  When it wakes to the pulse of the past,
Ere the world and its wickedness made me
  A partner of sorrow and sin,
When the glory of God was about me,
  And the glory of gladness within.

Oh, my heart grows weak as a woman's,
  And the fountains of feeling will flow,
When I think of the paths steep and stony
  Where the feet of the dear ones must go;
Of the mountains of sin hanging o'er them,
  Of the tempests of fate blowing wild;
Oh, there's nothing on earth half so holy
  As the innocent heart of a child.

They are idols of hearts and of households,
  They are angels of God in disguise,
His sunlight still sleeps in their tresses,
  His glory still beams in their eyes ;
Oh, those truants from earth and from heaven !
  They have made me more manly and mild,
And I know how Jesus could liken
  The kingdom of heaven to a child.

Seek not a life for the dear ones,
  All radiant, as others have done,
But that life may have just as much shadow
  To temper the glare of the sun ;
I would pray God to guard them from evil,
  But my prayer would bound back to myself ;
Ah ! a seraph may pray for a sinner,
  But a sinner must pray for himself !

The twig is so easily bended,
  I have banished the rule and the rod ;
I have taught them the goodness of knowledge,
  They have taught me the goodness of God.
My heart is a dungeon of darkness
  Where I shut them from breaking a rule ;
My frown is sufficient correction;
  My love is the law of the school.

I shall leave the old house in the autumn
  To traverse its threshold no more—
Ah ! how I shall sigh for the dear ones
  That meet me each morn at the door.
I shall miss the good-nights and the kisses
  And the gush of their innocent glee,
The group on the green and the flowers
  That are brought every morning to me.

I shall miss them at morn and at eve,
  Their song in the school and the street ;
I shall miss the low hum of their voices
  And the tramp of their delicate feet.
When the lessons and tasks are all ended,
  And Death says the school is dismissed,
May the little ones gather around me
To bid me "good-night," and be kissed !

# MERITS AND DEMERITS.

ANNA M. TORRENCE.

"What have you done, Miss C——, to Fred. Jones? He was in my grade for awhile, and he kept me in a worry the whole time he was there, to know how to keep him out of mischief and to get him to study. I am told he is among the best in your room. I knew he was bright and did not believe him to be intentionally bad, but he was so full of mischief that the number of black marks he got were too numerous to mention. Nothing was gained by whipping him or sending him to the superintendent. He would be almost certain to remain away for a few days, and then perhaps come in tardy and begin his old tricks again. It was no trouble for him to learn. He always stood well in examinations, and if I offered a prize, he was pretty sure of getting it; but he took very little interest in the regular recitations, usually coming to the class with an air of indifference as to whether he had his lesson or not. I tried writing the names of 'Those who had poor lessons' on the board, thinking to shame him, but it had very little effect on him. Like the black marks, he got them so frequently I was ashamed to put them down."

"Well, Miss B——, I agree with you, that Fred. is a bright mischief-loving boy. His case needs special attention; but before telling you how I manage such as he, I would like to ask you a few questions. In placing your pupils' names on a "Roll of Demerits," on a 'Tardy Roll,' or on a 'Roll for Poor lessons,' how does it affect those who get their names there?"

"Variously. Some it grieves so much that they work very hard and are not happy until their names are erased. Others, such as Fred., seem to try how many bad marks they can get."

"Are the ones so deeply grieved those who are in the habit of giving you the most trouble?"

"No; they are the ones who through nervousness or thoughtlessness break some of my rules. The really bad ones do not care how many marks they get."

"Then, Miss B——, of what good are all these 'Demerit Rolls?' You only grieve the good, and neither restrain nor overcome the troublesome. Besides, the appearance of your room is not improved by these rolls. You said, I believe, that Fred. always worked well when you offered a prize."

"Yes, but Miss C——, it would take no small sum to offer prizes.

for everything. I do not believe in spending my whole salary in coaxing pupils to do right."

"Neither do I. Indeed I do not believe in offering the prizes you refer to at all."

"What other kind is there to offer, Miss C——?"

"Step into my room with me, and I will show you."

"How pleasant your room is, Miss C——. You draw so nicely."

"If you look closely, Miss B——, you will see that the drawings are so plain any one could draw them; but they are brightened with colored crayons, and decorated with leaves and pictures that can be laid against the figure and outlined. But these are the prizes I brought you in to see. Notice that banner at the back of the room. That is for pupils 'Not absent or tardy in the month.' That has saved us many a tardy mark, and the children often come when their friends wish them to remain away, because they wish to have a letter colored. This banner decorated with maple leaves belongs to the 'Chart Workers,' and you should see the little ones work for a place on this their own banner. A mark on this, or a colored letter, has helped these little ones to keep neat slates, write carefully, count to 100, learn the Roman notation, spell correctly, and pay attention in the class."

"That roll marked 'Head-marks' is for those of the higher grades who remain at the head of all their classes for a whole day. Would you believe that Fred. Jones, whom punishments did not affect, actually cried the other day because he missed a word and lost his head-mark? And this stone wall represents our characters. Each child owns a stone, but instead of giving bad marks I give the good. When a child has done wrong, only a blank appears; but when good, he receives a colored mark. So you see my prizes cost me nothing but the colored crayon, which I would not do without. The children become enthusiastic, the parents interested."

"Many parents have visited my room, because, they said, their little ones begged them to come and see the marks they had."

"We older ones like to receive due credit for our efforts, and it is just so with the children."

"Your plan has had a good effect upon Fred, at least, Miss C——, and I think I will discard all my 'Dishonorable Rolls' and try your 'Honorable' ones. Do you have your pupils do their own reporting?"

"No, I tried it once, but will never do it again. The ones who broke the most rules had the best reports. It only leads to deceit. Conscientious children are grieved that they must report a greater number of misdemeanors than those they know to have broken more rules. I have known more than one pupil to report having talked but once, when they had kept it up all day. It was *one* all-day-long whisper. The temptation is too strong for most pupils. Don't tempt them to deceive you.

*Clifton, Ohio.*

## HOW TO TEACH GEOGRAPHY.

BY R. R. ROSS, BLAKE, ONT.

From a paper read before the West Huron Teachers' Convention.

The first essentials in teaching Geography are good wall maps, a globe, and in the hands of every pupil a geography containing good maps. The second essential is a thorough knowledge of the subject by the teacher, also special preparation of any particular part under consideration. The third, a liberal use of the blackboard. These I consider absolutely necessary, while there may still be other things that assist.

The first thing necessary in teaching the physical features of a country or continent is to get the outline and the map in general so familiar to the pupils that they may have a map of it in their minds, so that when the name of that country or continent is mentioned they may see with their mind's eye a map of it as plainly as if there were an actual map hanging on the wall in front of them. And the only way to do this is by *map drawing*. By using good wall maps, that is, teaching from good maps without much map drawing, fairly good results may be obtained, but without frequent map drawing the impression is not so lasting, for the pupils are forced in map drawing to observe closely, and the closer the observation the more lasting the impression. This is one of the benefits of drawing. A person may examine, as he thinks, an object closely, and go away from it with the idea that he has seen all about it, but ask that person to sketch the same object and he will likely find that there were many things about it of which he knows nothing. So with map drawing. It forces pupils to notice many things that they would not have noticed had they not drawn it. And in this way the outline, positions, etc., become fixed almost indelibly in their minds. There are a number of ways in which map drawing may be taken, and by varying the methods the work is pleasing to the pupils.

Suppose I am beginning to teach, say North America, I would teach from a map, first, the boundaries, then the countries and capitals, carefully showing them with the pointer the extent of each country. Then it makes very little difference in what order the other parts are taken. That, we will suppose, will be lesson enough for one day. Next day, before proceeding further, have a short, lively oral drill or review of yesterday's work. This will take up but a few minutes' time. I would teach nothing more then until I had put an outline map of North America on the board, and either had the pupils place the names of the different bodies of water that form its boundaries in their proper places, or had done so myself by their directions. So with the divisions or countries. Now, suppose I began to teach this on Monday, I would on Thursday, have taught, say boundaries, countries, capitals and rivers. Then on Friday, as a review, I would have them draw a map of North America, marking on it all they have learned during the week, not hindering them from using their maps as a guide if they wish. But I find that after a map has been drawn a few times by the pupils, the majority do not think of using their geographies in making the outline. I would continue this until all the different parts are taught. Then I ask them to draw it and place on it whatever I ask them to; placing on the board the names of whatever I wish to appear on the map. This time I would not allow any of them to use their geographies.

Another very good plan, and one that does not take up so much time and may be used with good third and fourth classes to advantage, is for each to take his or her geography and—suppose I want to teach the rivers of, say Russia—ask them to look at the rivers of that country and either ask some of them to name a river, or name one myself, and ask them to find it on the map. Be certain before leaving it that every one has found it and traced it to its mouth. After all the rivers of Russia have been gone over in this way allow them time to write the names of the rivers, the direction in which they flow, where they empty, etc., in their scribblers. This will have the effect of fixing the proper spelling of names in their memories. And so on with all the other parts.

With advanced classes I do not consider that map drawing is necessary oftener than once a week, or once in two weeks, for we must teach other things as well as geography, and map drawing takes time. But with third classes going over the work for the first time, I consider the oftener you have them draw maps the better. I think if this method is followed, varying the exercise as much as possible, good results will be obtained. Map drawing may be varied greatly by having one pupil draw the map on the board and have the others criticise it in a friendly way; then have another mark, say the rivers, and another place the name of one on the map in its proper place, another place the name of another on the map in the same way, and so on, the whole class can take part in the exercise and it will be found very interesting to them. The map can be drawn on such a part of the board that it may be left there as long as you choose, and thus be ready for each day's exercise. This is, of course, intended more for a drill or review than for a teaching exercise. Assign to-day a certain part for to-morrow. Suppose it is the map of North America, and suppose we have the outline map drawn and the boundaries and countries marked to-day, then tell them what particular part or parts you require them to deal with to-morrow. You will see how earnestly every pupil in the class is studying that particular part or parts during the time allowed them at seats for that purpose. This one exercise may be varied in a great many ways, and if you get your pupils interested in the work a great deal more work can be got over than you would at first suppose. These are the principal methods I use in teaching the physical features.

In teaching the other parts, such as climate, products, exports, imports, etc., a great deal must be told the pupils ; yet once they know what kind of climate and soil a country has. and have learned what things affect the climate of a country, such as mountain ranges, proximity to large bodies of water, etc.; also what kind of products are adapted to a particular climate, then by a close study of the position of a country with regard to latitude, nearness to the sea, the existence of mountains, the direction in which they run, etc., and by judicious questioning by the teacher a great many of the products of the country can be got from them without actually telling them. And once they know the products, the exports are known and imports also.

With regard to the teaching of the lines on the earth's surface, its motions, etc., I shall not attempt to give you my method. As I have told you that I have no globe and also that a globe is a necessity in the teaching of these things, some of you will be beginning to think that I do not teach these at all. I do ; but in doing so I must use a substitute for a globe, and as I hope there are none here so unfortunate as myself in being without a globe, my method in that direction would be of no use to you. Now I shall say nothing more about how I teach this subject, but in conclusion I might say that no matter what methods we use, how much ground we go over, or how well the pupils may learn the lesson at the time, our work is not yet finished; review, review, constant review is still necessary.

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## MORAL TENDENCIES OF SCHOOL DISCIPLINE.

**From an address by Dr. Wm. T. Harris, National Commissioner of Education.**

The pillars on which public school education rests are behavior or deportment, and scholarship. The first requisite of the school is *Order:* each pupil must be taught first and foremost to conform his behavior to a general standard. Only thus can the school as a community exist and fulfil its functions. In the outset, therefore, a whole family of virtues are taught the pupil, and these are taught so thoroughly, and so constantly enforced, that they become fixed in his character. The method of this moral training is, like that which rules everywhere in the practical world, one of division and repetition. The duty of being a well-behaved pupil is not a vague generality. It divides into specific, well-defined duties.

(1) *Punctuality:* This stands first. The pupil must be at school in time. Sleep, meals, play, business, indisposition—all must give way to the duty of obedience to the external requirement of time. Punctuality does not end with getting to school. While in school it is of equal importance. Combination cannot be achieved without it. The pupil must have his lessons ready at the appointed time, must rise at the tap of the bell, move to the line, return; in short, go through all the evolutions with equal precision.

(2) *Regularity* is punctuality reduced to a system. Conformity to the requirements of time in a particular instance is punctuality; made general it becomes regularity.

But the school makes these duties the ground and means of higher duties. They are indispensable, but no ultimatum. They render possible higher spiritual culture. The quick and prompt obedience of the pupil in simple mechanical training, renders the child penetrable, and accessible to lessons of higher import. To this end the discipline extends to calisthenics; the pupil is taught to sacrifice his arbitrary control over his body, and to combine regularly and punctually with others in imitating prescribed bodily gestures or exercises. Thus his sense of rhythm—or regular combination with others—is further developed. Through this becomes possible the training to general habits of proper position for sitting and standing, proper modes of speaking, addressing others—in general, the formalities of polite intercourse. The highest discipline under the head of rhythm is reached in vocal music. This presupposes in the highest degree the training in punctual and regular habits, and a conscious participation in the result is reached by the pupil through his enjoyment of the harmony he assists in producing. Here—in vocal music—the external, mechanical, aspect of discipline softens, and a response to it is felt in the deepest inner being of the soul—the domain of feeling. This brings us to the next step in school discipline.

(3) *Silence* is the basis for the culture of internality or reflection—the soil in which thought grows. We become silent when we would think. The pupil is therefore taught habits of silence; to restrain his natural animal impulse to prate and chatter, or to excite attention by his occupation on the material world around him. All ascent above natural being arises through his ability to hold back the mind from utterance of the immediate impulse, and to correct its onesidedness by combination and generalization. The largest combination and widest generalization is the deepest and truest. Thus silence in the school-room has a two-fold significance. It is necessary to the attainment of combination with others, and besides this, it is a direct discipline in the art of combining the diffused and feeble efforts of the pupil himself. He begins his career with mental distraction, everything isolated in his mind, and learns to connect the scattered phases, classify and arrange them, and thus to generalize and reduce them. The first glance does not suffice; it is the repetition of mental effort, the *absorption* of the mind that digests the multiplicity before it. This depends directly upon silence. The distraction of the mind consequent upon garrulity, or the occupation of any of the senses exclusively, prevents reflection. Silence allows the repose of the senses, and the awakening of insight and reflection.

(4) *Truthfulness* is the fourth virtue in the ascending scale. *Truth* is the basis of the duties of a man toward others. Truth makes free, says the old proverb. No positive relation with our fellowmen is possible except through truth. Untruth is the essence of discord. Earnestness and sincerity, honesty and reliability are the virtues that rest directly on truthfulness. The virtue of truthfulness is developed in a two-fold way in the school-room. First, by the continual discipline of the recitation; the pupil is required to be accurate and comprehensive in his statements; he is taught that

suppression of essential particulars makes his statement false ; he is held strictly accountable to know what he says, *i. e.*, to have a clear conception of what is involved in the words he uses. Very much of the untruth and consequent distrust among men arise in the first instance from lack of clear insight into what was implied by the words used. It is only one step from a lie committed by mistake to a lie on purpose; for to suffer the penalty for a supposed vice is a temptation to enjoy its supposed selfish advantages. Careful attention to the implications of one's statements is the first step in the calculation of truth ; and this can scarcely find a better discipline than in the properly conducted recitation. The second mode of securing truthfulness is the direct application of discipline to the behavior of the pupil. Any lack of truthfulness in the pupil reveals itself at once in his struggles to conceal his misdemeanors. It is an object of constant care on the part of the teacher to suppress lying and dishonesty in whatever forms they may manifest themselves. The admonition of the teacher, the disgrace felt at exposure in presence of the class, are most powerful caustics to remove this moral disorder.

(5) *Justice* follows next to truthfulness, and finds partly its presupposition in the latter. Justice can be taught only in a community. In a well-ordered community it grows spontaneously. A system of measure established, by which conformity to rule and right is rewarded by recognition, and all branches of discipline met by prompt exposure, appeals constantly to the sense of justice, and develops its normal exercise. A danger lies, however, in certain baneful practices sometimes adopted by educators. On the supposition that the child cannot see the legitimate and healthy results of doing his duty, he is offered a special reward for it. This goes far to sap the foundation of all morality. The feeling of responsibility is the essence of virtue, and an extraneous reward held up as the end sought tends to destroy what little internal self-determination the pupil may possess. The distinction between the inclination (the " I want ") of the child, and his true ideal nature (expressed in "I ought"), should be continually kept before the child, not confused by concealing the duty under some shape of immediate self-interest.

(6) The highest virtue in our list—*Kindness* or love of mankind—like the sense of justice, requires a community for its culture—a community which, like the school, brings together all classes and conditions, and subjects them to the same trials and the same standard of success. The feeling of justice fostered by a constant

opportunity to see through the adventitious wrappings of social rank and condition and observe the real substance of the character, prepares the basis for kindness. The discrepancy between good intent and deserts, which arouses childish sympathy most readily, is the first incitement. Justice proclaims that seeming and good intent are not sufficient—there must be adequate performance. If this principle did not prevail in society and the moral world at large, there would be no more strenuous exertion to growth; the present would suffice. But the good intention baffled of its actual fruition through inadequate performance, is ever an object that excites deepest sympathy and commiseration in the kind heart. Not only the good intention is the object of kindness, but even the depraved and corrupt excites pity. The trials, that all are alike subjected to, reveal to each childish heart the temptations and struggles with passion and impulse, as well as the weakness of intellect and will that belong to his fellows.

## HALF A CENTURY AGO.

Believing that many of our readers will be interested in knowing something of the problems discussed by the educators of Ohio and adjoining States fifty years ago, we reproduce, from the Transactions of the Sixth Annual Meeting of the Western Literary Institute and College of Professional Teachers, held at Cincinnati, in October, 1836, the report of a committee to prepare subjects for the next year, together with the committees appointed to report on the several topics. It will be seen that some of the problems then discussed are still unsolved. The number of prominent names in the list of committees is noticeable. Among the best known are Alexander Campbell, Archbishop Purcell, Bishop Aydelott, Calvin E. Stowe, E. D. Mansfield, Samuel Lewis, W. H. McGuffey, and Joseph Ray.—Ed.

The committee to prepare subjects for reports next year, submitted the following, which were adopted, and committees raised to report thereon, viz:

1. What branches now taught in our colleges (if any) should be abridged, to afford time for the study of Anatomy and Physiology. Committee: W. H. McGuffey, J. Ray, A. Kinmont, *Cincinnati.*

2. Should the examinations of schools and colleges be public or private? Committee: G. Weller, *Nashville;* A. Picket, Sen., *Cincinnati.*

3. On the advantages of having the vacations in colleges so arranged as to afford time to the students to employ at least three

consecutive months in teaching. Committee: Rufus Nutting, *Hudson, O.;* John Kendrick, *Gambier, O.*

4. On Boarding Schools; their advantages and disadvantages. Committee: S. H. Montgomery, *Cincinnati;* G. A. Elder, *Bardstown, Ky.*

5. On Domestic Education. Committee: B. P. Aydelott, D. S. Burnet, *Cincinnati.*

6. What effect on education has the present great number of text and school books in our country? Committee: M. G. Williams, *Springfield, O.;* E. E. Barney, *Dayton, O.*

7. On the best method of classifying pupils, and arranging the studies to be pursued in common schools. Committee: E. Slack, W. Hopwood, *Cincinnati.*

8. On the most efficient means of exercising and educating the moral sense of students. Committee: C. E. Stowe, *Lane Seminary.*

9. What branches of elementary instruction are appropriate to each of the sexes. Committee: Albert Picket, Sen., N. Holley, *Cincinnati.*

10. On Physical Education. Committee: Daniel Drake, J. P. Harrison, *Cincinnati.*

11. On the introduction of the study of Criminal and Constitutional Law into our literary institutions. Committee: E. D. Mansfield, *Cincinnati.*

12. On the best method of diffusing Education in the southwestern states and territories. Committee: N. Cross, G. Weller, *Nashville.*

13. On the causes which conspired in the revival of literature. Committee: A. Campbell, *Virginia;* R. Richardson, *Ohio.*

14. On a philosophical classification of all science. Committee: Philip Lindsley, *Nashville;* P. S. Fall, *Frankfort.*

15. On the expediency of introducing selections from the Bible, instead of the Bible *itself*, into our schools. Committee: Jno. B. Purcell, B. P. Aydelott, *Cincinnati.*

16. Whether Infant Schools ought to be constituted rather with a reference to Moral than Intellectual culture. Committee: A. Campbell, *Virginia;* J. L. Wilson, *Cincinnati.*

17. On the best means of early Mental Culture. Committe: O. L. Leonard, *Louisville;* S. P. Hildreth, *Marietta.*

18. On the beneficial influence of Sunday School instruction upon the pupils in common schools. Committee: J. L. Holman, *Indiana;* B. J. Haight, *Cincinnati.*

19. On the present state of the Science of Arithmetic as a branch

of Education. Committee: John D. Craig, John Hilton, *Cincinnati.*

20. On the present state of the Science of Modern Geography as a branch of Education. Committee: J. W. Scott, *Oxford, O.;* J. L. Talbot, *Cincinnati.*

21. On the present state of the Science of English Grammar. Committee: W. H. McGuffey.

22. On the present state of the History of the United States. Committee: E. D. Mansfield, D. L. Talbot, *Cincinnati.*

23. On the present state of the Science of Geometry as a branch of Education. Committee: J. H. Harney, *S. Hanover, Ind.*

24. On the present state of the Practical Mathematics as a branch of Education. Committee: E. N. Elliott, *Indiana.*

25. To enquire into the extent to which linear drawing may be taught in common schools. Committee: O. M. Mitchell, F. Eckstein, *Cincinnati.*

26. On the expediency of making the course of instruction in common schools so ample and various as to meet the wants of all classes of citizens. Committee: Samuel Lewis, *Cincinnati.*

27. On the practicability and importance of creating departments in our State Governments, having the subject of public instruction under their immediate supervision. Committee: A. Campbell, *Virginia;* Samuel Lewis, *Cincinnati;* E. N. Elliott, *Bloomington, Ind.;* J. H. Harney, *S. Hanover, Ind.;* C. E. Stowe, *Lane Seminary;* E. D. Mansfield, *Cincinnati;* G. Weller, *Nashville.*

28. On the mutual relation of Trustees and Faculties in Literary nstitutions, and the peculiar province, right, and duties of each· Committee: B. P. Aydelott, W. H. McGuffey, *Cincinnati;* M. G. Williams, *Springfield.*

29. On the importance of Civil Engineering as a branch of Collegiate Education. Committee: O. M. Mitchell, *Cincinnati;* B. O. Peers, *Louisville;* E. N. Elliott, *Indiana.*

30. On Vocal Music as a branch of common school education. Committee: T. B. Mason, C. Beecher, *Cincinnati.*

31. On the causes of the idle habits of pupils in the class-room, and a remedy for the same. Committee: N. Holley, Jno. Hilton.

