

**STUDIES AND OBSERVATIONS
IN THE
SCHOOL-ROOM
—
KRATZ**

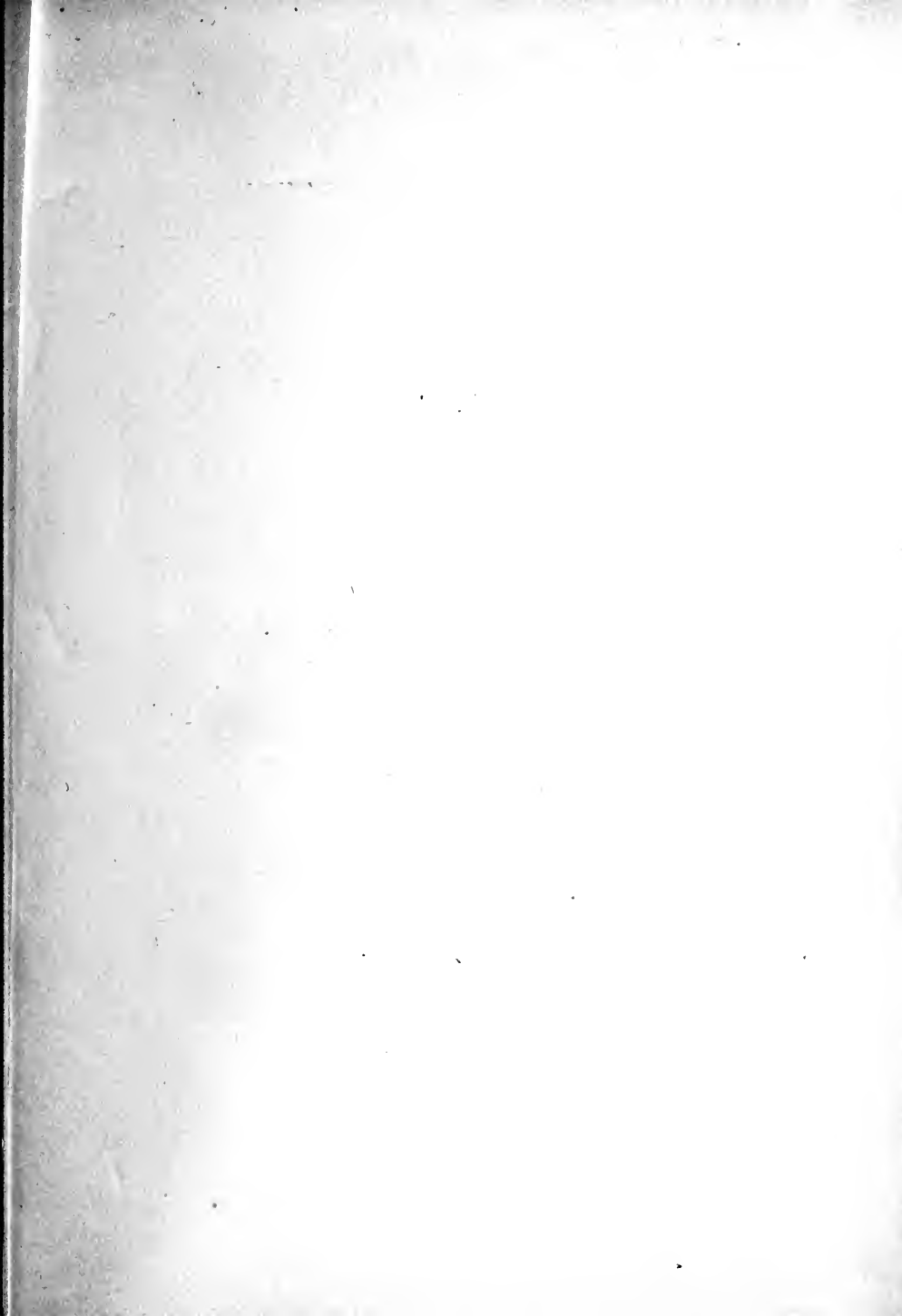
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STUDIES AND OBSERVATIONS IN THE SCHOOL-ROOM