# PRIMARY DEPARTMENT.

SPECIAL CONTRIBUTORS.

**Mrs. Carrie Newhall Lathrop, Principal Cincinnati Normal School.**

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**Miss Marie Jacque, Institute Instructor and Principal Dayton Ward School.**

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## FAITH IN CHILDREN.

BY RHODA LEE.

It has been said by one who understands well the art of management, "that it is not what you compel children to do but what you persuade them to do, that shows your ability as a teacher." There is no special virtue or advantage in a stronger will being able to influence or subdue a weaker, for often in forcing a child to do right, we create in him a distaste and antipathy toward good that will result merely in a violent reaction when beyond our control.

Do not mistake this persuasiveness for the weak coaxing and pampering with which some children are treated, but recognize in it the numerous artifices which have been referred to as the spokes of our schoolroom "tact-wheel." Let us consider *faith* or confidence in our pupils as a second and very important element of tact, and note some of its advantages and uses in regard to school work.

To obtain the best work *from* a person, we must think the best *of* him. This is specially true in regard to children. Do not undervalue their abilities but rather err by overrating them. Great expectations are generally productive of great results.

If there is any teacher who will demoralize a class, it is the one who constitutes herself somewhat of a police-officer or detective in the school.

It was once my misfortune to be in a senior class where the teacher had the decidedly erroneous idea, that the aim and desire of every girl in the room was to take advantage of her, and deceive her whenever she had the opportunity. In fact, on several occasions she informed her scholars that "she didn't think there was an honest girl in the class." You can readily imagine the contempt in which she was held by the majority of her pupils and how little love or co-operation there was in that room. The "unprincipled" did their utmost, and the teacher, taking no pains to either expose or prevent them, denounced honest and dishonest alike.

There were girls in that room who were the very essence of honesty and uprightness, and they resented this treatment bitterly. A little boy, having been placed in a new school, and being asked by his brother how he liked it, replied that "it wasn't any use trying to be good in that room for she thought we were *all* bad."

We do not think there are many acting on that principle now. We all feel too keenly the potency of faith and trust in our children. Do not suspect your pupils but rather repose in them the highest confidence possible. Tell them you will never fail to trust them, until they have proved themselves unworthy.

Some may think this far too high a position to take in the primary grade, and say that there is, just here, a possibility of falling into very grave error. There is, it is true. A great many children have little or no moral training at home, and to trust these children implicitly, without any test as to their honesty would be decidedly wrong. They would be likely to deceive when possible, and in the practice of these petty deceits it may be their character, instead of being improved, would be irretrievably ruined.

The error therefore, that we may fall into is the lack of vigilance. There must be the daily, hourly lessons of uprightness and honesty, and the steady implanting and cultivation of the love of truth. And while we need not make our suspicions known, we may indirectly investigate any matter and test the honesty of our pupils, without allowing them to think for a moment that our respect for them has waned or our faith wavered. It may be that some of these children never hear a kind or encouraging word at home. No one "believes" in them at home, no one has any faith in their ability to do much of anything. But they come to school after seven years spent in that pitiable home, and when some good, noble-hearted girl takes them in hand and in an earnest little talk tells them what she thinks they are going to do, and how *she* "believes" in them, they feel that little self-respect that they never had before stealing into their hearts, and they determine they are not going to disappoint their teacher. Cultivate belief in your pupils and their desire to be worthy of your trust will grow in proportion.

No teacher will ever be troubled with roughness or rudeness, who appears before her class a good example of a lady, letting her pupils know that she believes they all wish, and understand how to be ladies or gentlemen at school as well as at home. Our little folks love to be placed "on their honor," but resent being watched, if they think the watching is for the purpose of finding fault or detecting offences. By numerous little illustrations they might be made to see the object of our vigilance. I have on several occasions said to my class, "You notice, children, that I look at your work, and watch you considerably, but it is not because I think you don't want to do right. Oh, no, school is just like going across a stream on stepping-stones. None of you want to slip off into the water, but I have to watch you, just to see that you always step in the center of the largest and safest stone. I am here to help you across the stream, taking the way that I am sure you always want to follow, the happy way of the upright and honest."

Two incidents which came immediately under my notice, proved to me the advisability and duty of belief and confidence in children.

In a certain Model school in our Province, a teacher happening to be absent, a student was sent to take charge of the class. The scholars were what might be termed models of good behaviour and good work. The moment she entered the room, she began to look about in a suspicious way and threaten all kinds of dire punishment to anyone who offended or transgressed any of the rules. This was such unusual treatment that some of "the spirits" began to grow rebellious, and before the morning was over she had lost her control, and had to ask assistance from the Principal.

There was another division in this school in which the teacher had great trouble and which was as a rule very difficult to manage, but in her absence one day, a student of a very different type was sent to the class.

Her first movement was to tell the class in her truthful, whole-hearted way, how little she knew of them, but how much she expected, and how anxious she was to see all the good motives she knew they had, acted upon while she was with them. Before her inspiring little address was concluded the boys were all in a somewhat worshipful frame of mind, and the girls, apparently bent on pleasing her, were ready to act on her slightest suggestion. It goes without saying, that she had very little trouble with her class.

We are doing in school a great work of mind-expanding and knowledge-giving, but what we need most just now is more of the lifting-up process. We need to attend to the moral as well as the mental faculties.

"Honor to those whose words and deeds,
Thus help us in our daily needs,
And by their overflow
Raise us from what is low."

And in no more potent way can we raise our children than by heightening their self-respect. But to do this we *must* have confidence in them, and reliance on their desire, in every emergency, to choose and do the right.

Place always before your little folks a high ideal, rouse their ambition to reach it, foster this ambition by your faith in them, and be assured that this part of your discipline will never be lost, but will leave its impress upon your children throughout their lives.—*The Educational Journal* (*Canada*).

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## PRIMARY READING.

The following suggestions are taken from a manual prepared by the board of supervisors for the public schools of Boston :

Analogous Words.

There is usually some mark in the word itself which indicates the fact that the vowel is long. For example:

(1.) That final *e* silent is such a mark, may be taught by writing in parallel columns, and letting the children pronounce as the writing goes on, such words as the following :—

| | | | |
|---|---|---|---|
| can | cane | hop | hope |
| cap | cape | not | note |
| hat | hate | rod | rode, etc. |

Exceptions in familiar use, as *have*, *love*, *some*, *come*, etc., should be taught as exceptions.

(2.) That *i* following *a* may be regarded as an indication that *a* has the long sound, is shown by such words as the following :—

| | | | |
|---|---|---|---|
| am | aim | lad | laid |
| bat | bait | ran | rain |
| clam | claim | pan | pain, etc. |

(3.) That *a* following *o* may be regarded as a mark indicating that the *o* is long, is shown by such words as the following :—

| | | | |
|---|---|---|---|
| blot | bloat | got | goat |
| clock | cloak | or | oar, etc. |

(4.) That *a* following *e* is usually an indication that *e* is long, is shown by such words as the following :—

| | | | |
|---|---|---|---|
| Ben | bean | met | meat |
| bed | bead | red | read, etc. |

There are somewhat numerous exceptions to this rule, the most familiar of which should be given; as *bread, spread, tread, read, breath, death, wealth,* etc.

Many more lists might here be given, but the teacher will easily make them for herself whenever she needs to use them. Whenever pupils hesitate in the pronunciation of a word where analogy would help them, a list of analogous words will be found very useful.

Exercises on words in the list printed above and others like them should be gradually introduced as a part of the phonic drill. By adding or erasing a final *e*, by inserting or erasing the *i* after *a*, or *a* after *e* or *o*, or by doubling the *e* or the *o*, the teacher may by degrees bring her class to an unconscious recognition of the marks which the language itself affords as a guide to pronunciation and spelling.

In the exceptional cases, where children cannot be led to the pronunciation of new words by the analogies of the language, they may be helped by the use of diacritical marks.

The premature and too frequent use of diacritical marks may lead to rapid word-calling, and away from the expression of thought, and should therefore be avoided.

The dependence upon analogy gives valuable training in language and should be early and constantly encouraged.

In the second and third years of the Primary Course the class should be exercised, not only in sounding all new words, and in variations upon them, as recommended above, but should be frequently drilled in exercises for distinct enunciation of every-day words, such as are prefixed to their reading lessons. The teacher should also make note of all words indistinctly or incorrectly uttered, and bring them up repeatedly for class drill.

### ADDITIONAL SUGGESTIONS.

1. Sketch the outline of some large picture, for instance, a farm-yard. At first put in two or three objects and write sentences about them. In succeeding lessons, gradually fill in the picture, and make a connected story.

A large wall picture may be used in nearly the same way.

2. A large number of sentences, plainly written on slips of paper, or card-board, may be successfully used. Give each pupil a slip. If one pupil reads a sentence correctly, give him another slip to read. For busy work, give pupils slips to copy, and let them read what they have copied. Let pupils take a number of slips and arrange them, for busy work, into a little story. Then let them read the story from the slips, or read it after copying it upon their slates.

Single words, written or printed upon card-board, may be put together into sentences and read.

3. When the teacher finds, by false emphasis or wrong inflection, that the thought has not been correctly apprehended by the reader, questions may be used very profitably, in lessons from a book, when a class has fallen into or been trained in a bad habit of mechanical, spiritless pronunciation. By means of questions the attention of the pupils will be turned directly upon the thought, and their answers will be given with natural tones and expression, as in talking. Gradually they may be led to utter the whole sentence with expression.

4. Reading and composition should be taught together, the one assisting the other at every step. At first, let the pupils tell one thing they have read; then two, then three, until by degrees they are able to tell the whole story. Follow the same plan until pupils are able to write with some facility.

Let pupils read what they write from a copy, from dictation, and in composition. If pupils are trained, as they should be, to express thought correctly and easily in writing, their compositions may be made as profitable as supplementary books in teaching reading. Let pupils read one another's compositions.

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When time, and teaching, and love have been at work, the prison walls open, and the lord of thought comes out to take possession, the man whose power is in himself finds himself endowed, as he daily grows in power, with new members, new senses, matchless instruments, and begins to range freely through a glorious universe—a voyager on a boundless sea of discovery, gathering fresh glory and fresh delight as he ranges. Nevertheless, all his transmuting power is nothing but observation, loving observation pursuing its work with skill, and working with sleepless strength, because of skill and love. Time, and teaching, and love, these three, can slowly and surely make the eye see, and the mind inspire the eye, and be inspired in turn. The slowest can begin though the swiftest cannot end. Time, teaching, and love, these three, transmute all things when life is at work. There is no incapacity which can prevent observation. And there is no inability to enjoy what observers give. The great writings of all time, rightly treated, are but lenses which all can look through. The problem of power in a man's self is capable of no hard solution. There is no stupidity. Once impress on the minds of a generation that teaching and training are names of life, and pleasure, names of new senses, new strength, new delights, which all can attain, and Plato's schoolboy will appear again. There will be no stupidity.—*Thring.*

## NOTES AND QUERIES.

### SPELLING.

The excessive use of oral spelling in the past created a disgust for it and led to its abandonment.

The poor spelling among the pupils of to-day causes us to stand still and question whether we have not swung too far in the opposite direction.

Should oral spelling be taught in our schools? If so, how, and in what grades? Is it better to have each syllable pronounced separately; or is it sufficient to name the letters consecutively and then pronounce the whole word?

Should the spelling lessons be taken from a speller, or from other text-books in daily use? If taken from the speller would it be helpful to define the words and use them in sentences?

I hope to see these questions discussed in the MONTHLY.

*Bethel, O.* B.

### QUERIES ANSWERED.

Q. 53.—Negropont is another name for Eubœa, the largest island in the Ægean Sea, east of Greece, and forming a part of that kingdom. L. A. B.

Q. 54.—An infinitive may be used as the object of a preposition. Example: He is about to go. P. E. W.

The infinitive is used as the object of a preposition. It is thus used nowadays only with the preposition "*about*": thus, "He was about to depart." In older English it was also much used in the same way after "*for*": thus, "What went ye out for to see?"—*Whitney.* E. M. TRABER.

To the same effect, J. A. CALDERHEAD, C. M. SMITH, C. E. BERRIDGE, N. S., E. M. V. C., A. M. R., and L. A. B.

Q. 55.—"*Using*" is a participle, present, substantive, predicate of *is.* E. M. V. C.

"Using" is a participle. It is the principal word in the phrase used as the subject of the sentence.—*Reed and Kellogg.*

C. M. SMITH,

J. A. CALDERHEAD, E. M. TRABER, M. F. A., and N. S. agree with E. M. V. C. in giving "using" a predicate construction. C. E. BERRIDGE and A. M. R. agree with C. M. SMITH in making it the subject. Which is the correct construction?

Q. 56.—Let $x$=cost of one horse and $y$ the cost of the other.

Then from the conditions of the problem we have the two equations,

$$\frac{4x}{5}+\frac{5y}{4}=\$1{,}400.$$

$$\frac{y}{4}-\frac{x}{5}=\$100.$$

From which $x=\$500$, and $y=\$800$.

P. E. W.

Similar solutions by E. M. TRABER, C. M. SMITH, ASA M. RADCLIFFE, R. M., and N. S. J. A. CALDERHEAD, GEORGE C. DIETERICH and L. Q. S. get the same result as above without using $x$ and $y$, but their solutions are virtually algebraic.

Q. 57.—Let $x$=length of one side in rods; then will $4x$=perimeter, and 160 $(4x)$=area in rods. $x^2$=area in rods also. Then $x^2=640x$; from which $x=640$, and $4x=2560$, the number of rods in perimeter and the number of acres in area. I. F. P.

Put $x$=area in acres; also perimeter in rods. Then $\sqrt{160x}$= one side, and $\frac{x}{4}$ will also represent a side. Hence,

$$\sqrt{160x}=\frac{x}{4}$$

$$160x=\frac{x^2}{16}$$

$x=2560$, acres and also rods around field.

For arithmetic, use the following:

RULE.—*Take $4^2$ times the number square rods in one acre, the result will be area in acres and perimeter in rods.* L. Q. S.

Solutions similar to the above by G. W. LUDY, C. M. SMITH, J. A. CALDERHEAD, R. M., N. S., and P. E. W. E. M. TRABER supposes a triangle constructed on each rod of the perimeter as a base, with vertex at the center of the field. Each of these triangles must contain an acre, since the field contains an acre for every rod of perimeter. Several of these triangles will be right. The base being one rod and the area one acre, the altitude must be twice 160 rods. But the altitude of any one of these right triangles is just equal to half the length of one side of the field, which gives 640 rods as the length of one side. From this the perimeter is readily found to be 2560 rods.

An easy solution is reached by considering that there are *four* acres for every rod in the length of one side. A rectangle *one* rod wide cut from one side of the field would contain four acres, and would be 640 rods long.

Q. 58.—The area of the field is 4,000 square rods, and the area of unplowed part is 2,000 square rods. Since similar surfaces are to each other as the squares of their like dimensions, we have the proportions: $4000 : 2000 :: (100)^2 :$ (length of unplowed part)$^2$, and $4000 : 2000 :: (40)^2 : (\text{width of unplowed part})^2$. From the first we get 70.71+, the length of unplowed part; and from the second, 28.28+, width of unplowed part. E. M. **Traber.**

Similarly, M. F. **Andrew**, **Nelson Sauvain**, P. E. W., and R. M. It might be well for these brethren to look the *ground* over carefully again. J. A. **Calderhead** sent a solution similar to the above, but subsequently asked to have the following substituted: $\frac{1}{2}(100+40-\sqrt{100\times100+40\times40}=$ 16.15. $100-16.15=83.85$, length in rods of unplowed part. $40-16.15=23.85$, width in rods of unplowed part.

C. M. **Smith** reaches same result by algebra, thus: Let $x$ equal width of strip plowed. Then $280x-4x^2=2000$; from which $x=8.075$. $100-(8.075\times2)=83.85$, the number of rods in length of unplowed part. $40-(8.075\times2=23.85$, the number of rods in width of unplowed part.

L. Q. **Skelton** gets same result by a solution almost identical with that of J. A. **Calderhead.**

## QUERIES.

(Contributions for this department should reach the Editor by the *fifteenth* of the month.)

60. Why are drops of rain globular? R. H. D.

61. Where is the plot of Enoch Arden laid? L. Q. S.

62. What is the cause of the sharp detonations often heard in the steam pipes used in heating buildings? U. G. Gordon.

63. Why does the moon appear larger near the horizon than when near the meridian of the observer? U. G. G.

64. Does the writing teacher use good English when he directs his pupils to "shade even?" Why or why not? W.

65. "*Resolved,* That these proceedings be published in the county papers." What is the mode of "be published." R.

66. When an infinitive or clause is the object of a transitive verb is it then said to be in the *objective case*? D. P.

67. Who were the "Barn Burners?" Why so-called?

R. H. D.

68. Two wheels 12 and 12½ feet in circumference, respectively, being firmly fixed on the same axis, 14 feet apart, are set rolling on a plane; find diameter of circle described by either wheel.

J. F. E.

69. A man and a boy can mow a certain field in eight hours. If the boy rests 3¾ hours, it will take them 9½ hours. In what time can each do it? E. M. T.

# EDITORIAL DEPARTMENT.

*The* MONTHLY *is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

*The London Schoolmaster*, under the head of "Public Opinion," makes copious extracts from the excellent paper of Miss Thomas, "Concerning the Stupid Scholar," which appeared in our September issue.

The friends who subscribed for the MONTHLY at the summer institutes, with the privilege of paying any time within three months, are reminded that the "days of grace" are nearly up. To avoid all confusion and misunderstanding we will name December 1 as the time for all, though some are due sooner. All institute subscriptions received by that time will be accepted at club rates. See terms on first page of cover.

There is one provision of the compulsory law, soon to take effect, which specially concerns principals and teachers of all schools, public and private. It requires them to report to the clerk of the board of education the names, ages and residence of all pupils in attendance at their schools, together with such other facts as said clerk may require, in order to facilitate the carrying out of the provisions of the law. The clerk of the board is required to furnish necessary blanks, and the reports are to be made the last week of September, December, February and April. The penalty for neglect is a fine of not less than twenty-five nor more than fifty dollars for each and every offense.

When Dr. White retired from the superintendency of the Cincinnati schools in August last, the Board, by a rising vote, expressed in strong terms its appreciation of his management of the schools, and at the same time appointed a committee to prepare suitable resolutions. That committee reported September 23, and its report was *unanimously* adopted. The first resolution reads as follows:

"The Board of Education desires to express to Dr. Emerson E. White, on the occasion of his retiring from the office of Superintendent of Public Schools, its highest appreciation of his eminent qualifications, and to extend to him its warmest thanks for the great success he attained, as well as for the unvarying dignity, tact and courtesy, the fidelity, zeal and strong sense of duty constantly displayed by him in the discharge of the arduous and delicate duties of his office."

This, then, is the Board's estimate of the man it beheaded a short time before, It has been said to the credit of Judas Iscariot that he had grace to go and hang himself. The Cincinnati Board of Education seems to have had grace to confess before the world its shameful betrayal of a great trust. It was bound by every consideration of honor and duty, acting for the people of a great city, to sustain the man who had shown such "eminent qualifications," attained such "great success," and constantly displayed such "fidelity, zeal, and strong sense of duty in the discharge of the arduous and delicate duties of his office."

## THE GRAMMAR CLASS.

The grammar recitation ought to be, and may be, one of the most intensely interesting and profitable exercises of the school; whereas it is often the most irksome and unprofitable. Sometimes children are put to the study of grammar at too early an age, before they are capable of exercising the discrimination and judgment required by the profitable study of the subject. A good deal of practice in the art of composing, with some simple instruction in the ordinary grammatical forms which appear in correct composition, should precede the formal study of grammar. But for pupils fourteen to eighteen years old, of average ability and attainments, there is no more profitable and no more fascinating study than grammar rightly pursued. By objective presentation of the various parts of the subject let the pupil be led to a firm grasp of the individual facts of the language; from individual facts and illustrations lead to the discovery and mastery of principles; and, lastly, give much thorough practice in the application of principles and laws to new particulars. These three seem to cover the whole field of grammatical instruction, and the order in which they are named is the natural order. Not that a portion of time is to be set apart and devoted exclusively to the acquisition of all the individual facts of the language, to be followed by another period devoted to the mastery of principless, and still another to the application of these principles; but in each and every branch of the subject, important definitions and rules should be reached through observation of individual facts, and should be made clear and familiar by application to a wide range of new cases.

It is the chief design of exercises in analysis and parsing, which occupy so much of the time of grammar classes, to apply principles previously learned, with a view to their more complete mastery; and the value of these exercises depends largely upon the steadiness with which this end is kept in view. A great deal of such work seems to be almost purposeless, and it is correspondingly valueless. In a vast number of schools it consists almost exclusively of repeating in set phrase the properties of parts of speech, taking the words in the order in which they occur in the sentences, with scarcely a ripple of thought to break the monotony. Well do we remember how we memorized and recited that, to us, meaningless rigmarole in Kirkham's grammar:—"The *systematic order of parsing* a NOUN, is—a noun, and why?—common, proper, or collective, and why?—gender, and why?—person, and why?—number, and why?—case, and why?—RULE:—decline it." And so of the other parts of speech. And many months were spent in irksome, thought-killing attempts to follow these "systematic orders of parsing," never omitting to parse even the articles *a*, *an* and *the*, wherever they might occur, in strict accordance with the "systematic order."

This was nearly half a century ago. Does anything like this still prevail? It cannot be doubted that there are a good many schools at this day in which bright minds are made stupid by this same kind of ceaseless repetition of empty words.

For pupils to be able to parse words systematically is not without value. They ought to acquire this ability. But the exercise should be continued only so long as it proves stimulating and thought-provoking to the pupils. It is time for a change when interest and thoughtfulness begin to wane.

Sentences for practice in analysis and parsing should be wisely adapted to the needs of the class. They should not be too simple, nor should they contain too many difficulties. It is often well for the teacher to ignore the exercises of the text-book, and prepare or select exercises better suited to his purpose. We remember making the discovery at one time that the members of a large grammar class we were teaching were weak in handling the complex sentence and in disposing of subordinate clauses. Instead of turning again to the subject in the text-book, a carefully prepared list of complex sentences was written on the blackboard and assigned as a lesson. The recitation consisted of pretty vigorous mental gymnastics. The sentences were handled without gloves. Text-books were referred to; definitions, principles and rules were looked up and applied to the case in hand. Another list of sentences was assigned for next day's lesson, and this was kept up as long as seemed necessary or desirable. Pupils were also required to prepare and bring to class original complex sentences, some containing adjective clauses, some adverbial clauses, and others substantive clauses.

At another time we found a class lacking in ability to handle the relative pronoun. The relative pronoun became the chief article of their intellectual diet for a time, and they relished it and grew healthy and strong on it. In the same way, infinitives, participles, case constructions, or any other special topic may be treated.

Of course no good results can be obtained unless the teacher is himself master of the subject, and has skill in handling a class and in the art of putting things. By this last is not meant so much the ability to talk well, though that is desirable if coupled with a due apppreciation of when to speak and when to restrain speech; it implies, rather, skill in the art of making statements and putting questions in a suggestive, or thought-provoking way. What to leave unsaid is sometimes a greater concern to the teacher than what to say.

We had in mind to give an illustration of the method we have suggested for handling sentences in the grammar class, but it seems harder in this case to represent an ideal exercise than it would be to conduct a real one. The reaction and inspiration of a class of living boys and girls are wanting. But perhaps even an imperfect presentation may be of some value. Take this sentence from old Kirkham:—

*Learn to unlearn what you have learned amiss.*

The sentence should be plainly written on the blackboard in view of all the class. The questions are addressed to the class, with the distinct understanding that pupils are to respond only when designated. When concert responses are desired, the teacher simply says, "The class." The teacher may proceed somewhat as follows:

"Look at the sentence." "What is its class?" "Why?" "What is the principal proposition?" "What is the subordinate clause?" "Name the subject of the principal proposition." "Any modifiers?" 'The predicate?" "Modifiers?" "The subject of the subordinate clause?" "The predicate?" "Modifiers?" "How many verbs does the sentence contain?" "What is the mode of the first?" "Of the second?" "Of the third?" "Name the object of each verb." "Give the construction of the infinitive 'to unlearn.'" "What other constructions may an infinitive have?" "Give the syntax of 'what.'" "What part of speech is 'amiss.'" "What does it modify?" "Parse 'have learned.'"

The great aim of the teacher should be to secure an active state of the pupils' minds and their right direction to appropriate objects of thought.

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## THE CITY TEACHERS' ASSOCIATION.

What is the value of the City Teachers' Association, and how may we derive its full value from it? I presume we are all agreed that "charity begins at home," although I trust that none of us will be content to have it end there. We want a citizen of the United States to be more interested in the welfare of America than in that of England. We cannot understand a man's concerning himself more about his neighbor's affairs than his own. And we feel that while we should be ambitious for all of Ohio's schools, the best way to realize that ambition is to make the schools of the city in which we teach, all that they should be.

It may not be ours "to take all knowledge for our province," but the true test of the professional spirit is that there be no part of the work of the public schools in which we feel no interest. The high school teacher who knows nothing of the work outside of the special branches which he teaches, and cares nothing to learn anything of it, ought to be ashamed of himself when he grumbles because the pupils have not been properly prepared for his department. The primary teacher who is content to teach her pupils certain things and develop the minds of the little ones trusted to her care without any regard to fitting them for the next work they will have, is neglecting an important part of her work. She is laying the foundation upon which others must build; and these others—call them grammar school teachers or what we will—ought to know how this foundation is laid, test its strength, and then build upon it, instead of going to work to lay another.

I have not any patience with the narrowness which is interested only in *one's grade*, and regards anything not connected with it as foreign to one's work. If it were possible for educational papers to be prepared for each grade of our public school work, I should not advise any teacher to take just the paper prepared for her special grade. It would be like giving only one kind of food to men and women needing the nourishment that comes from the variety which nature has furnished for us. Therefore, the Teachers' Association must have in it teachers of all grades, and must consider questions relating to every phase of our work, or it will have nothing of the value of the diamond which sends forth its brilliant light in every direction. The great poet who had gathered wisdom from all the storehouses of the thinkers who had preceded him, who had taken from life its sweetest and its saddest secrets, whether uttering a cry that came from the weakness of his body, or a cry that spoke the language of his soul, breathed forth that which must be our prayer when he said, "More light." We understand nothing of the solemnity of our work, nothing of its infinitely grand possibilities, if we are satisfied with the light that we have. We despise not the candle, the lamp, the gas light, the electric light, in the absence of God's sunlight. The word, the sentence, the suggestion, or the free discussion concerning anything connected with our work will be the light-bringer to our Association. Emerson tells us that no one should be admitted to a club who would be offended by the discussion of any subject whatever. In our teachers' club there should be the freest possible discussion of everything connected with our work. If we are opposed to "talking shop," as all allusion to our work is termed when it is brought forward outside of professional circles, our meetings will be a place where we can indulge in it to the fullest extent. You will permit me here to express an opinion on this question of "talking shop," which I have never seen in print, but which *possibly* may be held by some one besides myself. No one has a right to be a bore. His good sense ought to show him when he is becoming one, and that he ought to change the subject of conversation, no matter what it has been. But it is my own private conviction that those persons who never discuss educational questions outside of the schoolroom have really no interest in them,—just as the prejudice against ever making a pun is strongest in those who are incapable of making one. When at my old home on the Ohio River, we used often to go over to the Virginia side and stand on the bank and enjoy the picture as we had it from that point of view. Then we began our ascent, and half way up would stand and take another view of the same scene. Reaching the top of the hill we looked down upon the same river, the same boats, the same town on the Ohio side, and yet our picture had changed. Just so the view of education changes when we consider it from different standing points. That is the reason why we *must* have in an ideal Association teachers of all grades; why we must urge all to take part in the discussion. We cannot afford to take any one-sided views of education. We cannot afford to let the opportunity to express our views on questions connected with our work pass by without improving it. I think it is Dr. Holmes who says, "A man must talk to know what he thinks," and I know the formulating of our thought into speech will often make it clearer in our own minds.

There is another reason why I urge all teachers to take part in the work of City Teachers' Associations. As a city grows larger there is greater danger that many teachers may become just parts of one large machine. Too often is it that only the leaders, those holding the very highest positions, care anything for the District Associations. In fact, no others are expected even to know when such meetings are held in their city. Teachers come from all grades in smaller places and from some distance to attend, but those who live there act as if they could afford to lose all the inspiration of such meetings, and no one seems to think it strange. Is it that the teachers in these cities do not need all the light they can get on vexed questions? Do they not realize that the greater advantages in many ways that the city brings, entail upon them greater obligations? If coming to a city and becoming one of a large corps of teachers necessitate the loss of one's individuality, then it were better never to come. But it is *not* a necessity; and there are safeguards against such a result. One of the most important preventives is active membership in a Teachers' Association.

Everything that makes us better men and women makes our schools better. Phillips Brooks, Boston's great preacher, teaches that to make life worth all that it should be, we must have the length, the breadth, and the height of it. The length, the straightforward course toward the end that we have in view; the breadth, sympathy with others, in the common joys and sorrows of humanity; the height, the rising to the knowledge of God. These must be the dimensions of our lives as teachers. We must lay out the line of action that will lead toward the physical, intellectual and moral development of our pupils; from that line nothing must tempt us to swerve. Professional breadth must mean for us keeping from narrowness by coming in contact with other minds, with other hearts; not merely to receive but give. Intellectual selfishness seems to me so much worse than any other kind. To be given light in a measure above that of others and then seek to hide that light! It would not seem strange if those who had little should strive to keep that little to themselves. If those brought up in poverty,—wretched suffering poverty in our great cities,—poverty that longs for a little physical comfort, poverty so great intellectually that it is too numb to feel its need, and most of all poverty of the heart's affections, so bare that we shiver at the thought of it, should greedily keep all that it could get. But even such poverty is often generous. You cannot go with Charles Dickens through the streets of London, nor with Victor Hugo learn to know even the gamin of Paris, without learning lessons of doing for others that will carry with them a reproach for living for self. As teachers we need this lesson. I would not be misunderstood. In a certain sense we do a great deal for others. There is an infinite amount of work done every year for the pupils of the schools in our lands for which dollars and cents cannot pay. I do not bring the charge of selfishness against my own profession in that respect. We are usually helpful to those teachers with whom we come in contact, either through daily association in work or personal friendship. But what I plead for is something a little different from this. I want us to feel a special interest in a teacher because he *is* a teacher. I want that we should feel that that fact makes him of special value to us—that it very probably has involved in it that he can do something for us and that we can do something for him. High school teachers often hold themselves aloof from other teachers;—the others are not the only losers thereby. No teachers can have a deeper interest in the work of the grades below them, for so much of their own success depends upon how this has been done. There is scarcely any place where there is a better opportunity for judging of the results of the work of the grades. No examinations can be devised which will test the thoroughness of the preparation for high school work in the same satisfactory way as the test that comes from watching how the pupil does the new work given him. Tell me, then, if it shows common sense for the high school teacher to keep aloof from associations in which he will meet teachers of all grades. If he has a higher culture, then he owes it to other teachers that he let them share its elevating effects. All suggestions made in a kindly manner by him will be received in the same spirit. I have learned this through that best of good teachers,—experience. He is a loser in another sense if he fails to attend Associations in which are found other than high school teachers. Some one has said "that there is more true teaching done by the primary teachers of our land than by the college professors; that those professors could learn much of the *art* of teaching by visiting our best primary schools." However, this may be, those who know anything of true teaching know that scholarship alone is not sufficient to make a teacher. I have seen very good teaching in high schools, and I have seen some teaching there that I consider very, very poor. And yet I believe that these same teachers who are doing poor work, with the knowledge that they have of the subject, may soon be made good teachers if they can only be brought to take an interest in good methods of teaching, which are often found in the grades below the high school. There is not an immense amount of difference between the mental development of pupils of the A Grammar Class and the First Class of the High School.

I think I have shown the necessity for the Teachers' Association for teachers of all grades. I know I have at least made the idea prominent. At some future time, if you do not grow tired of hearing from me, I shall most probably speak to you of a matter that is one of the subjects in which I am so enthusiastic that you may call me a "crank," (I don't care at all if you do since "the rose will smell as sweet by any other name") that is the duty and pleasure of close relationship between the teachers of graded schools and those of ungraded schools, between *us city teachers* and our "country cousins."

We have considered the persons whom we wish to take part in discussions, let us for a few moments see what qualities should characterize these discussions to give them their true value. Let every one speak from the courage of his convictions. The very fact that a man bravely utters what he honestly feels often gives a man of uncouth manners and unpolished speech a hearing when grace of bearing and finished oratory wield little power. The world likes a man who is not afraid of it. Those speakers and those writers in our own profession who speak and write without fear what they think and feel are always listened to with respect, even if we cannnot agree with them in all they say. It is better that we who are deeply interested in the welfare of the public schools, should with clear eyes look into every evil connected with them, and work steadily for the removal of everything injurious than that we should dishonestly shut our eyes so that we cannot see what is wrong, or seeing, be afraid to act, and thus leave our work to unfriendly hands that may tear down without upbuilding.

MARGARET W. SUTHERLAND.

## O. T. R. C.

FRIEND FINDLEY:—As treasurer of the Ohio Teachers' Reading Circle, I desire to acknowledge through the MONTHLY the receipt of the following sums for membership fees since my last report, July 20, 1889.

| | | |
|---|---|---|
| July 27. | —Minnie S. Ingham, Cleveland, Cuyahoga, Co. | $ 5 00 |
| Aug. 10. | —Rebecca Stewart, Coshocton, Coshocton Co. | 25 |
| " 10. | —John Newland, Bainbridge, Ross Co. | 25 |
| " 12. | —Frank R. Dyer, Kenton, Hardin Co. | 22 05 |
| " 25. | —Adrienne Gleason, Defiance, Defiance Co. | 25 |
| Sept. 6. | —Lucy Starling, Wells, Minnesota | 25 |
| " 12. | —Ida Haslup, Sidney, Shelby Co. | 1 00 |
| " 15. | —Clarence Smith, Lucasville, Scioto Co. | 25 |
| " 15. | —W. M. Glasgow, Wooster, Wayne Co. | 50 |
| " 19. | —J. O. Versoy, Vermillion, Erie Co. | 25 |

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| Sept. 22. | —E. E. Marshall, Smithfield, Missouri | 50 |
| " 23. | —W. M. Glasgow, Wooster, Wayne Co | 25 |
| " 28. | —W. D. Walter, West Brookfield, Stark Co | 25 |
| Oct. 1. | —Kittie M. Smith, Defiance, Defiance Co | 25 |
| " 16. | —E. Milli Howald, Columbus, Franklin Co | 3 75 |
| " 16. | —John Rea, Winchester, Adams Co | 7 00 |
| " 18. | —E. D. Isern, New Bremen, Auglaize Co | 3 00 |
| " 21. | —A. B. West, Sylvania, Lucas Co | 4 00 |
| " 23. | —Ida M. Brown, Sidney, Shelby Co | 25 |
| " 23. | —J. A. Watson, Blue Bell, Guernsey Co | 25 |
| | Total | $49 55 |

*Massillon, O., Oct.* 23, 1889. E. A. Jones, Treas.

## EDUCATIONAL INTELLIGENCE.

—The Normal school at Canfield opened with increased attendance and good prospects for the future.

—The Wayne, Ashland and Medina teachers' association convenes at Creston, Nov. 15 and 16. A good time is expected.

—October 26th was the time for the bi-monthly meeting of the Clark County teachers' association, Springfield the place.

—The schools of Clifton, Green County, were closed for two weeks about the first of October, on account of the prevalence of diphtheria.

—Institutes are held during the week beginning Oct. 28, in Columbiana Co. at New Lisbon, and in Fulton Co. at Wauseon.

—A neat little manual before us contains the course of study and rules and regulations of the Piketon schools. M. F. Andrew is principal.

—The teachers of Hancock County have a flourishing reading circle—the first effort of the kind in the county. A meeting was held at McComb, Oct. 12.

—The schools of Utica, O., under the management of Mr. I. C. Guinther are in a prosperous condition. The attendance is better than for a number of years.

—October 19th was flag-presentation day at Massillon, O. A flag was placed on each school building by the Senior and Junior Order of American Mechanics and the G. A. R.

—The schools of Findlay, Ohio, had an attendance in the month of September of 2,507 pupils, a net gain over the corresponding month last year of 552. Gas! Natural gas!

—Send to Van Antwerp, Bragg & Co., Cincinnati, O., for *Notes on Samoa* with Map, the best description and the finest map yet published of that country. They will send it for the asking.

—A meeting of the Hamilton County teachers' association was held in Hughes' High School, Cincinnati, Oct. 12. We have no report, but the program indicates a profitable meeting.

—The Washington Co. Institute at its last session (Aug. 27–30) reached the largest enrollment on record—335. The instructors were Dr. Schuyler, Mrs. Leiter and Mrs. Buchanan. M. R. Andrews and W. H. Venable gave evening lectures. The local institutes which were so successful last year are to be continued. The first meeting will be held at Lowell, Nov. 2nd. A.

—We have waited for a promised report of the Greene County institute whose coming is still delayed. The institute began Aug. 12 and continued two weeks. Dr. C. W. Bennett, of Piqua, assisted by M. J. Flannery and perhaps other home talent, did the work the first week, and Dr. Alston Ellis and the writer followed the second week. The writer was taken sick the second day, throwing the burden mainly upon Dr. Ellis, for which he proved abundantly able. The attendance was good and the interest seemed well sustained.

—The Greene County teachers' association held a meeting in the new Beaver Creek Township High School building, at Alpha, Oct. 12. The afternoon was devoted to the dedication of the new high school building. Horace Ankeney, President of the Board of Education, delivered an address, presenting the building to the people; E. J. Williams, an ex-member of the Board, responded on behalf of the people; and W. W. Donham, former township superintendent, delivered the dedicatory address. This is according to printed program. We wrote for a report of the meeting, but it was not received in time. Dear old Beaver Creek! May intelligence and goodness ever abide and increase within thy borders.

—The second meeting of the Adams County teachers' association, was held at West Union, October 12, with over one hundred teachers present. Fifty names were added to the "O. T. R. C.," and several new names to the association. Mr. Albert C. Hood, Clerk of the Board of Examiners, announced to the teachers that an average grade of two percent, in addition to what they make at their next examination, would be given to all teachers belonging to the reading circle, and that any teachers could, on examination, substitute a higher branch for a common one, provided the grade of the common branch was sufficiently good. Papers were read as follows: "Washington Irving," by Clara Cunningham; "Grammar and Language," by Andrew C. Smith; "Absenteeism and Tardiness," by J. W. Jones; "Morals and Manners," by Denver Darling. W. E. F.

—The Eastern Ohio & Western Pa. Superintendents' and Principals' Round Table met at Youngstown Friday and Saturday, September 27 and 28, 1889. The attendance was larger than usual. The "boys" were glad to see each other after the long vacation. The warm grasp of the hand, the smiles, the enthusiasm, all evinced vigor for the work of the new year.

Friday evening the discussion on "How we can be more helpful to our teachers," was opened by John E. Morris, of Greenville, and T. H. Bulla, of Youngstown. The discussion, in which nearly all participated, was lively, though informal. The following were some of the points: Superintendents and principals can be helpful to teachers—

1. By being loyal to them when right.
2. By kindly reproof and criticism.
3. By giving words of encouragement and commendation of work well done.
4. By co-operation in discipline and in intercourse with parents.

5. By introducing into schools new topics and methods.
6. By showing *how* to do work.
7. By rendering assistance in emergencies.
8. By arranging work in a systematic way.
9. By occasionally finding out what teachers and pupils are doing in recitation.
10. By helping to supply supplementary work.
11. By examining work and inquiring into methods used by teachers.
12. By being teacher's best friend in the work.
13. By taking part of teacher against unreasonable parents.
14. By writing test questions on topics gone over.
15. By assisting in making out programs for schools.
16. By timely talks to schools.
17. By securing such apparatus, furniture, etc., from school board as teachers need.
18. By discussing methods with teachers.
19. By leading teachers to see the bearing of each part of the work on the general system.

The same evening, reports were made on certain tests in letter-writing and spelling, the B. Grammar Grade, of Sharpsville, Pa., coming out ahead in the spelling.

Saturday the ball was set rolling by J. W. Canon, of Sharon, on the topic, "How to secure better attendance in our schools." Some of the points are—

1. Keep a good school.
2. Study into cause of absence and work on the cause, whether it be parent or child.
3. A certain amount of absence is legitimate. The teacher should not scold and fret and threaten, but should receive absentees cheerfully.
4. Sift out the worst cases and try to cure them.
5. Keep record of absence and tardiness where all can see.

C. P. Lynch, of Warren High School, had the topic, "What can we do for our graduates after graduation?

1. Urge them to go to college.
2. Keep them in mind and recommend them for employment; and when in employment call on them occasionally.
3. Put them in line of reading good books. In this connection Mr. Lynch read a post-graduate course of reading which the Round Table ordered printed in the MONTHLY. Mr. Lynch was also requested to print a course of reading for grammar schools and high schools.

Saturday afternoon, L. W. Day, of Cleveland, told "What we can do to secure better school legislation."

1. We must know the history and tendency of our work.
2. We must have personal interviews with legislators (who are but men) and have them visit schools.
3. Interest the newspapers.
4. We must have state unity of effort, must show legislators that we are not acting from selfish motives, but for improvement of schools.
5. We must have judicious perseverance backed by successful work.

J. E. M.

## PERSONAL.

—J. D. Simkins writes encouragingly of the work in his new field at St. Marys.

—Supt. O. T. Corson, of Cambridge, and his corps of teachers visited the Cleveland schools in October.

—Ira O. France, a Summit County teacher for a good many years, is now teaching in the Galion High School.

—Dr. W. H. Venable is now doing efficient service as a teacher in the Hughes High School, Cincinnati.

—I. F. Patterson, one of the Steubenville principals, has been tendered the position of Vice Consul General to Bolivia.

—W. H. McFarland, principal of Pearl street school, Springfield, in a letter dated October 14, expresses gratitude for the recovery of himself and son and daughter from diphtheria.

—In the list of officers of the Clermont County institute, which appeared in our September issue, the name of J. W. Liming, of Tobasco, should have been included. He was chosen secretary.

—F. M. DeMotte, the new Examiner in Preble County, is satisfactory to the teachers of the county. E. P. Vaughan, another of the Examiners, is very low with typhoid fever. His recovery is barely possible.

—E. H. Cook, at one time principal of the Columbus High School, has resigned the presidency of the Potsdam Normal School, N. Y., to take the principalship of Rutgers College Grammar School, at a salary of $5.000.

—Supt. F. G. Shuey, the new man at Camden, is succeeding admirably. Teachers, pupils and patrons are highly pleased. Dr. John Hancock visited the schools of Camden and Eaton on Friday, October 11, and addressed the Preble County Teachers' Association on Saturday.

—A local paper speaks in high terms of praise of the start Supt. H. L. Peck has made at Brooklyn. He is spoken of as an earnest worker and a close observer of everything pertaining to the welfare of the schools. The Board already regard him as the right man in the right place.

—J. E. Kinnison is doing excellent work at Jackson, Ohio, if we may judge by what the papers say. The *Jackson Herald* says the schools are growing better every year under his management. He has entered upon his ninth year. There were eleven graduates at last commencement.

—Supt. F. D. Ward, of Le Roy, Medina county, writes under date, Oct. 22: "That terrible disease, typhoid fever, has taken from us our primary teacher, Miss Cora Hills. Her place in the schools and in society cannot be filled. She was most excellent, able, willing, efficient;—a rare teacher."