BY

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PRESIDENT OF CHILD STUDY DEPARTMENT, N. E. A., 1902



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INTRODUCTION

Doubtless, parents and teachers have studied children from the time of the earliest homes and schools, and certainly children have studied parents and teachers (perhaps more effectively) for as long. It is only within the last quarter of a century, however, that teachers have attempted to study children in a systematic way. The enthusiasm with which such study was carried on in this country a dozen years ago, caused the movement to be called "another educational fad" to which Americans are supposed to be peculiarly subject. To many teachers it was that and nothing more, but to others have come visions of the depth of educational wisdom to be reached from knowing the little child, his heart, his mind, his soul, "all in all" wherein is mirrored so clearly "what God and man is."

To-day there is much less popular talk about the study of children, but much more actual study of them. The froth and foam have disappeared, but interest in children has become an essential part of all streams of thought connected in any way with the origin and development of man. Evolutionary theory which has so completely modified scientific, philosophical and even theological thought in the last half century, culminates and finds its highest application in the development of children, and the individual needs of children are being considered by teachers more than at any time since the adoption of the graded system.

Children may be profitably studied individually by teachers, as a means of knowing how best to deal with each one, or in groups, as a means of knowing what is best to emphasize in class work and school management. Teachers are also in a position to collect data from which scientific investigators may derive the general truths of psychology, child study, and education. Practically no grade teachers and few superintendents have the time or training that would permit them to do the work of a specialist in building up a science of child study. To expect it of them would be more absurd than to expect them to make original contributions to the science of chemistry, for the phenomena of child life are far more complex than are those of atoms and molecules. Yet observing persons who are interested in nature, are often able to report facts regarding the distribution of plants and the habits of animals that are valuable to the biologist and, in a similar way, teachers who are in constant association with children and systematically and intelligently interested in them, can furnish the specialist with numberless facts that are not accessible to him.

Superintendents may ask teachers to co-operate in such collection of data, either with or without the assistance of specialists, as a means of arousing a more intelligent interest in children and of leading teachers to teach children rather than subjects. Such studies carefully made and tabulated give teachers and superintendent a more definite and precise knowledge of the local conditions that are affecting the development of the children, which the school should either supplement or counteract. Just as an examination often reveals to teachers and superintendents the strength and weakness of the work being done, more perfectly than do the daily recitations, so do child study tests and *questionnaires*,

when carefully tabulated, reveal conditions and influences hitherto unsuspected.

The author of this book, Superintendent Kratz, early realized the true value of child study and few, if any, of our superintendents have maintained the same consistent, intelligent interest during and since the time when the first popular wave of enthusiasm passed over our country. His "Studies and Observations in the School-room," delightfully written as it is, will be of popular interest, and especially valuable and suggestive to teachers and superintendents. Studies similar to those described in Chapters I, II, III, IV, VI, VII, and XII should be made in every city, in order that teachers and superintendents may intelligently adapt the work of the school to local conditions and individual needs, while Chapters V, VIII, and IX present truths that are of universal interest and application. Other chapters, such as X, XIII, XV, and XVII, give interesting glimpses of the observations and experiences of a superintendent of schools.

The book is not an addition to the many weighty volumes on pedagogy over which teachers are poring, but a very pleasant stimulating, nutritive refreshment to be taken, a chapter at a time, digested and applied.

E. A. KIRKPATRICK

Fitchburg, Mass.



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STUDIES AND OBSERVATIONS IN THE SCHOOL-ROOM

CHAPTER I EXPLANATORY

In presenting "Studies and Observations in the School-Room" to the teachers of the country, the author does not presume that it will meet "a long-felt want," but he does hope that it will be of some assistance to that constantly increasing class of teachers who are earnestly striving to increase the efficiency of their work, and render it more practical, by a careful study and more thorough acquaintance with the inclinations, interests and needs of their pupils.