—Professor Edward P. Anderson, Ph. D., of the University of Mich., who was last year in charge of the Department of English Literature in the Ohio University, has recently been called to a similar position in the Michigan Agricultural College. Dr. Anderson is well known as a contributor to The Dial and as one of the translators of the Great French Writers Series. He will be succeeded at Athens by Professor Willis Boughton, a graduate of the same institution, and at present a teacher in the Technical School, Cincinnati. He is one of the editors of Allen's History of Civilization, to which he has contributed about a thousand actavo pages.

—Dr. E. E. White has returned after six weeks of rest and recreation in the far west. He expects to spend November and December lecturing in Pennsylvania and elsewhere east. The last week of August he delivered a course of lectures before the teachers of Grand Rapids, Mich., of which a correspondent of the *School Moderator* speaks in the following very complimentary terms:

> "Dr. White, with whom we all are beginning to feel acquainted through his most excellent 'Elements of Pedagogy,' as well as his lecture at the State Association, gave some twelve lectures on 'Principles of Teaching,' 'Moral Training in the Public Schools,' 'Punishment,' etc., and closing the work Friday P. M. with his masterly and polished lecture on 'Character.' Nothing but words of congratulation and satisfaction were heard for the rare privilege that the teachers of Kent county and the second city had of gaining the rich experience of long and successful labors, and the inspiration of deep and thorough study and positive convictions on the side of truth, education and progress. None could listen to the soul-stirring admonitions and counsels, wise exposition of matter and methods, and not go forth to their work better enabled to lift all with whom they come in contact to a higher lever."

## BOOKS.

*A First Book in American History*, with special reference to the lives and deeds of great Americans, by Edward Eggleston; a very attractive book for boys and girls. By picture maps and by pleasing sketches of prominent actors in our country's history, the young learner is made acquainted, in a most natural and attractive way, with the simpler leading phases of our national life. Biography, the alphabet of history, is made available to give the young student clear and correct views of life in other times. An ingenious set of maps at the close gives a clear view of the extent of the country at various periods. [D. Appleton & Co., New York.]

*McGuffey's High School Reader* (revised edition), presents in chronological order, specimens of the best literature of the several generations of British and American authors from the time of Shakespeare to the present. An introduction treats of the various forms of composition and rhetorical figures. About eighty authors are represented in the selections. Contemporaneous authors are arranged in groups, each group is characterized, then each author in a group is taken up in order, a brief sketch of his life is given, his principal works are named, and his style is described and illustrated. The book is really an excellent text-book in English literature. [Van Antwerp, Bragg & Co., Cincinnati.]

*The Child and Child-Nature*, by the Baroness Marenholtz-Buelow, is a translation from the German of a work first published about twenty years ago. It is prized as an exposition and interpretation of Froebel's educational system. Despite the vein of mysticism which runs through it all, and which seems to pertain to Froebel's philosophy, there is in it much of value to kindergartners and primary teachers. [Published by C. W. Bardeen, Syracuse, New York.]

*Institutes of Economics.* A text-book for college classes, by E. Benjamin Andrews, D. D., LL. D., President of Brown University, late Professor of Economics and Finance in Cornell University; 228 pages. Cloth. Introductory price, $1.30.

The author has not attempted to do the work of the instructor. He has studied brevity and clearness. Essential statements are made in terse, clear language, printed in bold type; while amplifications, illustrations and the treatment of subsidiary topics appear in the notes. Constant reference is made to the best authorities convenient of access. The leading questions of the day, such as Wages, Strikes, Poverty, Taxation, etc., are concisely and clearly treated. It is a unique manual, which cannot fail to command attention. [Published by Silver, Burdett & Co., Boston.]

*A New English Grammar*, conformed to Present Usage, with the object method of teaching the elements of the English language. By Alfred Holbrook, President National Normal University.

This is a revision and consolidation of the author's two well known grammars. The new "Complete Grammar" is a good text-book, but there seems an inappropriateness in the very simple lessons or "preliminary drill" with which most of the chapters are introduced, in a book of this character. [Pubished by Van Antwerp, Bragg & Co., Cincinnati and New York.]

*The Irregular Verbs of Attic Prose*, their forms, prominent meanings and important compounds, together with lists of related words and English derivatives. By Addison Hogue, Professor of Greek in the University of Mississippi.

The mastery of the verb is the most difficult task the young student of Greek meets. To aid him in this undertaking is the main object of this book. First, there is a pretty full treatment of regular verbs, in order that when an irregular verb is learned, the student may see clearly what forms are irregular and what makes them so. In the treatment of irregular verbs, a good deal of attention is given to meanings and to English derivatives. [Ginn & Co., Boston.]

*Common School Song-Reader*. A music reader for schools of mixed grades. By W. S. Tilden, teacher of music in the State Normal School, Framingham, Mass.

This book is designed to meet the wants of the ungraded schools. It contains first lessons in singing and reading music, and exercises and songs in one, two and three parts, with directions to teachers. [Ginn & Co., Boston.]

*Iphigenia Among the Taurians*. Euripides. Edited by Isaac Flagg.

This belongs to Ginn & Co.'s series of Greek texts. An introduction gives the history, plot, etc., of the play; copious notes accompany the text, and an index follows.

*Elementary Practical Physics*. A guide for the Physical Laboratory. By H. N. Chute, M. S., teacher of Physics in the Ann Arbor High School.

The laboratory or experimental method is followed exclusively. Definitions and statements of principles are excluded. A series of exercises is given, with full directions for the preparation of apparatus and the conducting of experiments. [D. C. Heath & Co., Boston, New York and Chicago.]

*Selections from Wordsworth*. With notes. By A. J. George, M. A., author of Wordsworth's Prelude.

These selections have been made after much study and use with classes, as most representative of the great poet's work. The notes are stimulating and suggestive rather than exhaustive. [D. C. Heath & Co., Boston.]

*The Interstate Second Reader.* By Kate L. Brown.

The plan seems admirable, and is well carried out. The chief aim is training in thought-getting. [Interstate Publishing Company, Chicago and Boston.]

*Les Trois Mousquetaires, par Alexander Dumas.* Edited and annotated, for use in Colleges and Schools, by F. C. Sumichrast, Assistant Professor of French in Harvard.

This is a condensed and expurgated edition of one of the best known of the great French novelist's stories, for the use of students of the French language. [Ginn & Company, Boston.]

*Education: Intellectual, Moral and Physical.* By Herbert Spencer.

The Educational Publishing Company, of Boston, has issued a very neat and cheap edition of this well known work.

*The Essentials of Method.* Discussion of the Essential Form of Right Methods in Teaching. Observation, Generalization, Application. By Charles DeGarmo, Ph. D., Professor of Modern Languages, Illinois State Normal University.

Teachers without a fair knowledge of psychology and logic and with small capacity for independent thought, will not find either entertainment or profit in this book; but those who are able to follow the thought of the author will find much of both. To such it can scarcely fail to prove a fascinating and profitable study. [Boston: D. C. Heath & Co.]

*Deutsch's Drillmaster in German* is a new departure in language study. Starting with sentences of the simplest form and words similar to the English in both sound and meaning, the left page contains numbered paragraphs in German and the right contains the exact English equivalent. The grammatical principles deduced from the exercises appear in copious foot-notes and in the appendix. Gradation and repetition are the two corner stones on which the method rests. It is well calculated to impart a practical and thorough knowledge of the German language. [The Baker and Taylor Co., New York.]

*School Hygiene:* or the Laws of Health in Relation to School Life. By Arthur Newsholme, M. D., Medical Examiner of Pupil Teachers to the School Board for London.

A book for teachers and school officers, treating of school sites and the construction, furniture, lighting, ventilation, warming and drainage of schoolhouses, and the general conditions of health of pupils. The author is a recognized authority on the important subjects treated, and in the preparation of this book has done a very important service to the cause of education. [D. C. Heath & Co., Boston.]

*Our World Reader* (No. 1.), by Mary L. Hall, is a revision of "Our World," by the same author. It is a series of talks about the earth, designed as "First Lessons" in geography. It is a good book for home use, and teachers would find it helpful in preparing oral lessons. It is also a good book for the school library for purposes of supplementary reading. [Boston: Ginn & Co.]

*Cynewulf's Elene:* An old English Poem. Edited with Introduction, Latin Original, Notes, and Complete Glossary, by Charles W. Kent, Professor of English and Modern Languages in the University of Tennessee. [Ginn & Co., Boston.]

A book full of entertainment and profit to teachers is Klemm's *European Schools:* or What I Saw in the Schools of Germany, France, Austria, and Switzerland. It is vol. XII of the International Education Series, Edited by Wm. T. Harris, and published by D. Appleton & Co. It is not designed as a critique of the European school systems; but rather to bring vividly before the reader the teachers and pupils at work. There seems at times an excess of detail and illustration; but it is a fault, if fault at all, that will be readily forgiven. The pictures drawn are very vivid and pleasing. We are reminded by this book of our experience in reading, a good many years ago, Bayard Taylor's "Views Afoot Through Europe." We have carried ever since an impression of having traveled through Europe. Mr. Klemm's book should be widely read by American teachers.

A very attractive book for young people is Sarah Cooper's *Animal Life in the Sea and on the Land*, published by Harper & Brothers, New York. It starts with the lowest forms of animal life and goes systematically through the animal kingdom. The style is very pleasing and the matter is very wisely chosen. The habits and modes of life of animals and the adaptation of structure are made prominent. It is a book that intelligent boys and girls would read with avidity.

*Fairy Tales in Prose and Verse.* Selected from Early and Recent Literature. Edited with Notes, by Wm. J. Rolfe, A. M. Illustrated. Published by Harper & Brothers, New York.

This number of Harper's "English Classics for School Reading" is suitable for grammar school pupils. The notes give it special value as an elementary study in language and literature.

*Literary Landmarks:* A guide to Good Reading for Young People, and Teachers' Assistant. By Mary E. Burt, Teacher of Literature, Cook County Normal School. Published by Houghton, Mifflin & Co., Boston and New York.

The coming teacher will be expected to know books and be able to direct the reading of his pupils. The book before us offers help in this direction out of a long experience. Its chief value is in its lists of books, which seem to be well chosen.

The fifth book of Harper's excellent series of Readers came to hand just after we went to press last month. It is distinctively an American book, containing only selections from American authors, most of which have not previously appeared in a school book. While designed primarily as a school reader, the character of the selections and the notes at the end of the volume make it an excellent introduction to the formal study of English literature. [Harper & Brothers, New York. W. J. Button, General Western Agent, Chicago.]

*The Teacher's Dream and Other Songs of School Days*, by W. H. Venable, is a beautiful booklet in small quarto form, with limp covers. A full page illustration faces each page of letter press, and for frontispiece there is an excellent likeness of the author It is an elegant souvenir, such as the author's multitudes of friends will be delighted to have. Fifty-three cents sent to Mayo Venable, Station C, Cincinnati, will secure a copy.

### MAGAZINES.

With what very pleasant anticipations one comes to look each month for the arrival of the standard magazines. One of the first to appear is the *Popular Science Monthly*. The November number begins a new volume, and has an inviting table of contents. Edward Atkinson discusses the art of cooking, and describes and illustrates a cooker and oven of his own invention. The Decadence of Farming, The Human Body a Storage Battery, Responsibility in Mental Disease, and Israelite and Indian, are some of the other leading articles. [D. Appleton & Co., New York.]

During the coming volume *The Century* is to have an illustrated series of articles on the French Salons of the seventeenth and eighteenth centuries, including pen portraits of many of the leaders and a detailed account of the organization and composition of several historical salons. A great number of interesting portraits will be given with the series.

*The New Chautauquan* has no likeness to its predecessors save in name and purpose. The conventional magazine form takes the place of the pamphlet form. One hundred and sixty-four pages of matter are given instead of eighty-four. Twelve issues are promised for the volume instead of ten. New type adorns the pages. Wire stitching has been substituted for thread. The whole is enclosed in a new cover of attractive design.

*Scribner* for November has for a frontispiece an excellent portrait of Emin Pasha, and the opening article, by Col. H. G. Prout, describes the part of Africa over which Emin rules. J. Russel Soley, of the U. S. Navy, discusses the effect of American Commerce on an Anglo-Continental War. Harold Frederic's serial "In the Valley" is continued. Dr. M. Allen Starr has an interesting article on Electricity in Relation to the Human Body. Besides these there are other articles of interest and value. Though one of the younger magazines, *Scribner* is steadily making its way. Chas. Scribner's Sons, New York.

*The North American Review*, usually among the last to arrive each month, always comes freighted with the thought of leading thinkers on the great questions of the day. The November issue is Number 5 of Vol. 149. Published at No. 3 East 14th St., New York.

*The Atlantic Monthly* for October opens with a generous installment of Mr. Bynner's serial, "The Begum's Daughter," which the 'London Spectator" pronounces "a very powerful story." "A Non-Combatant's War Reminiscenses," by J. R. Kendrick, contains fresh statements with regard to the social and political condition of South Carolina before and during the war, and many incidents of peculiar interest. The writer was a Union man. The number is especially inviting.

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"Stick to your business" is very good advice; but still there are a great many people in the world who have no regular and profitable business to stick to, and there are others who are following a line of business which is manifestly unsuited to them. Now, when such is the case you had better write to B. F. Johnson & Co., Richmond, Va., and see if they cannot give you a pointer. They have helped a great many men and women along the way to fortune, and now stand ready to assist you, too.

—THE—

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

# THE NATIONAL TEACHER.

SAMUEL FINDLEY, . . . . . . . . . . . . . . EDITOR.

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## THE CULTURE VALUE OF THE HISTORY OF EDUCATION.[1]

B. A. HINSDALE, PH. D., PROFESSOR OF THE SCIENCE AND THE ART OF TEACHING IN THE UNIVERSITY OF MICHIGAN.

The appearance on the morning's program of the subjects following my own will cause no surprise. That the history of education contains lessons of great practical value for the educational statesman, for the school administrator, and for the teacher are propositions by no means novel, even if their importance is not fully appreciated. That this history also has great culture value may not be an absolutely novel proposition, but it is certainly much less familiar than the others, and is much less appreciated. This is the proposition that I am to bring into the foreground.

First of all, let me explain that by the culture value of the subject is here meant its total value separate and apart from guidance or practice. Everything that the history of education does for the mind as such, whether training its powers, storing it with information, or planting it with fruitful ideas, is included in the topic. In this discussion, however, it will not be necessary or advantageous to separate the total culture product into these several parts.

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[1] This paper was read before the National Educational Association at Nashville, July 18. The subjects referred to in the first sentence dealt with the practical value of the history of education to the teacher, superintendent, and legislator.

Possibly it is commonly supposed that the history of education consists of dry bits of information relating to studies, methods of school organization, teaching and discipline, school legislation and school appliances, together with personal notices of some quite peculiar and uninteresting men called schoolmasters and educational reformers. It does, indeed, embrace all these subjects, that are of such great practical value. However, if this were all, we could not make a very large culture claim for the study. But this is far from being all; it is, in fact, but husk and rind so far as culture is concerned. It would not be easy to name a division of the history of philosophy, or of the philosophy of history, that brings before the mind a richer store of facts or a more interesting group of problems.

First, educational systems in the legal sense are an important department of law and an interesting branch of institutional history. Education is recognized in every one of our State constitutions, in some of them at much length; while our State school laws are among the most characteristic parts of American legislation. It is an obvious remark that these laws reflect the character and temper of our people, and partake of the nature of our institutions as a whole. It may not be equally obvious that these laws, so far from being based on certain *a priori* principles, conform throughout to our local political institutions.

For example, there are in the United States two radically different systems of local government. In New England, the unit of government is the town; in the South, it is the county. In the one section, the county is used for judicial purposes only; in the other, the town is nothing but the jurisdiction of a justice of the peace and an election district. A third system has sprung from the combination of these two. The compromise system of the old Middle States and of the West makes less of the town and more of the county than New England, and less of the county and more of the town than the Southern States. Our State school systems, corresponding to these large institutional facts, are also divisible into three groups. Until the recent Vermont legislation in relation to the county superintendency, I am not aware that the word "county" was found in the school law of a single New England State. At the South, again, the school officers and school machinery belong mainly to the county. And finally, the compromise-system States use both the town and the county for educational purposes, just as they do for the other objects of local government.

Examples of the correspondence between school systems and their social and political environments are plentifully furnished by the States of Europe. In France and Germany, the administration of the schools and of education is highly centralized, like every other department of public affairs; while that vast piece of patchwork called the Elementary Education Act illustrates as well, perhaps, as any legislation that can be mentioned the slow process of evolution by which the institutions of England have been produced, the heterogeneous elements of which they are composed, and the extreme conservatism of the English mind.

Education, therefore, is deserving of study as a part of the institutions of nations. The education of youth is certainly a much more important element of civilization than the punishment of criminals, but educational institutions have been less studied than penal institutions by others than professional educators.

In the second place, educational systems considered as mental and moral disciplines are developments of ideas; they are born of philosophies, religions, civilizations. This can be shown adequately for the occasion by an outline map of the territory that the history of education covers. Frequently the division lines will overlap; but my object is to give a general view of the field and not a close logical analysis.

1. How education has been influenced by particular civilizations. —This inquiry would include the effects of national ideals, as those of Athens, Sparta, and Rome in ancient times, and Prussia and America in modern times. It would embrace also the educational results of the caste system in the valley of the Nile, of democracy in the Grecian republics, of absolute monarchy in France under the *ancien regime*, of constitutionalism in England, and of republicism in the United States. Nor would the inquiry end with the influence of the several factors in the particular countries where they existed. Many of their most interesting results would be found in remote lands and in distant times. China did not make any contribution to the current of western educational history until, a few years ago, we began to study her civil service and her examination system; but Greece, from her character and geographical position, has profoundly influenced the education of every western country since the days that she sent her colonies to Italy, Gaul, and Spain.

2. The educational effects of schools of thought.—Exclusive of theology, human thought has moved in two main channels. The first Greek thinkers occupied themselves with physical problems; they sought to understand and to explain Nature; but their explanations, as was natural, are now thought rather curious than valuable.

Socrates at first studied the same subjects, but, failing to reach results that satisfied him, and becoming convinced that the gods had withheld the causes of material things from the knowledge of men, he applied himself to human problems, and so became the founder of philosophy. His motto was, "Know Thyself"; and although the scientific treatises of Aristotle and the physical discoveries of the Alexandrian philosophers were promising anticipations of modern science, thought continued to flow mainly in the humanistic channel for 2,000 years. In the largest sense, Socrates was the first and greatest of the humanists. In the seventeenth century we come upon the main stream of the second great intellectual movement. In English-speaking countries and in all countries where the empirical philosophy has made a deep impression, the name of Lord Bacon has been, and still is, more closely identified with this movement than that of any other thinker. In late years there has been a tendency to challenge Bacon's claims, but we must in fairness acknowledge the force and justness of Professor Fowler's words :— "He called men as with the voice of a herald to lay themselves alongside of nature, to study her ways and imitate her processes. To use his own homely simile, he rang the bell which called the other wits together. Other men had said much the same thing in whispers or in learned books written for a circle of select readers; but Bacon cried it from the house-tops, inviting all men to come in freely and partake of the feast. In one word, he popularized the study of nature. He insisted, both by example and precept, on the influence of experiment as well as observation. Nature, like a witness, when put to the torture, would reveal her secrets."[1] Thus, the name of Bacon stands for science, as the name of Socrates stands for philosophy. It is impossible to name subjects more unlike than the subject matter of philosophy and science. They present also strong differences of process and method in both investigation and exposition. The historian of education is not concerned with these great intellectual movements as such, or with humanists and scientists; but he is intimately concerned to know and to explain how they have affected the study of mind and shaped theories of human nature; how they have moulded educational ideals and furnished the materials of study; how they have influenced the scale of educational values, and determined methods of teaching and school government. Who shall estimate the pedagogical consequences of such Baconian utterances as these? "Man is the servant and interpreter of Nature"; "We can only conquer Nature by first obeying her"; and "The kingdom of man, which was founded on the sciences, cannot be entered otherwise than the kingdom of God,—that is, in the spirit of a little child."

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[1] Bacon, 197. London, 1881.

3. A still more particular inquiry as to philosophy is this: How has education been affected by its various systems, as the Platonic and the Aristotelian, by sensationalism and idealism?

4. How has education been influenced as respects its ideals, its subject-matter, its methods and motives, by the religions and churches of the world, and by particular movements and organizations within them? To be more specific, what has been the influence of historical Christianity, and of such currents within its wide stream as asceticism, scholasticism, mysticism, Protestantism, and the Catholic revival? M. de Laveleye, the distinguished Belgian publicist and economist, once said: "The reformed religion rests on a book, the Bible"; "Catholic worship, on the contrary, rests upon sacraments and certain practices, such as confessions, masses, sermons." What, if any, is the educational significance of these two facts?

No man competent to deal with this fourth problem is likely to question that, as a whole, historical Christianity far transcends any other force or movement that has acted upon education. Consider for one moment the tremendous momentum that the enthusiasm of humanity has given to educational effort. "A new commandment I give unto you, that ye love one another; as I have loved you, that ye also love one another." Undoubtedly, men who approached education on the secular side have done educational work of very great value. But the men who have burned with educational zeal—the evangelists of new fields, the heroes of new conquests, the martyrs of the cause -have been Christian men, filled with the spirit of Him who was moved with compassion on the multitude, when he saw that they fainted and were scattered abroad as sheep having no shepherd. Nor, as the centuries pass away, does this flame burn less pure or bright. It warmed the heart of Pestalozzi as well as of St. Boniface. All in all, the educational influence of John Amos Comenius has been greater than that of any other man of recent times. And Comenius was a Moravian bishop, impelled in all his undertakings by the same spirit that sent some of his brethren as missionaries to the snows of Greenland, others to the forests of Ohio. "As Comenius increased in years," says Professor Laurie, "the religious element in his educational theories assumed more and more prominence. But he never lost sight of his leading principles. The object of all education was to train children to be sons of God, but the way to do this was through knowledge, and knowledge was through method."[1]

5. Next may be mentioned the educational consequences flowing from intellectual eras or epochs, as the reaction of Greece upon Rome, the Renaissance, the modern scientific era, the ascendancy of the French mind in the seventeenth and eighteenth centuries, and the wonderful growth of German influence since the downfall of Napoleon. There are conjunctions in the world's history where we find real new educations; such as the introduction of the Greek learning into Italy following the conquest of Greece, the introduction of ancient letters into Western Europe, and the expansion of modern science.