STUDY OF INCLINATIONS AND INTERESTS

The pedagogical literature of the past has dwelt too much upon the realization of an ideal system of education, conceived from the adult point of view, largely theoretical in character, and ignoring the inclinations and interests of the children. In fact, at times, it took on the extreme form that the more the system of education ran counter to the inclinations of the children, the better it was calculated to develop and discipline them, and to build up strong character.

We know now that the growth is through self-activity, and the more interesting and enjoyable that activity, provided it be in the right channels, the more rapid the growth. The successful twentieth century teacher must therefore carefully study the inclinations, interests, dislikes, prejudices, in fact, every phase of the emotional life of her pupils, so that, like the skillful mariner, she may be able to take advantage of every favoring breeze to reach the desired port.

The careful study of the emotional life of each of her pupils is also demanded from the standpoint of character building. Out of the emotions come the currents which shape character. The successful teacher must be quick to discover in what direction these are flowing, and keep the wholesome life currents open. To do this, requires the most careful study of each pupil as an individual.

The author hopes that the presentation of these studies may lead a larger number of teachers to see what a simple and yet interesting matter it is, to make such investigations, and thus be induced to enter upon some line of investigation of their own pupils. He feels confident that it will make their teaching more practical, sympathetic, and effective, if such a course be pursued.

INDIVIDUAL STUDY OF PUPILS

Another purpose sought, is to interest the teachers in the study of their pupils as individuals. Teachers have been inclined to overlook the individual pupil in instructing the large classes which economy seemed to demand. Class instruction has failed to produce its best results, because it labored under the delusion that there was an average pupil through whom the work that the class

should do could be accurately measured and adapted. The problem then was to learn the capacity of that supposed average child, and cram that amount of pabulum down the mental œsophagus of each child, *volens volens*, without any special regard to his individual powers of assimilation.

It is now recognized that instruction must be adapted, as far as possible, to the peculiar needs of each pupil. This necessitates a careful study on the part of the teacher of the chief characteristics of each pupil as an individual, so that instruction may be adapted, not to a fictitious average pupil, but as far as possible, to the peculiar mental attitude and needs of each pupil.

About ten years ago the author, convinced of the helpfulness of a study of each pupil's characteristics, and of the desirability of its being pursued in a systematic manner, devised the blank, which he called "Record of Pupil's Chief Characteristics." (See next page.)

RESULTS

The results of such study were highly satisfactory. First, and of foremost importance, the teachers were deeply interested in the study of the chief characteristics of their pupils and such comments as these were made: "It's hard work. I have my pupils in my thought as never before. I am studying them and their individual peculiarities, and gaining an insight into them, which I know must prove highly helpful to me." "Although it is hard work, yet I know it is doing me a world of good." "It makes my teaching so much more interesting, and gives greater definiteness to it. I am gaining a clearer insight into child nature."

RECORD OF PUPIL'S CHIEF CHARACTERISTICS

Pupil's Name _____

Date _____ *Age* _____ *Nationality* _____

	190			190		
	First Month	Fifth Month	Ninth Month	First Month	Fifth Month	Ninth Month
Health						
Temperament (nervous, equable, sluggish, etc.)						
Grade						
If Behind Grade, Why?						
General Ability (excellent, medium, poor)						
Sight (good or defective)						
Hearing (good or defective)						
Observation (excellent, medium, poor)						
Memory — Verbal (excellent, medium, poor)						
Memory — Thought (excellent, medium, poor)						
Imagination (vivid, medium, weak)						
Thought (strong, medium, weak)						
Feeling Through Which to Govern						
Self Control (excellent, medium, weak)						
Sense of Right (excellent, medium, weak)						
Use of Language (excellent, medium, poor)						
Subject of Deepest Interest						
Chief Characteristic (timid, rash, etc.)						
Greatest Deficiency						

Fill out the blanks at the top of sheet during the first two weeks; the remaining blanks at the close of the first month, or as soon as the characteristics called for can be learned. Where words are enclosed in parentheses as "excellent," "medium," "poor," etc., E., M., P., can be used in the blanks.