6. The Rationalistic movement.—Rationalism, which Mr. Lecky well characterizes as "not any class of definite doctrines or criticisms, but rather a certain cast of thought, or bias of reasoning," began with the revival of letters; but it has continued its resistless sweep until it has sapped the basis of authority, greatly weakened faith, swept vast masses of dogma into the limbo of things forgotten, set up new standards or modified old ones in almost every department of life, and fully restored to civilization the old Greek spirit of inquiry. How has this yeast not worked since the time when the disciples of Abelard prayed their master to give them "some philosophical arguments, such as were fit to satisfy their minds; begged that he would instruct them, not merely to repeat what he taught them, but to understand." How great the distance that separates us from the day when Scheiner, the monk, was told by his superior that he could not have seen spots on the sun, since Plato and Aristotle mentioned nothing of the kind in their writings.

7. Then there is modern democracy, or the universal spirit, that, repudiating the old theological theory of government, and basing the state on the dogma of contract, has profoundly modified every department of life.

8. The secularizing tendency which, as well as democracy, is a part of the rationalistic movement, has changed educational ideals, broken up old courses of study and made new ones, and, to a very great extent, compelled the clergy to pass the educational torch to laic hands.

9. Last of all may be mentioned material progress, perhaps the greatest fact in a time of great facts. The opening up to civiliza-

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[1] John Amos Comenius, 213, London, 1881.

tion of vast regions of the earth unknown before the age of Maritime Discovery, or unoccupied, together with the power over nature that discovery and invention have conferred upon man, has piled Ossa on Pelion until we no longer venture even to guess what the surprises of the future will be. However, we shall hardly dissent from the opinion of Mr. Spencer. "Throughout the civilized world, especially in England, and above all in America, social activity is almost wholly expended in material development. To subjugate nature, and bring the powers of production and distribution to their highest perfection, is the task of our age ; and probably of many future ages." [1] It is true that material progress, like many other parts of modern civilization, is largely a product of modern education, but it has re-acted upon its cause, changing ideals, substituting new subject-matter for old, and modifying school methods. "It is impossible," says Mr. Lecky, "to lay down a railway without creating an intellectual influence. It is probable that Watt and Stephenson," he adds, "will eventually modify the opinions of mankind almost as profoundly as Luther or Voltaire." [2] While the transforming educational power of material progress has already been very great, it is certain to be still greater. Men are not wanting who tell us that an education based on books, no matter how it may have answered the demands of civilization hitherto, is ill suited to the wants of an industrial and commercial age, and that we must create a new education based on things and manual processes. This is an extreme claim ; but we readily see how it has originated, and why it is pressed with such persistence.

But we must look at our subject under a third aspect. The school is a product of civilization, and historically a late one ; later than the family, the state, and the church. But it has re-acted with marked power and effect upon civilization, modifying its forms, changing its spirit, reconstructing its ideals and altering its character. Moreover, this reflex influence is constantly growing in strength. More and more is the schoolmaster getting abroad. Stronger and still stronger becomes the thread of education in the strand of civilized life. Formal argument is hardly called for to prove these propositions, but one or two historical illustrations will not be out of place.

Says Mr. John Fiske : "The Puritan theory of life lay at the bottom of the whole system of popular education in New England. According to that theory, it was absolutely essential that every one should be taught from early childhood how to read and understand the Bible. So much instruction as this was assumed to be a sacred duty which the community owed to every child born within its jurisdiction." The results of the system of schools that sprang from this root idea are before the world. Mr. Fiske finds the same theory of life acting in Scotland; he goes so far as to say: "And one need not fear contradiction in saying that no other people in modern times, in proportion to their numbers, have achieved so much in all departments of human activity as the people of Scotland have achieved. It would be superflous to mention the pre-eminence of Scotland in the industrial arts since the days of James Watt, or to recount the glorious names in philosophy, in history, in poetry and romance, and in every department of science, which since the middle of the eighteenth century have made the country of Burns and Scott, of Hume and Adam Smith, of Black and Hunter and Hutton and Lyell, illustrious for all future time."[1] Back of and causing all these splendid developments were the parish and burg schools that date from John Knox. Renan may have overstated the truth, when he said the German universities conquered at Sedan; but all men recognize the fact that education played a most important part in the tremendous war that, in 1870 and 1871, materially changed the map of Europe, and still more the adjustment of its political and military forces. On the opening of the Paris Exposition two months ago, keen observers began at once to study the products there exhibited with reference to their educational bearings. Moreover, they have promptly told us that they find clear proof that, in some lines, America is falling into the rear. Thus every day the impression deepens that education and schools are essential elements of national power and progress.

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[1] Essay on "The Morals of Trade."

[2] Rationalism in Europe, N. Y., 1866.

There are certain divisions of knowledge a fair acquaintance with which is deemed essential to a well-educated man. Reference is not now made to the more technical subjects that are taught in schools, as languages, mathematics, and sciences, but to those more general branches of knowledge that constitute what we commonly call "general information," and sometimes "fact-lore." Mention may be made of military history, politics, material progress, religion under its doctrinal and institutional forms, art and literature. Now it cannot be denied, either that education is a subject of at least equal importance and dignity with these, or that it is much less understood. Educational knowledge has never taken rank with the other large divisions of knowledge ; and, if the paradox may be allowed, education is the one great subject about which educated men generally are most ignorant. The fact is, of course, a part of that under-valuation of education which is so patent a fact in the history of civilization. Two series of facts will set the general proposition in a clear light.

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[1] The Beginnings of New England, 151, 152, Boston, 1889.

Intelligent men are almost universally ill informed concerning contemporary educational matters. Men who can give you a particular account of the progress of political events in France since 1870, can give you no account whatever of the almost equally remarkable series of educational events. Americans understand German schools and education better than those of any other foreign country ; and yet with the exception of a small number of cultured men this understanding is extremely vague and general. Men in numbers can explain with much fullness and accuracy that wonderful complex of precedents, documents, and institutions which make up the English constitution, who know nothing of England in an educational aspect beyond the bare fact that it is the land of Oxford and Cambridge.

Nor do we find a happier state of things when we change from contemporary to historical events. Here at least, however, it must be confessed that the materials of information are not easy of access. The man who has never read the common books of history with the subject in mind can poorly appreciate their barrenness of such materials. One dependent solely upon these sources of information would hardly get the idea that there were schools and teachers in antiquity, or that they have been of much consequence in modern times. He will search the copious indexes of Grote's, Thirlwall's, and Curtius's Histories of Greece in vain for the words "teacher," "school," "study," and "education." Merivale and Mommsen do better ; some very interesting views of Roman education are found in their works ; but by no means the full views that the student of educational history desires. Macaulay created a new historical school. He said the historian of England should be a combination of Henry Hallam and Sir Walter Scott. He introduced into his history, for example into the celebrated third chapter, much material that writers before him had neglected and despised, thus imitating the artist mentioned by himself who made the most beautiful window in the Cathedral of Lincoln out of bits of glass that his fellow workmen had cast aside. And yet Macaulay did nothing for the history of education beyond some accounts of the Universities, and a half page devoted to female education at the Restoration. Mr. J. R. Greene, as he says in his preface, strives throughout that his book shall not sink into a drum-and-trumpet history; he gives more space to Chaucer than to Crecy, to Caxton's press than to the Yorkist and Lancastrian strifes, to the rise of Methodism than to the Young Pretender; and still except some interesting pictures of the Universities, and the sentence, "The Sunday Schools established by Mr. Raikes, of Gloucester, at the close of the [eighteenth] century, were the beginnings of popular education," I recall nothing in his "Short History," or in its later expansion, directly touching the education of the English people. Mr. Lecky does a little better. He gives between two and three pages in the last of his six volumes to popular education, which, by the way, is about twice the amount of space that he gives to the introduction of the umbrella into England. I know of no history of England that gives any account whatever of the ancient Grammar Schools, or of the great public schools that are to-day such a very important factor in the civilization of the country. Even when full allowance has been made for the former feeble state of education, and particularly public education, such remissness as this is inexcusable. Apparently war and politics are still so attractive as to draw the attention of historians from such a splendid theme as national education.

Finally, to guard against possible misapprehension, a few words of caution. It may be said that my programme is too ambitious; that interesting and important as are the facts and problems presented, they belong to the history of civilization or philosophy rather than of education; that they lie above the level of normal school or even of college and university teaching; and that they have more interest and value for the philosopher and the historian of philosophy than for the practical teacher and school officer. This view is not without truth. I have sought to assign to education her proper place in the family of philosophical studies. No doubt my program is not at present fully attainable in even our best equipped universities. At the same time, this program should be kept in view as an ideal. No doubt our professors of the history of education must not allow their instruction to evaporate in philosophical speculations; they must remember our practical aims and especially our practical needs; they must keep the teacher's schoolroom and the superintendent's office constantly in view. But if they are wise, they will at all times push their own studies along the higher levels of the subject; they will present their facts in the light of reason ; they will be philosophical as well as pragmatical ; they will not fail to connect educational facts and problems with the important philosophical, social, scientific, and religious facts and problems with which they are so closely bound up. If at all fit to occupy his chair, the professor understands that there are two classes of elements in the practice of education ; the temporary and the permanent, the necessary and the contingent ; he will by analysis separate these classes of elements one from the other ; and he will so establish his pupils in this distinction that they will not be apt to follow noisy educational prophets who, losing sight of it, either fall into utter charlatanry, or so exaggerate some elements of education as to make the whole product monstrous. The teacher of the history of education is the man to establish in the minds of those fitting to teach a proper educational perspective.

But after this caution has been duly emphasized, it still remains true that the history of education is a culture study as well as a practical study ; that it has the same kind of educational value that the history of philosophy has ; and that it should be made a culture study in every institution offering a considerable range of electives. If we are going to study the history of war, politics, and religion, why not of education? Who can give a reason for excluding the history of education from the lists of educational agencies?

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## LITERATURE IN PUBLIC SCHOOLS.

BY C. P. LYNCH, PRINCIPAL WARREN HIGH SCHOOL.

There are two extremes to which the friends of education go in the adoption of courses of study for high schools. There are those who insist upon what they call an "English Course," and those who are just as earnest in their support of a " Classical Course."

Educational men generally agree that no course of study is complete unless the three lines, language, science and mathematics, are pursued through the entire course. It is a question, then, what the language or languages should be.

He who would know the English language and acquire the mental culture which comes from studying a classic, must study the Latin, and, if possible, the Greek also. Must the English classics, then, be neglected? By no means. If properly managed, these two courses can be carried together in every high school, and graduates will know and love the English language better, and will have more mental power to warm up the "Cold, cold world," about which we hear so much.

The Latin, Greek, and modern languages are taught better in our high schools than the English. It is encouraging, however, to see some improvement along this line The old method of studying literature, by studying what some one has written about it is fast giving way to a new and better one. The way to study literature is to study *it*, not what some famous writer has said *about* it. As soon study botany without analyzing a flower, or chemistry without performing an experiment. It is not the biography of authors we want, further than to see to what extent their environments have influenced their writings. Biography should end here, and should be regarded as secondary to the writings themselves.

It is not my purpose to say what should be selected, as the length of time devoted to the subject must determine the number of authors which could be taken up. If but one term, Swinton's "Studies in English Literature" will furnish enough, perhaps more than can be completed in that time. Whether three months or ten, the pupils should, by all means, have in their hands some standard selection from each author which they have read so thoughtfully that they will have a knowledge of the writer's style, and can give an intelligent opinion of his literary merits. In this day of cheap literature, when enterprising publishers have become benefactors of the teaching profession, there ought to be no dearth of books. Clark & Maynard, Houghton & Mifflin, Ginn & Co., Lee & Shepard, Harpers and others have solved the problem for us, and they will furnish our classes with the choicest gems of English and American literature at a surprisingly low price. Put these into the hands of our classes and they will study with a delight they never had before, and the results cannot fail to be encouraging.

One difficulty we meet in teaching advanced English, is that many come to the senior year so poorly prepared to do well its special work. Why? Because through grammar grades and thus far through high school, their reading has not been with reference to this special study of literature. What can be done to prepare them for it? My answer is, the course of English which was referred to in the beginning of this article, a course which is to be pursued without neglecting the classics or modern languages. My plea is, not less Latin, Greek, or German, but more English.

At the request of the Round Table, an association of principals and superintendents of Eastern Ohio and Western Pennsylvania, I send for publication in the MONTHLY, the following Course of Reading. It is the outgrowth of the discussion of a paper presented to the Round Table by the writer, a year ago. A committee, consisting of Supt. Morris, of Greenville, Prof. Hill, of Youngstown, and myself, was appointed to prepare a course of reading for high schools. From the Committee's lists I have made out the course as given below. The object has been to select books which would be entertaining, profitable, and varied, exerting a wholesome influence, and also preparing the pupils, somewhat at least, for the special study of English literature. Boys and girls WILL READ and if they are directed a little they will read good books as readily as poor ones. What is most to be desired is to establish and encourage a taste for reading *helpful* books.

Many drop out of school before they reach the higher grades, and during the grammar grades, too, is the very time when they most need to be directed in their reading. For it is here that their tastes are being formed,—which can be molded, to some extent, at least, by having put into their hands books which are equally interesting and vastly more helpful than the trash that often finds its way behind the big geography,—clearly proving that the boy does like to read.

With the hope of accomplishing something in this direction, I have since prepared a course of reading for grammar grades. These courses may not be followed closely, but they will form a basis which may be useful to teachers in directing the reading of their pupils, and in establishing and building up libraries in their schools. The lists may be radically changed ; indeed, each school might prepare its own course, different from every other, and still be equally good.

The field of literature is well nigh infinite in its extent. And, although a large amount of reading may be done in these grammar and high school courses, and in special class work, yet there is much that can not be taken up, many authors which can not be read, because of lack of time. There are inviting fields, which graduates are just ready to enter, but commencement comes and they seem obliged to stop. To satisfy the demand on the part of graduates, I have prepared a post graduate course. It will be observed that each year contains a biography, a work of fiction, a history, a drama, and a miscellaneous work.

Various plans may be followed to secure the reading of the books during each school year. What teacher has not racked his brain to obtain good results in rhetorical work? With all the material which this reading will furnish, the teacher need not lack for an abundant supply. Reviews of portions of books, sketches of characters, reproductions of poems, compositions on authors, and many others, which the ingenious teacher may select, will be of great assistance in this work. Offer some incentive to those who complete each year's work, keep it before the school by frequently inquiring about the progress made in reading, encourage those who are behind by securing the books for them. Enthusiasm on the part of the teacher will win, and the results may reach beyond time into the hereafter.

In regard to the post graduate course, a meeting of those who are reading it may be held, say, once a quarter, at which an interesting program may be given, reviewing the work read. This will tend to keep up a friendly relation among Alumni, and to hold them more closely to their *Alma Mater.*

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## COURSE OF READING FOR GRAMMAR GRADES.

### D GRAMMAR.

1st month: Child's Book of Nature.—*Hooker.*
2nd " Little Pussy Willow.—*Stowe.*
3rd " Nine Little Goslings.—*Coolidge.*
4th " Stories Told to a Child.—*Ingelow.*
5th " Two Little Confederates.—*Page.*
6th " Sara Crewe.—*Burnett.*
7th " Fairy Tales.—*Andersen.*
8th " Rose and the Ring.—*Thackeray.*
9th " Jackanapes.—*Ewing.*
10th " Rab and his Friends.—*Brown.*

### C GRAMMAR.

1st month: Robinson Crusoe.—*DeFoe.*
2nd " Ten Times One is Ten.—*Hale.*
3rd " Wonder Book.—*Hawthorne.*
4th " Uncle Tom's Cabin.—*Stowe.*
5th " Little Men.—*Alcott.*
6th " Christmas Stories.—*Dickens.*
7th " Stories of Greek History.—*Yonge.*
8th " Little Lord Fauntleroy.—*Burnett.*
9th " Birds Through an Opera Glass.—*Merriam.*
10th " Miles Standish.—*Longfellow.*

### B GRAMMAR.

1st month: Boys of '76.—*Coffin.*
2nd " How to Do It.—*Hale.*
3rd " Leslie Goldthwaite.—*Whitney.*
4th " Innocents Abroad.—*Clemens.*
5th " " " "
6th " Genghis Khan.—*Abbott.*
7th " Snowbound and Among the Hills.—*Whittier.*
8th " War of Independence.—*Fisk.*
9th " Boys Who Became Famous.—*Bolton.*
10th " Voyage of a Sunbeam.—*Brassey.*

### A GRAMMAR.

1st month: Tales of a Grandfather.—*Scott.*
2nd " Life of Washington.—*Scudder.*
3rd " Indian History for Young Folks.—*Drake.*
4th " Eight Cousins.—*Alcott.*
5th " Life of Miss Alcott.—*Cheney.*
6th " Fairy Land of Science.—*Buckley.*
7th " Women Who Became Famous.—*Bolton.*
8th " Hosier Schoolmaster.—*Eggleston.*
9th " Boots and Saddles.—*Custer.*
10th " Sketch Book.—*Irving.*

## COURSE OF READING FOR HIGH SCHOOL.

### FRESHMAN YEAR.

1st month: Rose in Bloom.—*Alcott.*
2nd " Mazeppa and Prisoner of Chillon.—*Byron.*
3rd " Birds and Bees.—*Burroughs.*
4th " Up and Down the Brooks.—*Ramford.*
5th " Tales from Shakespeare.—*Lamb.*
6th " Tent Life in Siberia.—*Kennan.*
7th " Franklin's Autobiography.
8th " Last of the Mohicans.—*Cooper.*
9th " Silas Marner.—*Eliot.*
10th " Hiawatha.—*Longfellow.*

### SOPHOMORE YEAR.

1st month: Ivanhoe.—*Scott.*
2nd " Alexander (or Cyrus).—*Abbott.*
3rd " Enoch Arden.—*Tennyson.*

4th month : Young People's History of England.—*Dickens.*
5th " " " " " " "
6th " Cotter's Saturday Night, Mouse's Nest and Mountain Daisy.—*Burns.*
7th " Vanity Fair.—*Thackeray.*
8th " John Halifax, Gentleman.—*Mulock.*
9th " Wake Robin.—*Burroughs.*
10th " Merchant of Venice.—*Shakespeare.*

### JUNIOR YEAR.

1st month : David Copperfield.—*Dickens.*
2nd " " " "
3rd " Julius Cæsar.—*Froude.*
4th " " " —*Shakespeare.*
5th " Evangeline.—*Longfellow.*
6th " Ben Hur.—*Wallace.*
7th " Last Days of Pompeii.—*Lytton.*
8th " Pilgrim's Progress.—*Bunyan.*
9th " Forms of Water.—*Tyndall.*
10th " Arthur Bonnicastle.—*Holland.*

### SENIOR YEAR.

1st month : Hamlet —*Shakespeare.*
2nd " House of Seven Gables.—*Hawthorne.*
3rd " Hypatia.—*Kingsley.*
4th " Vision of Sir Launfal and Longing.—*Lowell.*
5th " Representative Men.—*Emerson.*
6th " Essays on Milton and Johnson.—*Macaulay.*
7th " Words, Their Use and Abuse.—*Mathews.*
8th " Kathrina.—*Holland.*
9th " In His Name.—*Hale.*
10th " How Success is Won.—*Bolton.*

## POST-GRADUATE COURSE OF READING.

### FIRST YEAR.

3 months : Life of Washington (one vol. edition).—*Irving.*
2 " Scarlet Letter.—*Hawthorne.*
5 " Conquest of Mexico.—*Prescott.*
1 " Macbeth.—*Shakespeare.*
1 " Sesame and Lilies.—*Ruskin.*

### SECOND YEAR.

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| 2 months : | Life of Lincoln.—*Arnold* or *Holland.* |
| 3 " | Les Miserables.—*Hugo.* |
| 4 " | History of the United States.—*Eggleston.* |
| 1 " | Richard III.—*Shakespeare.* |
| 2 " | Among My Books.—*Lowell.* |

### THIRD YEAR.

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| 4 months : | Personal Memoirs.—*Grant.* |
| 2 " | Adam Bede.—*Eliot.* |
| 3 " | Short History of English People.—*Green.* |
| 1 " | Henry VIII.—*Shakespeare.* |
| 2 " | Hours with Men and Books.—*Mathews.* |

## WHEREWITHAL SHALL I BE CLOTHED?

BY LEILA ADA THOMAS.

To one who has seen the young women of a certain teachers' institute arrayed in all their glory, remarks upon the subject of dress will seem a work of supererogation. These persons, it will be said, like the majority of American women, spend too much time and thought on raiment already. They wear to a gathering devoted to professional work gowns and hats suitable only for a garden or theater party; and if these articles are a sample of the whole wardrobe, its purchase must consume most of a small salary. Talk to teachers, say the wise ones, about books, music, art; urge them to physical culture, to travel, but let the subject of dress alone.

Granting the premises in this argument, there is a different conclusion to be drawn. Suppose we admit that Americans, as a class, *some* members of our own profession included, do spend too much time on dress. It does not follow that ill-dressing is a duty nor that the question needs no consideration at all. Western farmers have a way of fighting prairie fires which might be used to advantage in fighting intangible but no less perilous things, namely, that of lighting the grass on the other side.

Suppose, instead of ignoring the love of dress innate in every one of us, and which crops out in the teacher, just as it does in the seamstress, the stenographer, the factory girl, the society belle, or instead of trampling on it when it does appear, we recognize it as a plant which can furnish food for the higher nature if cultivated. There are vegetables, celery and parsnips, for instance, which are poisonous in their wild state, but which become healthful means of subsistence under proper conditions. Love of dress is love of the beautiful, distorted, perhaps, but none the less real. The beautiful is the fit. A gown of delicate embroidery and lace or heavy silk is not beautiful either in the school-room or the institute, because it is unsuitable; yet she who wears it may be nearer the ideal than her sister who is an eye-sore in an ill-fitting or hideously colored dress, because one is blindly groping after beauty and the other is grinding it under foot.