Add to the record any changes which may be noticed under any of the characteristics called for. If none can be noticed, then draw a line in the space.

The principal object sought is to lead teachers to study each pupil as an individual, note his characteristics and thus be able to plan for and attain definite results, and to secure the proper development of the individual pupil.

Second, There was a more intelligent appreciation on the part of teachers of the real needs and the defects of their pupils, and as a natural consequence, a greater definiteness of aim in their work.

Third, There were found a few children who were regarded as lacking in capacity and hopelessly dull, to be simply dull in hearing. These, when relieved of partial deafness, soon manifested quickened mental life. There were those also who made slow progress because of defective eyesight, who were greatly aided in their studies by the use of glasses.

Fourth, Teachers were able to seat pupils to a better advantage, placing pupils with defective senses in front seats.

Fifth, The teachers were made aware of physical and mental defects and weaknesses of pupils, and as the record kept these definitely before them, they were better able to train wisely for symmetrical development.

Sixth, The teachers were brought into closer and more companionable relations with their pupils in general, and developed greater intelligence and sympathy in dealing with the so-called bad boys and girls.

Seventh, The records disclosed to the superintendent, at least in part, how carefully his teachers studied their pupils, the measurements they applied, what motives they appealed to, what feelings they sought to arouse, what relations, sympathetic or otherwise, they were cultivating with their pupils.

Candor compels the admission that not every teacher in the corps was thus profited, but the important fact still remains that nearly all were deeply interested, and their work was greatly advanced in efficiency.

This general attitude of studying the pupils, naturally led into special studies of the children as to their ideas, interests, likes and dislikes, etc., and thus originated the various studies recorded in this volume. Some of these investigations were made according to plans outlined by the author, while other plans were simply borrowed. Originality is not held as the chief merit of this volume. If it has any merit, it will be found rather in the direction of leading additional teachers into this interesting and profitable study of the children.

CHAPTER II
STUDY OF PUPILS' PREFERENCES
PLAN

The following study of pupils' preferences is based upon a careful canvass of two thousand one hundred eighty-one papers, written as a language exercise, by third, fourth, fifth, sixth, seventh and eighth grade pupils, in response to the following questions:

1. What school study do you like best? Why?
2. What school study do you like least? Why?
3. What is your most pleasant work out of school? Why?
4. What is your most unpleasant work out of school? Why?

The teachers also sent in statements of their preferences as far as school studies were concerned.

The purposes for which the above exercises were given were:

1. To give teachers an insight into their pupils' preferences in regard to school and other work, so as to bring them into closer touch and sympathy with their pupils.
2. To raise the enquiry whether or not teachers' preferences for certain studies lead them to put more thought, energy and skill into the teaching of such studies and thus largely shape their pupils' preferences.
3. To disclose to teachers, through their pupils' lack

SUMMARY OF TEACHERS' AND PUPILS' PREFERENCES IN STUDIES

Grades	Number		PER CENTS OF LIKES AND DISLIKES, LIKES GIVEN FIRST																												
			Spelling			Physiology			Music			Drawing			Writing																
	Teachers	Boys	Girls	Teachers	Boys	Girls	Teachers	Boys	Girls	Teachers	Boys	Girls	Teachers	Boys	Girls																
	Total																														
Third	20	256	267	543	0.12	14	17	8	15	23	4	1	6	5	0.23	4	15	6	10	0.18	4	8	5	9	0	6	2	4	1	3	
Fourth	20	263	293	576	0.32	11	15	13	12	10	11	3	2	4	7	0	5	15	8	4	0.16	1	11	4	10	0	5	1	3	2	4
Fifth	14	177	193	384	0.25	2	16	5	12	0.32	5	5	2	9	0	6	4	17	10	4	0.25	2	10	3	12	0	6	0	5	0	5
Sixth	17	142	176	335	0	0	5	23	4	8	0.13	4	20	1	32	0.13	1	9	5	2	0.40	3	10	2	5	0	20	0	6	0	5
Seventh	12	102	124	238	0.16	4	20	3	3	0.10	2	26	1	47	0.10	1	10	4	2	0.30	1	7	0	10							
Eighth	8	82	106	196	0.13	2	17	2	8	0	0	14	0	24	0.12	0	17	4	2	0.37	4	9	2	12							
Total	91	1022	1159	2272	0.16	8	17	9	9	6	16	3	8	8	16	0.11	3	14	7	4	0.26	2	9	3	9	0	9	1	4	1	4