It is said that the best dressed woman in the world is the New Yorker when she wears a French gown. Travellers concur in pronouncing American women the most beautiful, on the whole, as well as the best dressed of their sisters. A friend of mine was told in Scotland by an exile from his native land, "You don't know how good it is to see a pretty American gown again." I am not aware that any attempt has been made to account for this national characteristic. Perhaps it is early days to claim it as such. We are a cosmopolitan people, and the English, French, German, Italian, Russian and African ingredients have hardly as yet been so thoroughly mingled in the soup as to give us a right to claim a distinct flavor for it (or other nations a right to assign one). If any traits should be dubbed American they are those which have appeared in large numbers of people whose ancestors have lived for several generations in this country, and that I think can fairly be claimed, now, for the characteristic above mentioned. Newcomers acquire the faculty for dress, never in the first generation, in a measure in the second, and often completely in the third. To any one living in a semi-foreign community, especially in a German one, the transitional period is amusing. One looks with amazement from the delicate featured, slender, stylish girl to her homely haus-frau mother and wonders what there is in American air or institutions to bring about such a change. Is it owing to a larger house, better ventilation, beef-steak and abundant fruit in the place of pork and sauerkraut? Is it owing to the high school education which gives meaning and depth to a face before dull and heavy? Is it owing to the blue sky, radiant sunsets and blazing autumn foliage of the new land? Have the exquisite products of loom, forge and furnace, filling every shop, and not inaccessible to the moderate purse, their share in effecting the transformation? Who shall say?

Well were it for us if these changes for the better which are part and parcel of the process of Americanization, were the only changes. Alas, that one's eye must too often travel downward from the lovely face of the maiden of German, French or English grandparents to stooping shoulders, narrow chest, compressed waist and pinched feet! Alas, if in seeking for beauty she hath lost the straight road and wandered off on by-paths which go nowhere and which she must retravel with painful steps! Whose duty is it to lead her back but that of the common-school teacher?.

Granted then, the possession by American women of good taste and a faculty for dress, there is next to be considered its bearing on the school-room work. Is it better for the teacher to choke out of existence the love of pretty things to wear, in herself and her pupils, or to make that love a means for good by training it in right directions?

It is never wise to oppose nature in education—one ought to work with her. We teachers are sometimes forced by ignorant or stubborn parents to try to turn a mechanic into a book-keeper or a born caricaturist into a lawyer. But we need never make the mistake of ignoring traits common to the young of all mankind, or to the special race with which we have to deal. Here we are not handicapped and here reason ought to teach us to work along the lines of the original character, once we have found out what that is.

The question of dress for a teacher, then, has two aspects, one as it concerns herself, the other as it concerns her scholars. In a measure, of course, the first includes the last, since every force brought to bear on the teacher influences the pupils indirectly.

The old-fashioned idea of a teacher's proper dress seems to have been that it should be neat and inconspicuous, nothing more. This opinion still prevails, perhaps, in other countries than our own, where the pedagogue, or his feminine counterpart, has a station a little above that of an upper servant, which he is expected never to forget. Novel readers are familiar with the fate of the English governess, who dares to select a hat that is strikingly becoming or a gown that is dainty. Here in America, be it for good or ill, we have no "station" with its appropriate costume, and deprived of this ballast many of us rush to extremes and wear the most extraordinary clothes. The yacht must be freighted with judgment and good sense before it sails steadily enough to win the race.

Neatness is certainly a leading feature still, or ought to be, in the teacher's costume. Scholars have sharp eyes for all deficiencies in this regard. I know a teacher who was in the habit of going into the schoolroom with his shoes unbuttoned. He was offered a button hook by one of the pupils whose sense of propriety he had offended. Of course the girl was impertinent, but the man had provoked her impertinence.

Many women in the profession regard their duty done if they are neat and neat only in the schoolroom. They wear a sort of penitentiary garb, dull in hue, severely plain and often ill-made. They deny themselves and others that relief to the eye which comes from a bit of bright color or lace at the neck or the slight decoration of a sleeve. Others wear out in the school-room shabby finery long since unpresentable elsewhere. This is a positive insult to the children. Narrow means may compel us to wear a plain costume, but nothing can compel us to wear frayed silk and soiled velvet If we cannot afford to have suitable separate gowns for the schoolroom, we can, at least, have all our dresses made of a material and in a manner which will not be incongruous at the blackboard when the time comes to wear them there.

Good stuffs pay best in the long run for school-room gowns. I know a teacher who says she sometimes buys cheap material for home or street costumes but never to wear while at work. So a variety is no more expensive than one everlasting dress and far less wearisome to the children's eyes. Did it ever occur to you how tired they must get of seeing you in the same gown day after day, week after week ? Or that they were quicker to notice when your dress was a becoming color than any adult admirer you ever had ? I have known instances, almost pathetic, of children's treasuring for years the memory of certain stuffs or bits of ornament that a beloved teacher used to wear, and that were to the young things as much a part of that beauty in the material world whose revelation makes for refinement, as the arch of an elm bough or the smoothness of a rose petal.

If monotony of attire is to be deprecated for its effect upon the children's nerves, your own are no less worthy of indulgence. Everything that lessens the dullness of the school-room routine, be it only so small a matter as the putting on of a red blouse or slipping a nasturtion through one's button-hole, is worth the doing. If you live in an atmosphere of sunny cheerfulness yourself, so will the children under your care, and the innocent gratification of your own love of color is not only not wrong, it is a duty, if it raises your spirits in ever so small a degree. There is a danger that assails faithful teachers from which the frivolous members of the profession are free—that is, of binding themselves hopelessly on the wheel of the daily round. This may be done without injury to the temper and so to the usefulness of the victim, but I never saw any instances of it.

A story is told of Napoleon which illustrates his insight into human nature as well as his fertility of resource. During his protracted wars the heavy drain which they made on France at times caused discontented murmurs in Paris. On being informed of this the great general said, "Gild the dome of the Invalides." It was done. The people had something new to talk about and their attention was diverted from a dangerous topic. This sort of tactics is no new thing in nursery management, and if Napoleon could treat his Parisians as big children, we need not scruple to do likewise with our scholars. A teacher of my acquaintance may never have heard this story, but she showed the Napoleonic facility. When her pupils had been troublesome in the morning, she was in the habit of putting on at noon a certain very becoming pink bow; she insisted that order in the room was always better in the afternoon in consequence.

One of the most powerful yet subtlest influences of the world is that of personal beauty—a deadly poison when dissociated with intellect and moral worth; yet combined with them, who shall not say an elixir of life, who remembers Dante's Beatrice and Michael Angelo's "one fair face?" Many a mother, the confidante of her little son's adoration for his pretty teacher, rejoices when she finds that all the influence which the bright eyed young normal graduate has over her boy is used to make him a better man. Nor was that member of a school board far astray when he said in answer to the self-depreciation of a teacher in her first year, who really had done wonders with a set of young savages on the outskirts of a large city, "They have had among them the refining influence of a beautiful woman, and that is better than mere teaching."

We cannot all be beautiful, alas, in this world. Some of us must carry our homely faces to the end and make the best of them. But we can all be well dressed, and every woman from Eve down has known in her heart of hearts that that was half the battle. If it is right to avail ourselves of the influence that personal beauty gives, why not the influence that dress gives, to tame rough boys and hoydenish girls, to make them gentle and chivalrous, maidenly and modest? Beauty alone will not do it, nor will dress. Children are quick to pierce unrealities and strip off shams. They are merciless to the pretty or well dressed teacher who is that and nothing more. But if she be of the right stuff, they love her the better and obey her with the greater alacrity, because she is a pleasant sight for their eyes to rest upon.

Finally, do we not owe something to this eager, half-grown girl in the school-room, in the way of example and instruction? She wears a pale blue gown with a satin front to school because she does not know any better. She decks her throat with strings of beads, bits of velvet and ribbon, until she looks like an Indian idol—for the same reason. She tilts along on high-heeled shoes which ruin her walk, she projects into space from the front of her head a monstrous excrescence which she calls a "bang," she girds her suffering lungs into a hand's span of waist, because, poor child, she wants to look pretty and she thinks that is the way to gain her end. Suppose she sees always before her from the time she enters the primary grade till she graduates from the high school, a truly well-dressed woman; one whose hair is arranged with careful consideration for the lines of the face and head, yet in disregard of the caprices of fashion; one whose gowns of flannel, serge, or gingham, *fit* as to their upper part and fall in straight, simple lines as to their lower part; one whose quiet jewelry is real, not pinchbeck, and whose trim boots know not the French heel nor the pointed toe. Would she not insensibly acquire good taste in apparel along with other and weightier attainments? Between many a conscientious teacher and the girls whom she would fain turn out good women rather than brilliant scholars, there is a great gulf fixed. She cannot cross to them and they do not wish to cross to her. They lend a deaf ear to her warnings, her entreaties, her earnest words on womanliness and propriety, and say to themselves, "Miss So-and-So is an old maid. She wears ugly clothes. She never had any lovers. I don't want to be like that. I want to have a good time and look pretty."

Is it worth while to build one span of the bridge across this gulf?

NOTE.—I have used the word American throughout this article in the popular though erroneous way, that is, to designate citizens of the United States.

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# SCHOOL LEGISLATION.

BY SUPT. F. TREUDLEY, YOUNGSTOWN, O.

It is apparent to many that the time has not only fully come but long passed when such legislation should be afforded as will put the common schools of this State upon a footing adequate to their great work. That they are not properly constituted as to their organization and are not doing nearly what they can be made to do in the line of public instruction, has been conceded for years by those who have enlightened themselves as to what has been and is being done in States less subject to the yoke of conservatism.

The greatest weaknesses of our present system may be stated in these two propositions:

1. There is no such thing as adequate concentration of effort and responsibility.

2. There is a great lack of wise supervision, endowed with authority.

Our present system of schools departs radically from approved methods of work in any department of organized labor. Take our factories, our railroads, our enterprises of any sort involving the employment of great masses of men. Success depends upon the concentration of talent upon the work in hand. The talents of him who can plan as well as of him who can direct are brought to bear upon those who can execute by means of organization and due rewards. Not so is it in the public school work, save when organized under special legislation in our cities. Although a work confessedly involved and complicated, and subjecting its workers to heavy demands in all directions, teachers are largely chosen at random; become bidders against each other for positions whose compensation may fairly be called, in multitudes of cases, beggarly pittances; and merit, genuine and unalloyed, finds itself so often hedged about by unworthy conditions as to drive it entirely from the field. If there is anything more palpably fallacious than another it is that our present system of selecting and compensating teachers is a good one, to say nothing of the fact of the absolute dearth of any guidance whatever. Although in other departments of skilled labor, men must be trained through courses of study and preparation involving years of self-denial, that of teaching is ranked with the commonest occupations involving the employment of mere brute strength. And the more closely this matter is looked into, the more conspicuous it becomes. Laying aside all higher considerations, as the fact that the material on which work is done is spiritual and immortal, disregarding the fact that the education of the schools is one largely of the impact of life upon life, hence spiritual, hence of unlimited possibilities as to power, either for good or evil to say nothing of happiness, as an economic measure—as a measure looking to the securing of adequate returns for money paid out, this question of the re-organization of the school system of Ohio is one of major importance. The amount of public revenue directed to the work of educating the youth of this State runs up in the course of years into vast sums. Its proper enpenditure is a matter of great moment.

Affairs being as they are, and the writer is no pessimist, the great question is, how may they be bettered. In whose hands does the remedy lie, and by what sure steps must the work of reform proceed? And first, it ought to proceed from the teachers of the State. That all measures of reform have been thwarted by teachers largely is not very creditable to the profession. But let no one forget that the spirit of conservatism which seems so hard to move is the spirit that makes valuable, through its tenacity, the good once gained.

But from whatever quarter comes antagonism, from the live progressive teachers of this State must proceed the plans that dominate and direct the effort—and the effort that incorporates the plans into actual realization. Truth is all powerful, and the first duty before the teachers of this State is that of such organized effort for the dissemination of truth as shall cause it to be felt in every part of the State.

1. An organization for this purpose should be effected in every county.

2. All educational papers, and all local papers as far as possible, should be pressed into the service.

3. Institutes, teachers' meetings should discuss these matters and take action.

4. But to do this there should be a central organization to give direction to it all. The Commissioner of Common Schools must necessarily be the common directive power. With him should be associated such counsellors and assistants as shall represent all departments of the school service and all sections of the State.

In their hands funds must be placed, sufficient to collect and publish information, and to disseminate it among the teachers of the State and among its law-makers. The Commissioner has no money at his disposal for this. His own salary is so meager as to make the office attractive solely by reason of the honor conferred by it, and its extended opportunities for the accomplishment of good. The State makes no provision for such expenditure, hence what funds are necessary must be raised by those interested. But it may well be believed that there is a large and constantly growing body of young men and women in the State, to whom the accomplishment of a noble public service is a far more attractive end than the amassing of money, and from whom might confidently be expected such *substantial* indorsement of well laid plans as would insure ultimate success.

It is a matter of prime importance, as must be confessed, to know (1) What immediate steps should be taken and (2) for what things we should contend. In answer to the first point I say: It would be the proper thing for the Commissioner of Common Schools to prepare a circular setting forth a plan of campaign, and soliciting the judgment of the teachers of the State as to its wisdom. That plan should embody in clear form the following points, at least:

1. It should state clearly what organization it proposes to effect for the accomplishment of this purpose. Without prejudicing anything that may be said, in the writer's opinion that organization should consist (*a*) Of a central committee, with the Commissioner as chairman, whose membership shall represent the best and most progressive ideas upon the subject, and embrace those whose weight and experience entitle them to such position. (*b*) It should contemplate a similar organization in each county, with the best attainable man at the head of it, through whom all work should be done.

2. This circular should indicate the method by which these committees should get to work, and their relationship to the central committee.

3. It should outline the work proposed, and that in a way characterized neither by undue timidity nor undue temerity, nevertheless remembering that the weight of effort must come from those whose years are the proof of boldness, and for the arousing of whose activity and enthusiasm a broad and generous plan must be proposed. There is a great weakness in limiting effort to individual points when the effect of these points once secured must manifestly be impaired by others not yet attained. The writer's opinion is that true wisdom would involve the presentation of such a general plan of work as will cover all necessary changes in the general system of the State. Those changes should be of such character as—

1. Should look to the concentration of power and responsibility.

2. Should secure ample supervision, by which is meant the employment of competent teachers at adequate salaries, with sufficient tenure of office and such absence of local jealousies and petty influences as will make this work one sought for by those most competent.

3. Should seek such enlargement of the Commissioner's office

and the creation of such counsellors as will bring about the possibility of effecting needed changes without so much effort.

4. Should secure the committal of the State to such efforts in the education of its teachers as will insure a competent and perennial supply for every need.

5. Should aim to put before every child in the commonwealth the free opportunity of that high instruction by which the intellect is elevated in its conceptions and the will made strong to do the right.

It may seem to some that the above program is too ambitious. Possibly they are right. But whatever is agreed upon, let the outline be sufficiently broad and searching to arouse enthusiasm, sufficiently logical and just to make strong the arguments in its behalf, and let much of the strength be expended in enlisting the active co-operation of the many rather than of the few.

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## MORAL TRAINING.[1]

BY ADELAIDE H. YOUNG.

Whether she be mother or teacher, that portion of a woman's work which deals with the moral nature of a child presents, perhaps, the most delicate and difficult problem of life.

It may be true that each child has strong proclivities for sin of some sort. More certainly, he possesses aspirations, affections and energies, which, if we were but wise enough, might be roused and cultivated to a luxuriance of beauty, which would first overshadow what there is of evil, then crowd it down, and, let us hope, finally destroy it.

But we, ourselves, are imperfect morally; our knowledge of child-nature is limited; we are not all fertile in expedients; we may discern a child's needs, yet lack knowledge of means to supply them; and so, sometimes, in spite of our most conscientious efforts, the plants are sickly and the weeds flourish.

Shall we be discouraged? An eminent authority says women waste more energy in passionate despair over really surmountable difficulties than they would expend in a lifetime of useful activity.

Shall we turn our energies, then, to a direct conflict with the weeds? Perhaps. It is better to scorch out a vice with your scorn of its meanness; better to freeze it with a look of icy displeasure;

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[1] Read before the Columbiana County teachers' institute.

better to cause it to sink in shame before your unfeigned surprise at its being; better any of these than to let it lift its head beside virtue.

Strong as is the outcry against corporal punishment, reluctantly as would any woman of dignity and sweetness, lay other than ministering or caressing hands upon a child, yet even this is better, should other means fail, than letting a serious fault go on unchecked. How much less cruel it is to inflict some slight physical pain now, than to let the sin alone until in mature life it bears its own crop of mental and moral suffering. These are remedies, however, to be used but seldom and only in the gravest cases, only with the greatest discretion. They have their own dangers.

In some homes, and in some school-rooms, there is too much open warfare against evil. Much mention, much tirade, much punishment, simply emphasizes its existence. What is often in the thought becomes in the course of time an act. It is a law of our being. The impressible mind of a child, compelled to receive constant images of one sin or another as it is inveighed against by mother or teacher, become so clouded with images of sin that he fails to perceive good for himself, but simply does the evil presented to him. It is not a matter of marvel, but a logical sequence, that the more he is talked with about his fault, and the more he is punished, the worse he becomes. He can scarcely help it.

When a misdemeanor has occurred, the innocent members of a school should be kept in ignorance of it, if possible, for their own sakes; first, that their minds be free from the image or impression the knowledge would produce; second, that they may be saved the recurring images of memory; third, that they may not be tempted to self-exaltation or disdain of others; and last, because if a child be kept in ignorance of the small blemishes in his playmates, which children, because of their inexperience, are apt to magnify unduly, and be trained in the knowledge of their general good behavior, he will be stimulated to emulate their goodness, and become himself, in turn, an influence for good.

Where it is possible, it is a good plan quietly to take the little offender himself to the hall or cloak-room for a minute, where a brief discourse on the beauties and advantages of behavior opposite to that in which he has been indulging, with slight reference, if any, to his conduct, will usually bring at once into the child's face a look of regret and the light of a new impulse. The others, if they saw his fault, note his changed manner as he returns. The very mystery which hangs over the change, increases their reverence for their teachers power and wisdom. Those who did not see the fault, perhaps notice a quiet, modest child returning to his work, and settle down to their own more busily because he is busy.

Let us return now to the direct work of cultivation. What are the virtues to be nourished? Habits of neatness, industry, economy, courtesy, punctuality and reliability; principles of honesty, chastity, temperance, truth, and equity; sentiments of faith, hope, love, compassion, veneration, and reverence.

What will the child's heart furnish to work upon? A love of the beautiful, which, when the beauty of a right course of action is truly painted, will lead it to prefer the right. A delight in the exercise of its conscious powers. If certain lines of helpfulness at home, and simple occupations at school, are merely suggested, it seizes them gladly. If under favorable surroundings, a child is provided with work, and yet remains idle, it is ill, or the work is beyond its undeveloped powers, or so easy as to be tasteless.

There are, also, sentiments of love and reverence which, if the teacher combine serene dignity and sincere graceful courtesy in her manner with a certain fresh prettiness in her attire, will find their expression in ready submission to her wishes; often in anxiety to anticipate them.

And, further, there may be found a desire to imitate, and a fondness for being in the fashion which is not peculiar to children. An instructor in primary teaching says, "Make it the fashion to be good." There are few small devices so effective as this. You are about to give a lesson in sounds or music. Absolute stillness is necessary. To this end you give the signal for all the little hands to be clasped on the desks. All obey but John and Nettie, who are folding a handerchief, or rolling a pencil, or giving a sponge the last fascinating swing. You may say "John," "Nettie," and they obey, a little reluctantly, perhaps, and the next minute you may have to say, "Jimmie," "Mary." But suppose you do not seem to see John and Nettie, but quietly remark, "How nice we look; now we are all ready." You *are* all ready, for at the word "nice" the hands of John and Nettie flew into place, and all the rest clasped theirs more tightly.

Make it the fashion to have perfect lessons, the fashion to be clean, the fashion to be quiet, the fashion to be busy. When a majority are perfect let them stand a moment. When you can commend the school for some growth in goodness, do so.

Often, instead of reproving some little offender, commend the number who did the opposite thing. He will wish he had been among them.

This desire to be in the fashion includes the love of approbation. This must be dealt with cautiously lest vanity be cultivated. It is better to commend a course of action as admirable, than to commend personally the one who pursued it.

And, finally, there is a delight in achievement. To show a child, sometimes, how much more he can do now than he could a week or a month ago, is to fill his heart with gladness, and to stir his soul with new hopes and aspirations.

All these qualities exist in every childish heart. You may count on them. Besides these, a study of the individual will usually discover additional forces to be utilized.

What in the way of seed and rain and sun can the teacher supply? Truths from the Bible, from Nature, from history. For instance, how industry and economy bring prosperity; how the bird loves to bathe, and how diligently the cat washes herself; how temperance in eating and drinking, in work and in play, will bring health and happiness; what a pleasant time it makes when every one is really courteous. She may apply to that love of the beautiful, stories of beautiful lives, suggestions of beautiful deeds, descriptions of beautiful things. She may apply to that desire for activity and that delight in achievement, actual work and suggestions of proper and agreeable occupations out of school; proper play quite as much as proper work. She may give objects and direction to its compassion by suggesting, for instance, the poor and the sick; to its veneration, by talking of the aged and the wise; to its love and reverence, by referring to parents and friends, to saintly souls of all times, and above all to God, the source of saintliness.

To the love of imitating, she must herself be the living pattern. She will be, in spite of herself. And further, let her describe a gentle child, a quiet child, an industrious child, a faithful child, or any other sort of child she thinks they need most to imitate.

Finally, is the general atmosphere favorable to the growth of good? Is the voice of the teacher as low and musical as possible? Are the voices of the children trained to sweetness? Does such an air of serenity and well-being pervade the place, that even the nervous child feels its calming and controlling influence? What are his immediate surroundings? Do any of his neighbors annoy him? If he were nearer the blackboard, would the lesson seem more interesting? If it were not so hot, would his mind be clearer? If it were not so cold, would his body assume a repose conducive to thought? Are his temptations as few as they might be?

And having answered these there still remain: Do you love the child? Have you faith in God? Have you asked that the mighty power of the One be exerted in behalf of the other?

"Paul plants, Apollos waters, but God gives the increase.

# PRIMARY DEPARTMENT.

SPECIAL CONTRIBUTORS.

**Mrs. Carrie Newhall Lathrop,** Principal Cincinnati Normal School.

**Miss Ellen G. Reveley,** Principal Cleveland Normal School.

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## LET LOVE REIGN.

The spirit of the primary school should be a spirit of love. What sunshine is to the garden, love is to the school-room. Lichens will grow on rocks, and stunted oaks are found in high latitudes; some hardy flowers may bloom even in the snow. But luxuriance of vegetation, rich fruits, and golden harvests are the products of warmer climates. That which is noblest, sweetest, best in child-life is evoked by sympathy, gentleness, patience. The primary school needs a summer climate. It is only as we enter into closest relationship with the child-heart that we reach and move that delicate and yet mighty engine, the child's will. Whom the child loves, he obeys. Fear degrades, paralyzes, dwarfs; love ennobles, quickens, makes grand. The child that loves truth, beauty, goodness, strives for them, and by the striving becomes good and beautiful and true. Let love reign.—*Morgan.*

## EYE AND EAR.

Once I told my class to notice what they saw on the way to school next morning, and I made this the basis of the language lesson. One boy had seen a man beating his horse and swearing, while a little girl told of the beautiful red clouds she saw.

So I learned a lesson. Why had I not told them to look for pretty things? There are so many things they should not see. Can we not crowd out the evil by training ear and eye to seize upon the beautiful? "Train the child's mental, moral, physical nature," we hear constantly. With so much pressure upon us, are we not apt to leave out the esthetic faculties?

Many special lessons are not essential. The tone and atmosphere of the school should be our chief instrument. The smallest children take great pride in having a pretty school-room, and they enjoy helping to make it so. There are few schools which may not have blooming flowers from March till November, if the teacher wishes them. If they are taken without thanks, or tossed on the table to wither, the supply will probably be small. But if the little ones feel that not only the teacher but the pupils enjoy them, the table will not often lack their adorment.

Fail not to speak of them often. "See, children, what a beautiful bunch of pansies May brought this morning. They make me think of bright little faces." "Which bouquet is prettiest to-day?" "I am going to see Ida when school is out. Which bunch shall I take to her?" "Children, this is the largest bunch of wild columbine I ever had. John went away down the hollow to get it." John is called an idiot sometimes, but he knows enough to appreciate the kindly glances the children cast at him. Such words dropped each day take no time from lessons, yet they have a real influence, slight though it be.

As for pictures, I should either have clean pretty ones or none at all. I have often seen pictures on the walls of a school-room that were the reverse of ornamental. Children need to be taught some discrimination concerning pictures. They are attracted by bright colors and hence are often seen crowding round bill boards and windows filled with comic valentines. It is quite possible to teach them to consider such pictures disgusting and avoid staring at them. So in a hundred incidental ways we may cultivate a love for the beautiful, which will surely help to refine the character.

But in training the eye we must not neglect the ear. Children have naturally a keen sense of rythm, as every teacher knows who attempts a concert recitation. Yet they are not so conscious of melody. Their singing is apt to be noise rather than music. A clear, pure tone in either reading or singing is very desirable. I think they are really quite sensitive to tones, though unconsciously. A teacher with a harsh grating voice is not very likely to have a gentle school. If a song is sung in a loud noisy manner, it frequently leaves a restless irritated feeling in the school. But sing another, or even the same one over, in a soft tone and it will leave sweet peace behind.

I may be wrong, but I believe very strongly in training the ear by reading to children musical poems. Upper grade pupils are often sadly lacking in appreciation of our most beautiful poetry.

Is it not partly because they have been fed only on story rhymes? True, they will not understand all you read; but if they only get enough of the meaning to create a taste for more the time is not wasted.

Recently I saw a teacher read Tennyson's bugle song to a class of about sixty little folks of the lowest grade. She gave a very few words of explanation first about a bugle, and said she thought the poem very beautiful. With scarcely an exception the children gave attention to the reading, and there was unmistakable enjoyment on most of the little faces. When the last echo died away there was the unconscious sigh and slight rustle which betoken the end of a pleasurable tension of mind. I am sure they could understand very little of it, so I concluded their pleasure was chiefly in the musical sound of the words.

Did space permit I could give many instances of little children who were enchanted by real poems, yet without losing their healthy love for Mother Goose. I would not take away the nonsense rhymes, but I would give them a taste for real poetry to delight them when they outgrow the baby books. E. M. N.

## NOTES AND QUERIES.

### ORAL SPELLING.

The questions raised by "B" in the November MONTHLY have been for some time uppermost in my mind also, though suggested by a different experience. I have taught in graded schools for fourteen consecutive years, and, while I have not been struck by the comparatively poorer spelling of pupils as exhibited in their written exercises, I have taken notice of a growing deficiency which, being co-extensive with the introduction of the word method in primary reading and the general abandonment of oral spelling, it seems logical to attribute to these as causes. It is the inability of pupils to recognize and produce oral elements as indicated by letters in words. Where formerly pupils were able to recognize and pronounce new words clearly, I now hear in the highest grammar grades a confused jumble of hardly articulate sounds. It seems that the more fully teachers recognize the fact that our spelling is not phonetic and that there are more interesting methods of learning to read than the alphabetic, the more completely pupils fail to realize that, after all, letters do have some value—especially consonants. Nor do they clearly recognize the oral elements in words which they hear, see and use many times in the course of their lessons. We may know the meaning of a word and write it correctly without being able to name the letters which constitute it. Indeed it is quite general to detect mistakes in orthography, not from spelling the words over but because they " look wrong." But we cannot pronounce a word distinctly without recognizing its oral elements, which are after all represented by letters or combinations of letters. It is like attempting to draw the accurate representation of an object without recognizing the details. But the recognition of the relationship between sounds and letters is based upon oral spelling. Hence these answers to the propounded queries :

Oral spelling should be taught in our schools. It should be taught in all the primary and some of the grammar grades, until the pupils attain a just and ready estimate of letter values. Each syllable should be pronounced separately, for a word of several syllables can be neither recognized nor spoken with one impulse.

It does not matter much from what source the lessons are taken, so they be properly selected and taught. It is not necessary that all spelling exercises be learned by heart ;—frequent lessons with the dictionary, in which silent letters and diacritical marks should be discussed, are to be commended.

It is not generally helpful to define words. Detached words should not be defined. A bare definition does not often enable us to use a word correctly in a sentence. Usage has too many peculiarities for that. The meaning of words is much better learned by the discussion of them as found in the connected discourse of reading and other lessons.

LOUISE JOHN.

### FRIDAY AFTERNOONS.

Will not some of those who have had experience make suggestions for " Friday Afternoons " in a country school. I want something besides the usual spelling matches and literary exercises.

L.

### QUERIES ANSWERED.

Q. 60.—If water and alcohol are mixed in such proportions that, when a drop of sweet oil is dropped into the vessel, the oil will sink to the center of the fluid, it will arrange itself into a perfect sphere. The same tendency is observed in rain-drops, dew-drops, shot, etc. The force of cohesion acting toward the center of the drop is the cause of this. The attraction of cohesion endeavors to arrange the molecules in an orderly way. Each kind of matter has its peculiar shape. The shape of liquids, when the attraction of the earth is neutralized, is globular. W. H. G.

Answered also by C. M. **Miller** and S. S. F.

Q. 63.—The moon seems larger near the horizon, because of its seemingly increased distance from us, and on account of comparison with other objects between the point of view and the moon. In reality the moon is closer to us when in the zenith, where it ought to appear larger, but on account of the apparent flatness of the heavenly vault, it seems closer without seeming larger. It is only an "optical illusion." O. M. C.

Answers of same import by S. S. F., W. T. H., L. A. **Bookwalter**, C. M. **Miller**.

Q. 65.—"Resolved, That these proceedings *be published* in the county papers." The verb "*be published*" is future in signification; that is, it is equivalent to *shall be published*, hence indicative mode. W. T. H.

"Let these (to) be published," etc. Be published is a regular, transitive verb, active voice, infinitive, present, and depends upon *let*. W. H. Mc.

W. H. Mc. takes the liberty of changing the construction, which is scarcely warrantable.

Q. 66.—"The objects of the verb are in the objective case." —*Williams*. He does not limit it to nouns or pronouns; but he says the *objects*. N. Sauvain.

No. Case belongs to etymology, and is a property of nouns and pronouns only. An infinitive is, etymologically, a verb, and has none of the properties of a noun or pronoun; but, syntactically, it may be a noun, an adjective, or an adverb.

*Woolstock.* W. D. Drake.

W. T. H., O. M. C., C. E. **Berridge** and C. M. **Miller** take the same view that W. D. **Drake** takes.

Q. 67.—"Barn Burners" was a nickname given to a portion of the Democratic party of the State of New York, which opposed the extension of slavery and supported Van Buren for President in 1848. They were considered too radical by their adversaries, one of whom illustrated his meaning by a story of a farmer who was so annoyed by rats which ate his grain that he burned his barn to get rid of them. W. H. McFarland.

The term "Barn Burners" originated in 1848, following the Democratic Presidential convention held in Baltimore. Two sets of delegates came from New York. One favored "free soil" and the other believed in slavery. The "free soilers" withdrew from the convention and were afterwards called "Barn Burners" in derision. The other set of delegates were called "Hunkers." The "Barn Burners" joined with the regular "Free Soil" party in nominating Van Buren. The split in the party grew out of the organization of New Mexico and California territories. M. F. ANDREW.

To the same effect G. W. SMITH, JAMES H. WILSON, C. M. MILLER, NELSON SAUVAIN, W. T. H., and L. A. B.

Q. 68.—It is evident that the circumferences given in the problem are the circumferences of the upper and lower bases of a frustum of a cone whose altitude is 14 feet; also, that the radius of the circle, described by the smaller wheel, is the slant height of a cone whose altitude is $x$ feet (the altitude of a cone necessary to complete the above frustum), and the radius of the circle described by the larger wheel is the slant height of a cone whose altitude is $x+14$ feet. The radii of the bases of these two cones are proportional to their altitudes; since the circumferences of circles are to each other as their radii, it follows that $12\frac{1}{2} : 12 :: 14+x : x$, from which $x$ equals 336 feet, and $x+14$ equals 350 feet. Slant height of larger cone or radius of larger circle equals $\sqrt{\left(\frac{12.5}{2\times 3.1416}\right)^2+(350)^2}=350.05$ feet, or a diameter of 700.1+feet. Diameter of smaller circle equals $2\sqrt{\left(\frac{12}{2\times 3.1416}\right)^2+(336)^2}=$ 672.012+feet. J. F. S.

$12\frac{1}{2}$ ft. will represent the arc of the outer circle, and 12 ft. the arc of the inner circle, with a radius 14 ft. less than the outer circle, a difference of $\frac{1}{2}$ foot in 14 feet. $\frac{1}{2} : 12\frac{1}{2} :: 14$ ft. : 350 ft., radius of outer circle. $\frac{1}{2} : 12 :: 14$ ft. : 336 ft., radius of inner circle. Therefore the diameter of the outside circle is 700 feet, and of inside circle, 672 feet. S. S. FERGUSON.

Put $x$=radius of inner circle. Then $x+14$=radius of outer circle. Since the circumferences are as 12 to $12\frac{1}{2}$, we get the following: $x : x+14 :: 12 : 12\frac{1}{2}$, or $12\frac{1}{2}x = 12x+168$, whence $x=336$ feet, radius of lesser circle; and $336+14=350$, radius of greater. The diameters are 672 and 700.

*Burton City.* R. A. LEISY.

Q. 69.—What the boy can do in $3\frac{3}{4}$ hours it takes both $1\frac{1}{2}$ hours; evidently what the man does in $1\frac{1}{2}$ hours the boy can do in 2¼ hours, or the boy can do ⅖ while the man can do ⅗. If it take both 8 hours, the boy can do it alone in 8÷⅖, or 20 hours, and the man in 8÷⅗, or 13⅓ hours. P. S. BERG.

Same result and a variety of solutions by R. A. LEISY, LUCIA STARLING, C. E. BERRIDGE, O. E. ALLEN, E. F. KORNS, NELSON SAUVAIN, RAY MAYHEW, J. F. S., S. S. F., and W. T. H.

Several contributions could not be used because they were written on both sides of the paper.

## QUERIES.

Contributions for Notes and Queries Department should reach the editor by the 15th of the month.

70. How many State senators snd representatives has Ohio, and how are they chosen? C. E. M.

71. What was the "Midnight Judiciary?" J. H. W.

72. What is the origin of the custom of observing Arbor Day? L.

73. What is the source of the smoke and ashes which come from volcanoes? J. N.

74. James together with John studies algebra. Parse "together with." L. Q. S.

75. "Wild winds and mad waves drove the vessel awreck." Dispose of "awreck." H. A. THOMPSON.

76. "The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave,
*Awaits* alike the inevitable hour.
The paths of glory lead but to the grave."—*Gray's Elegy.*

What is the subject of "*awaits?*" Did the poet write it singular or plural? A full discussion is desired. L. F. JACKS.

77. "I hope to have done with it." Dispose of "to have done." F. S.

78. If ⅔ of 6 were three, What would ⅕ of 40 be? BERT VOORHEES.

79. The square of a number plus its square root is equal to 18. What is the number? E. F. KORNS.

80. A borrows a sum of money at 6 percent, payable semi-annually, and lends it at 12 percent, payable quarterly, and clears $2450.85 a year. What is the sum? E. P.

*Tullahoma, Tenn.*

81. A broker buys a note of $70, due in three months, for $65. What rate per annum will he receive for the use of his money, provided the note is paid when due? D.

# EDITORIAL DEPARTMENT.

*The* Monthly *is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.*

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We ask for Miss Young's excellent paper on moral training a very careful reading. It contains suggestions which ought to prove a revelation to a good many teachers.

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School examiners should keep in mind the annual meeting at Columbus, holiday week, opening at 2 o'clock, Dec. 26. The official announcement and program will be sent out from the Commissioner's office very soon.

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In making up your list of periodicals for the coming year, consult the club list in our advertising department. Notice especially the low combination rate with *Wide Awake* and the other children's periodicals of D. Lothrop & Co., in special advertisement. Should you want periodicals not named in our list, drop us a card and we will quote you best terms. Periodicals can be sent to any address, thus enabling you to make a present of a subscription to an absent friend.

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Every educator in Ohio should read Superintendent Treudley's article on School Legislation. It is a question in which every earnest teacher in the State must feel a very deep interest. We invite attention to Mr. Treudley's suggestion that a broad general plan should be agreed upon, covering all changes needed to put our school system abreast of the best thought and experience of the age. All must be convinced that we have had in the past a plenty of tinkering.

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A word of caution seems to be necessary against paying money for the Monthly to unauthorized and irresponsible persons. The latest case is that of one W. H. Lovell, who claimed to represent the Monthly in several institutes last summer. Receipts signed by him have been sent us. What he did in this direction was wholly unauthorized, and he has not reported any subscriptions to this office. We aim to have as our agent in each county some well-known teacher, and when any travelling agent proposes to receive subscriptions for the Monthly, it would be well to ask him to exhibit his credentials.

A writer says that all the talk about bad memories in young people is sheer nonsense. They remember well enough what they are interested in. The fault, the writer says, is not in the memory but in the understanding. The trouble with many young people is, not that they cannot remember what they read, but that they do not really read. They do not grasp the meaning, and so do not give the memory a fair chance. There is little trouble about remembering what is clearly apprehended and fully comprehended.

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Here endeth volume XXXVIII. It is larger than any of its predecessors, as those who have their volumes bound will observe. The number of pages in each volume in order for the last decade is as follows: 456, 440, 542, 598, 600, 618, 644, 668, 652, 696. A glance at the index in this issue will give a fair idea of the quality and variety of matter contained.

We look forward to the work of the new year with pleasant anticipations. We feel that the lines have fallen to us in pleasant places. We are associated with good people in a good work. Our desire is to be better and do better.

Grace, mercy and peace to the whole MONTHLY household. May the new year bring only good to all.

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Office of THE STATE COMMISSIONER OF COMMON SHOOLS.
COLUMBUS, OHIO, NOVEMBER 20, 1889.

EDITOR EDUCATIONAL MONTHLY:

Frequent inquiries having been made regarding the examination of teachers as to the nature of alcoholic drinks and narcotics, and their effects on the human system, the following opinion on the law is given:

The provision of the law specifying that a certificate shall not be granted to any person on or after January 1st, 1890, to teach in the common schools, who has not passed a satisfactory examination in the above named subject, evidently applies only to certificates to be issued at or after the date named, not to certificates valid on their face for a time extending beyond this date. Holders of this class of certificates cannot be required to undergo any kind of an examination whatsoever until the expiration of the time for which these certificates were issued. Very respectfully yours,

JOHN HANCOCK, Commissioner.

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## MUSIC IN PUBLIC SCHOOLS.

There is probably no other direction in which the schools of Ohio have made such marked progress in the last twenty years as in music. Twenty years ago, it was looked upon by a large majority of the people as merely ornamental and superfluous in common school education—something with which people of leisure might amuse themselves, but altogether unnecessary for plain every-day common-sense people. It is less than twenty years since the writer secured the adoption of music as a part of the regular course of instruction in the Akron schools, after a sharp contest; and for several years it had to make its way against unreasonable and sometimes bitter opposition. But it had come to stay, and to-day its place in the course of study is seemingly as secure as that of any one of the three R's.

And so of all the more important cities and towns in the State. The schools in which music is not systematically taught are not counted abreast of the times.

Mr. Thomas P. Ballard, of Columbus, agent for Ginn & Company, of Boston, has prepared a very interesting report concerning the progress of musical instruction in his territory (Ohio, West Virginia, Kentucky, and Tennessee) in the last decade. He says that there is not only a sustained but an increased rate of progress, and that few important towns remain in these States that do not teach music. He says further that there is noticeable improvement in the character of the music sung in the schools. The best and richest melodies of the masters are preferred. For all which "let us thank God and take courage."

## SCIENTIFIC TEMPERANCE INSTRUCTION.

From the report of Mrs. Mary H. Hunt, superintendent of the department of temperance instruction in the work of the W. C. T. U., it appears that twenty-seven states and the National Congress have made temperance teaching mandatory in the schools under their control. Eleven states are still without any such legislation. (The four new states do not seem to be included in the report.) The report contains the prediction that before the close of another decade temperance instruction will be compulsory in every public school in the land.

The lack of suitable text-books, which proved a great hindrance to the work at first, no longer exists. Production has been stimulated until the department is able to report "as many good, well-graded temperance physiologies" bearing the endorsement of the W. C. T. U., as there are good text-books on most other topics.

Each year finds the teachers better prepared and more ready to adopt practical methods, and a steady gain in the character of the instruction is reported.

While it is too early yet to look for great results, "reports coming from all parts of the country testify that public opinion is being influenced by what is taught in the schools, that classes of people inaccessible by any other instrumentalities are being reached, that in many cases the habits of the parents are being changed, and that a generation is in training for whom the saloon will have no attractions."

## AMUSEMENT vs. INSTRUCTION.

The pastor of a church was recently speaking to his people about the lack of interest in the church services, and especially the small attendance at the weekly prayer meeting and the Sunday evening service. Alluding to the sensational devices resorted to by many churches to increase the attendance, he said parties had proposed to him, in a business way, to grant him the exclusive use in his city of certain large pictures, by which he could easily make his sermons "draw." He had also had proposals to furnish a stereopticon and views for the same purpose. It is a noticeable coincidence that about the same time the pastor of another church in the same city had advertised through the daily press that his evening discourse would be illustrated with large oil paintings.

The pastor first named announced his determination not to lure his people by exhibiting to them pictures, or sterioptiecon views, nor to entice them by substituting a review of the latest novel for a gospel sermon; but to continue to teach and enforce Christian doctrine and Christian duty with all the power and skill at his command. To this all sensible people say amen.

But we have been thinking of the similarity between the preacher's problem and the teacher's problem. Human nature, with which each has to deal, has large capacity for amusement and small capacity for earnest thought or downright hard work. The proper aim of each is to improve and increase the higher capacities. How to do it is the problem. A good many teachers and preachers seem to think that it is to be done by doing something else. Or, finding something else much more agreeable and much more easily done, they give themselves mainly to that, to the neglect of the chief end.

The extent to which churches and Sunday schools in this day cater to the already over-stimulated and morbid appetite for mere entertainment or amusement, is not one of the encouraging signs of the times. The Sunday school whose chief mission is the entertainment of the children is not a power for good in any community.

Fortunately, public schools are not subject to the same degree of temptation in this particular. Their organization and equipment and the legal authority there is to enforce attendance and attention to school duties lift them above it, in large measure. Yet there are teachers, even in public schools, who seek to popularize themselves and their schools by appealing unduly to the love of novelty and amusement.

It is not meant that school should not be made attractive, nor that the element of pleasure should be excluded from school work ; the opposite rather. But the school should be so conducted and the pupils so trained that they will find a wholesome and satisfying pleasure in the legitimate work of the school.

The analogy between mental aliment and food for the body is striking in some particulars, and perhaps in none more so than in this matter of pleasure. Food that is wholesome and nourishing is also agreeable to a healthy palate. And a little sugar, a little spice or flavoring extract, or a little pepper and salt will often make food more palatable without diminishing—rather increasing—its nutrient qualities. But no one would think of making these or other like things his chief diet. So the sugar of the teacher's sympathy and love, the flavor of his cheerfulness and good humor, the spice of his occasional new methods and devices, the salt and pepper of his keen wit and mild sarcasm, make school work not only more pleasurable but more stimulating and profitable. Yet none of these, nor all of them and other like things, can properly take the place of the knowledge with which the pupil's mind must be stored by his own persistent effort.

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## EDUCATIONAL INTELLIGENCE.

—The teachers of Knox County were in session Saturday, Nov. 16. A leading topic under consideration was the grading of country schools.

—The winter term of Mount Union College has opened with an increased attendance. President Marsh has made a very favorable impression.

—Granville, Licking County, has a new $20,000 school building, opened in October with an unusually large number of pupils—the high school overflowing.

—The teachers of Lanier township, Preble County, have organized a reading circle, for the purpose of studying psychology and Shakespeare. They meet semi-monthly.

—The teachers of five townships in Hancock County met at McComb, Nov. 23. The program was an unusually fine one, consisting of papers, class exercises, recitations, music, etc.

—The October meeting of the Licking County teachers, held at Newark, was well attended. All were delighted with Supt. McGinnis's discussion of "Case in English," and with the class exercise of little ones conducted by Miss Henry, of the Newark schools. L. K. M.

—An interesting and profitable meeting of the Cuyahoga County teachers' reading circle was held at Cleveland, Nov. 2. The inaugural of the president, R. C. Smith, was followed by E D. Lyon on "Ways and Means in Geography," "School Mistakes" by C. A. Hitchcock, and "School Government" by H. L. Peck. The present membership of the circle is 48.

—About the time of mailing this number of the MONTHLY, the teachers of Eastern Ohio are holding their annual convocation at Cambridge, Friday and Saturday following Thanksgiving. The program indicates that they have made ample preparations for a good time, as is their wont. They are a goodly folk. We have been among them and know many of them.

—At a recent meeting of the executive committee of the National Educational Association, St Paul, Minn., was selected as the place of next summer's meeting. Provision was made for two sessions of each department, with an additional special meeting on the call of the proper officers. All necessary arrangements are in progress for a large and successful meeting. The program is promised at an early date. James H. Canfield, Lawrence, Kansas, is President of the Association. D. D. Merrill is chairman of the local committee of arrangements.

—A neat pamphlet before us contains a "Course of Study for the Schools of Clay Township, Tuscarawas County, Adopted by the Board of Education." It also contains regulations for the government of the schools, a daily program, directions and suggestions for teaching the several branches, and extracts from the school law. It is an admirable manual, for which, if we mistake not, the credit is largely due to S. K. Mardis, of Gnadenhutten. We wish every township in Ohio had such a manual, with power and disposition to carry out its provisions.

—The program for the annual meeting of the South-East Ohio Teachers Association is on the editor's table. The meeting was to be held at McArthur, Friday and Saturday following Thanksgiving. The leading features of the program were, The Inaugural Address, by Pres't J. J. Allison ; The Country Schools, by Commissioner Hancock ; The Annual Address, by A. B. Johnson ; Reading in the Country Schools, by M.W. Van Scio ; Pedagogical Possibilities, by Supt. Bowers ; German in American Schools, by Kate Cranz ; Primary Education Among the Greeks, by Prof. Phillips.

—The second meeting for this year of the Fayette County teachers' association was held at Good Hope, on Saturday, Nov. 9. There was abundance of enthusiasm, notwithstanding that some of the teachers went to the Central Ohio

Association at Columbus, some even letting their part of the program fall through on that account. The success of the meeting was due, in a large measure, to the energy and skillful management of the president, A. F. Lyle. The following papers were presented: "How to Obtain the Best Results." By C. F. Bonham. "The Growth of the Intellect." By W. B. Clemmer. "Some Things that Affect School Government." By Charles Read. "General Knowledge of the Teacher." By Jay Williams. The next meeting will be held at Washington, C. H., December 14. A. L. Murry, Sec.

—The Huron County teachers' association held a meeting at Monroeville, on the afternoon of Nov. 2, with the following program:

"Educational Ethics"—Supt. W. H. Mitchell, Monroeville.
"Professional Reading"—Supt. E. H. Webb, Plymouth.
"The Primary Teacher"—Miss Emma Greenslade, Bellevue.
"The Old and the New"—Prin. A D. Beechy, Norwalk.

—The Fulton County institute was held at Wauseon the last week of October. There was a large attendance and a pleasant and profitable time There were five evening lectures with a crowded house each evening. Dr. J. J. Burns, of Canton, and Prof's Avery, Chandler and Dodds gave instruction. Commissioner Hancock was present and addressed the institute. R. W. Mitchell put in some telling strokes in behalf of proper classification and course of study for sub-district schools, resulting in the appointment of a committee in each township to lay the matter before the board of education. The president, Mahlon Harmon, performed his part so acceptably that he was re-elected by acclamation. The next session is to be held at Delta, in August, 1890.

—The North-Eastern Ohio Teachers' Association is now of age. Its twenty-first anniversary was observed at Warren, Saturday, Oct. 26. The program was a good one and was fully carried out as follows:

Address of Welcome—Marshall Woodford, Esq.
"What Shall We Teach Outside of the Books?"—Supt F. J. Roller, Niles.
Address—Pres. T. P. Marsh, Alliance.
"Text-book Instruction *versus* Lecture"—Herman Woldmann, Cleveland.
"Foundation of Success in Teaching"—Supt. Jas. L. Lasley, Warren.

Some general discussion followed the reading of the papers. Dr. Thomas W. Harvey, the first president of the association, was present with words of encouragement and counsel.

—The Montgomery County teachers will hold their holiday meeting December 28, in the examiners' rooms, Dayton, O., beginning at 10 o'clock, A. M The following program has been arranged:

"School Government"—D. W. Klepinger.
"Literature for Primary Pupils"—Mrs. Amanda Wilson.
"Methods of Teaching History"—W. J. Patterson.
"How to Teach Reading in Fifth and Sixth Reader Grades" — Supt. J. F. Fenton.
"Primary Arithmetic"—Miss Mary Thorn.
"Education for Citizenship"—U. S. Martin.
Discussion after each paper. B.

—The regular bi-monthly meeting of Clarke County teachers was held Oct. 26, in the County Examiners' room, and was very poorly attended. The program was very good and the papers and remarks were exceedingly fine. The program was as follows: "How can We best Interest Our Pupils?" was read by W. W. Donham, and discussed by Tillie Schaible, E. M. Van Cleve and others. A most excellent paper on "How shall Physiology be Taught in Grades below the High School?" was read by Prin S. Ogan and discussed by Prin. C. C. Patterson and the teachers in general. Quite a discussion followed in regard to holding the institute outside of Springfield. A better attendance and more interest seem to prevail when we meet in some of the smaller places. It was finally left to the executive committee. Adjourned to meet at their call.

W. H. McFarland, Sec.

—The superintendents of Western Ohio and Eastern Indiana held their eleventh semi-annual meeting at Richmond, Ind., Oct 24, 25 and 26. There were present thirty-four, and the sessions were marked by earnest, thoughtful discussions in which nearly every one took part. Prof. R. G. Boone, of Indiana State University, presided. Some of the topics discussed were "How are the Effects of Alcoholics and Narcotics being Taught?" "The Indiana School Book Law," "Ohio's Compulsory Education Law," "Morality in the Profession," "Kinds and Modes of Government." The members present took great pleasure in brief visits to the High School and in looking over the elegant appointments of the new building.

These meetings are entirely informal and the bare statement of the topics considered can give no just idea of the ground covered in the discussions. The next meeting will be held at Eaton, O., in February. E M. V. C.

—The South-western Ohio Teachers' Association met in joint session with the Hamilton County Association in Hughes High School building, Cincinnati, Nov. 9. The meeting was guided by the following program:

Inaugural Address, by Supt. Fay. of Wyoming; subject, "A Plea for a Better Education Among our Teachers."

Supt. Dial, of Batavia, read a paper dealing with "Our Agnostics."

Mr. Geo. H. Burrows, of Cincinnati, spoke in regard to "Teachers and Trusts."

Mr. A. E. Price, of Georgetown, presented a paper upon the theme, "Why Should I Study Pedagogy?"

Prof. W. A. Clark, of Lebanon, enunciated his idea of "Thoroughness."

Mr. E. P. Elliott, of Wyoming, closed the session with a humorous selection, "The Eruditer."

Seats were at a premium and the exercises enjoyable and instructive.

Fletcher Hawk, Sec.

—The annual meeting of the Central Ohio Teachers' Association was held at Columbus, Nov. 8 and 9. The forenoon of Friday was spent in visiting the Columbus schools. The association convened at 2 P. M. President Major took for the subject of his inaugural address "Man and Woman in the Public School. The publication of the address in the Monthly was ordered by vote of the association. We hope to lay it before our readers in the near future.

F. J. Hoffbines, of the Columbus High School made a strong plea for a "Business Education."

"Our Methods of Teaching Mathematics," by E. A. Lyman, of Troy, and O. L. Watkins, of Pataskala, completed the afternoon program.

At the evening session, Dr. S. J. Kirkwood, of Wooster University delivered an address on "The True Object of Public Schools."

The leading features of Saturday morning's program were a symposium on "The Need of a State Normal School," and a paper by Mrs. D. L. Williams, of Delaware, on "The Value of Literature in School Training."

—The Tri-County (Wayne, Ashland and Medina) Teachers' Association held a very profitable meeting at Creston, Wayne County, Nov. 15 and 16. Prof. Karl Merz delivered the Friday evening lecture; subject, "The Head and the Heart." The subjects discussed during the meeting were of great interest, chief of which are the following: "The Teacher and His Duties," Supt. H. H. Cully, Dalton; "The Foreign Element," Supt. F. M. Plank, Wadsworth; "Personal Liberty in Affairs of Education," Supt. D. F. Mock, West Salem; "A Source of Mischief," Miss Sarah M. Washburn, Medina. Dr. J. Hancock, State Commissioner of Schools, was present and gave two very valuable talks to the teachers. The discussions were animated. The people of Creston showed that they are interested in matters of education by turning out to all the meetings in great numbers. The next meeting will probably be held at Dalton in February. The following officers were elected for the ensuing year: Pres , F. M. Plank, Wadsworth; Sec. and Treas., G. W. Goshorn, Creston; Ex. Com., F. D. Ward, LeRoy, B. F. Hoover, Lodi, J. L. Wright, Orrville. B.

—The Columbiana County teachers' institute met at New Lisbon, Oct. 28th. An interesting and profitable week was spent. The enrollment was 180—the largest in a number of years. Prof Gardner, of Columbus, gave instruction on Reading and Literature; Dr. Kirkwood, of Wooster, on Arithmetic and School Management; Supt. Henry, of Leetonia, on Mathematics and Physical Geography; Supt. McDonald, of Wellsville, on Music. Miss Young read an excellent essay on the moral training of children. The primary teachers held two separate meetings led by Miss Sinclair.

Dr. Hancock was with us Thursday and Friday, and talked in his usual happy inspiriting way. His talks added much to the value and enthusiasm of the institute.

The next session will be held at Washingtonville, in August, 1890.

The officers elect are: W. H. Van Fossan, Pres.; H. A. Halverstadt, Vice Pres.; Miss Ella Snyder, Sec.; Ex. Com., Jno. W. Moore, G. W. Henry, and Miss Lulu Young. L.

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## PERSONAL.

—O. M. Carter, an Ohio boy, is principal of the schools at Camargo, Ill.

—W. H. Ray is now a member of the Tuscarawas County Board of Examiners.

—E. W. G. Vogenitz, another Ohio boy, is principal of schools at Harmony, Minn.

—O. C. Larason has commenced his sixth year as superintendent of the Kirkersville schools.

—F. E. Slabaugh has been re-elected superintendent of the Hebron schools at an increased salary.

—E E. Howells, the new man at West Alexandria, Preble Co., is proving to be a school man in the full sense of the word.

—Miss Belle Skinner resigned her position in the Dennison (O.) High School to take charge of the High School at Trinidad, Colorado.

—John Morris, of Winchester, Preble County, is an excellent instructor, as proven by the success of his Shakespeare class, which meets weekly.

—John E. Morris, superintendent of schools at Greenville, Pa., will be associated with Dr. E. E. White as instructor in the Mercer County (Pa.) institute. held Dec. 16-20.

—Chas. Haupert writes that the work in his new field at New Philadelphia is pleasant beyond expectation. He has a corps of 20 teachers, with 74 pupils in the high school department.

—P. O. Phillips, the well-known agent of Van Antwerp, Bragg & Co., is now principal of the English department of the Spencerian Business College, Cleveland. He is not a novice in the school-room.

—Miss Minnie J. Elliott, for several years a teacher in a mission school at Nagasoki, Japan, has returned to this country for rest and recuperation. Her present address is Gustavus, Trumbull Co., O.

—Supt. Morgan, of Cincinnati, was present at the meeting of the South-Western Ohio Teachers' Association, and participated in the discussions. We learn that he is in favor with the teachers of that part of the State.

—Leroy D. Brown has resigned the presidency of the Nevada State University at Reno. A Nevada paper speaks of his resignation as the result of a prolonged contention between high and low morality, the latter triumphing. The intimation is that smoking, wine-drinking, dancing, card-playing and profanity are prevalent among the members of the faculty and students; and for setting his face against these vices President Brown was compelled to resign. It is further intimated that the contest is not yet ended. Mr. Brown is to be commended for his manly opposition to these evils.

—President Alfred Holbrook, of the National Normal University, and his daughter, Miss Anne, have recently returned from a three months' absence in Europe. President Holbrook is in improved health and every way profited by his trip. The University gave him a grand reception in the University Hall, Saturday, November 9. Congratulatory and welcome speeches were made by representatives of the city of Lebanon, and the different departments of the University. The occasion was enlivened by an interesting program of entertainment consisting of music and a pretty pantomime prepared by the students. The last term of the University closed with an attendance one hundred and eleven larger than the same term last year. The present term has opened with a corresponding increase.

## BOOKS.

D. C. Heath & Co., Boston, have just issued a work entitled *The State: Elements of Historical and Practical Politics*, by Dr. Woodrow Wilson, which is different in scope and purpose from anything hitherto attempted. The first chapters are devoted to the origin and early development of government among men. The main body of the work is a comparative study of the rise and growth of the governments of Greece and Rome, France, Germany, Switzerland, Austria-Hungary, Sweden-Norway, England, and United States, followed by a discussion of the nature, forms, functions and ends of government. The author's purpose to trace the origin and growth of institutions seems at-times to lead to a good deal of verbosity, but he has performed a service of great value to students of political science. 626 pages. Price, $2.00.

*Studies in Pedagogy*. By Gen. Thomas J. Morgan, A.M., D.D., Principal of the Rhode Island State Normal School, author of "Educational Mosiacs." 360 pages, cloth, price, $1.75. Boston : Silver, Burdett & Co., Publishers.

Much of this book is common-place ; but the chapters on "Training to Learn," "Methodology," and "Method in Questioning" are redeeming. The anthor has a right appreciation of the true function of the teacher, and very properly lays stress on the self-activity of the pupil. He also holds a just balance between training the senses and training to think. The educational doctrine of the book as a whole is sound, calculated to promote right ideals of education and judicious methods of teaching.

A very excellent text-book for intermediate and grammar grades is Johonnot and Bouton's *Lessons in Hygiene ; or, The Human Body and How to Take Care of It*, published by D. Appleton & Co., New York. It presents the laws of life in such a simple, practical way that the pupil can scarcely fail to be impressed. Alcohol, tobacco and other narcotics receive due attention. Their nature and effects are fairly and truthfully set forth, without exaggeration or gloss.

*Notes of Lessons for Young Teachers*, by John Taylor, evidently of English origin, is a small book well filled with helpful hints and suggestions. A lifelong experience enables the author to offer young teachers help that is really valuable. 100 pages. 16mo. Cloth. 50 cents. Boston School Supply Co.

*Every-day Biography*. A Collection of brief biographies, arranged for every day in the year. Designed as a book of reference for the teacher, student, Chatauquan and Home circle ; by Amelia J. Calver, 12mo., pp., 378, cloth, price, $1.50. Fowler & Wells Co., Publishers, New York.

This is a birth-day book. Brief sketches are given of eminent persons born on each day of the year. The index, both alphabetical and classified, contains about 1,500 names. Teachers accustomed to observe "authors' days" will find it of great convenience.

*A Reader in Botany*. Part I. From Seed to Leaf. Selected and Adapted from Well-known Authors, by Jane H. Newell. Boston : Ginn & Company.

The design is to awaken an interest in the study of the life and habits of plants. Several chapters were written expressly for this book ; others are credited to Darwin, Lubbock, and others.

*Coal and the Coal Mines*. By Homer Greene. Illustrated. Houghton, Mifflin & Co., Boston, and New York.

The author gives from the stand-point of personal experience a large stock of information in small compass concerning the composition and formation of coal, its discovery and use, the plan of a mine, methods of mining, dangers of the mine, miners and their wages, etc., etc. Price, 75 cents.

*Ready for Business, or, Choosing an Occupation,* is a series of practical papers for boys, by George J. Manson, published by Fowler and Wells Co., New York. Most of these sketches appeared in St. Nicholas. They present an inside view of the various occupations, designed to aid boys in making an intelligent choice.

*Moffatt's Outlines of Geography.* With 42 maps and diagrams. London: Moffatt & Page. Price, one shilling.

This little 16 mo., which one can readily carry in his breast pocket, contains more matter than some of our pretentious and costly geographies of five or six times its size and price. The text is very closely printed in small type, and the maps are very inferior; but we suspect that earnest pupils under a good teacher could learn as much geography from it as from one of our more pretentious books. It has the latest information; for example, our four newly admitted States, and, by anticipation we suppose, New Mexico are included among the States, making 43.

*An Introduction to the Study of Shakespeare.* By Hiram Corson, LL.D., Professor of English Literature in the Cornell University. Boston: D. C. Heath & Company.

The author's summary disposition of the Shakespeare-Bacon controversy is refreshing. His position may be inferred from the sentence with which the discussion closes: "The credulity of those who are suffering from the dry rot of doubt is something wonderful." The book is what its title indicates, an introduction. It aims to point out to the student some lines of profitable study, and this seems to be well done, without any attempt to cover the ground already so well occupied by Rolfe, Hudson and others.

*The World and its People.* Books I and II. Edited by Larkin Dunton, LL. D., Head Master of the Boston Normal School. Published by Silver, Burdett & Co., Boston.

These two books are volumes 5 and 6 of the Young Folks' Library for the School and the Home. They are designed either to supersede or to supplement the usual geographical instruction in lower classes. They are well calculated to please and profit the young people.

*The New Calisthenics: A Manual of Health and Beauty.* By Mara L. Pratt, M. D. Educational Publishing Co., Boston and New York.

This beautifully printed and finely illustrated book contains a great variety of exercises with dumb-bells, wands, poles, rings, clubs, etc.; also motion songs, marches, attitudes, gesture, all calculated to give beauty as well as health and strength.

*Hymn and Tune Book for Schools and Colleges,* by H. W. Fairbank, published by S. R. Winchell & Co., Chicago, is a collection of standard hymns and tunes, together with some new ones, both English and American, for the use of schools and colleges, teachers' institutes, etc. Its convenient form and cheapness, as well as the excellence of its contents, commend it.

*Law of Childhood, and Other Papers.* By W. N. Hailmann, Superintendent of Schools, La Porte, Ind. Chicago: Alice B. Stockham & Co.

*The Teachers' Manual of Geography,* by Jacques W. Redway, is a book which thoughtful teachers of geography should not pass by. Part first has store of helpful hints and suggestions for teaching the subject; part second throws the light of modern science on various geographical fallacies and traditions. [D. C. Heath & Co., Boston.]

*Topics in Geography* by W. F. Nichols, A. M., Principal Hamilton School, Holyoke, Mass., is a syllabus of geographical study for every grade, with information and teaching suggestions in connection with all the leading topics. [D. C. Heath & Co., Boston.]

*Alden's Manifold Cyclopedia of Knowledge and Language.* Volumes XII and XIII. Published by John B. Alden, New York.

These two volumes have a little more than 600 pages each and include all English words and titles from *Dominis* to *Exclaim*. About 50 pages are devoted to *Education*, including a general treatment of the subject and a pretty full account of State education in the principal countries of the world, together with several pages of the latest statistics. The "Manifold" serves the double purpose of an unabridged dictionary and a general cyclopedia, containing as it does every word in the language and treating every subject in the whole range of human knowledge. Its preparation and publication is one of the marvelous enterprises of this wonderful age.

*Elementary Mathematical Tables.* By Alexander Macfarlane, Professor of Physics in the University of Texas. Boston and London: Ginn & Co.

It contains logarithms, squares, cubes, square roots, cube roots, multiples, annuities, etc., etc.

*National Kindergarten Manual.* Containing Practical Model Lessons, Rules and Lectures for the Kindergarten and the Nursery, Stories, etc. By Mrs. Louise Pollok. Boston: DeWolfe, Fisk & Co.

*Gradatim.* An Easy Latin Translation Book for Beginners. By H. R. Heatley and H. N. Kingdom. Revised for American Schools by W. C. Collar. Boston, Ginn & Co.

*Passages for Practice in Translation at Sight.* Part IV. Greek. By John Williams White, Professor of Greek in Harvard. Boston: Ginn & Co.

This fourth book of the series contains 150 extracts from Demosthenes, Plato, Xenophon, and other Greek authors.

## MAGAZINES.

A contribution to the literature of the controversy about Romanism, just when the recent Catholic Congress at Baltimore has revived the subject, is made by Bishop McQuaid, of Rochester, N.Y., in the December *Forum*. He undertakes to show that the common-school system is paternalistic and socialistic in its tendencies, and that a gross wrong is done to Catholic parents by taxing them to maintain the public schools.

"The Descendants of Palæolithic Man in America" is the subject of an article, by Dr. Charles C. Abbott, which opens the December *Popular Science Monthly*. It describes the surroundings and occupations of the men who made the rough pottery and the implements of slaty rock which Dr. Abbott has found so abundantly in the Delaware valley.

*Scribner's Magazine* for December is very beautiful and has an inviting bill of fare. With the next issue it starts on its fourth year. 25 cents a number. $3.00 a year.

*The Arena* is the name of a new magazine, published at Boston. It rivals the *North American Review* and *The Forum*, of New York. The first issue (December) has a very inviting table of contents. 50 cents a number. $5.00 a year.

*The Atlantic Monthly* still holds its place as the magazine of fine literature, criticism, book reviews, etc, Boston: Houghton, Mifflin & Co.

*The North American Review* always contains strong meat for strong minds. All sides of all questions get a hearing. It is now in its seventy-fifth year.

*The Century* is one of the best known and most popular magazines. It started on its thirty-ninth volume with the November number.

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## FROM THE UNION SIGNAL (Dec. 22, 1887).

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Some time ago THE ECLECTIC GUIDE TO HEALTH was sent us to examine. We liked the book, but remembering previous scorings received for expressing our honest opinion in a similar case, we determined to submit this book to those whose judgment and fairness can not be questioned. We therefore placed it in the hands of a lady physician of the strongest possible temperance principles, and who is further fitted for the task by years of successful teaching before she studied her profession, being thus prepared to judge of its adaptability to the school room. She says:

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A trained nurse in a leading hospital, formerly a teacher, to whom it was submitted, examined it thoroughly, and concurs in the doctor's opinion, saying among other things: "The temperance part is decisive, clear and practical. I detect no 'uncertain sound,' while at the same time there are no useless tirades which would be quite out of place in educational works. Upon the whole, it is a book, I should like to have for my scholars, if I had any book for beginners." Pubished by Van Antwerp, Bragg & Co., Cincinnati.

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# Prof. David Swing's Opinion

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Extract from a sermon by Prof. Swing, at Chicago Central Church, Chicago, reported for the *Chicago Tribune* :

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