of interest, in what subjects they are doing their poorest teaching.

4. To reveal to teachers those outside interests of pupils, which may be utilized in arousing interest in school work that has unfortunately become distasteful.

On pages 16 and 17 is given a tabular view of the results obtained in regard to the investigations of pupils' likes and dislikes of school studies, in which subjects of the curriculum are arranged in the order of preference as correctly as possible.

A word of explanation is, however, necessary. Geography is not taught beyond the middle of the seventh grade, nor writing beyond the sixth, nor history, by textbook, in any but the seventh and eighth grades, nor civil government in any but senior eighth grade. Hence an exact average of all these studies cannot be tabulated, although in the case of geography it is approximately correct.

The average age of each grade can be approximated by adding six to the grade; *e.g.*, third grade pupils average about nine years, etc.

ARITHMETIC FIRST CHOICE

A study of the table presented discloses many interesting facts, some familiar and some otherwise. Every observing teacher is familiar with the fact that boys generally prefer arithmetic, while girls usually are more interested in geography and language.

Our table shows that arithmetic heads the list for both boys and girls, the boys having a constantly increasing per cent, beginning with thirty in the third grade and ending with fifty in the eighth grade, or an average of

thirty-eight per cent, while the girls begin with twenty-eight in third grade and end with thirty-nine in eighth grade, or an average of thirty-four per cent.

What about the teachers' preferences? They have, as might be anticipated from the high per cent of girls' preferences for arithmetic, a more decided leaning toward that subject than their pupils, beginning with thirty-five per cent in the third grade and ending with sixty-two per cent in eighth grade, or an average of forty-nine per cent throughout.

Here, no doubt, teachers' preferences have much to do in shaping pupils' preferences, but the high per cent on part of pupils is not wholly due to the teacher's love of the subject. There is a kind of fascination which grows out of the exactness in the operations of arithmetic. The pupil is lured on to storm the strongholds of his problems, and capture the answers as trophies of his skill, as the soldier by the honors and spoils of war.

Then, too, there is the common delusion that arithmetic is the most practical of studies, because it affords such excellent training for the reasoning powers, when the fact is that there is but little use for such exact reasoning, since conclusions in real life are reached almost entirely through the balancing of probabilities.

GEOGRAPHY, SECOND

The subject next highest in favor is geography. Here the boys again lead the girls. The per cents do not increase as uniformly as in arithmetic, but the decrease in seventh grade — the highest grade in which geography is taught — is due to the fact that it is only taught the first half of that grade. The maximum of pupils' prefer-

ences is reached in sixth grade, that of teachers' in fourth. Nevertheless, pupils' preferences follow pretty closely on that of the teachers', although averages run as follows: teachers, twenty per cent; boys, twenty-nine per cent; girls, twenty-two per cent.

Had such an investigation as this been made no longer than ten years ago, geography would not have ranked second in pupils' preferences, but at the foot of the list. It was then presented as a mass of disconnected facts, and only appealed to the carrying power of the memory, upon which it attempted to place intolerable burdens. We now build our geographical structure upon a few fundamental ideas, such as topography, etc., interpret the unseen by the seen, make it a study of causes and effects, a thought, instead of a memory study, and presto! it becomes one of the most interesting studies of the public school curriculum.

UNITED STATES HISTORY, THIRD

United States History ranks third on the list, but since it is only formally studied in seventh and eighth grades, but little can be said about it. History seems to have some strong characteristics, for while it ranks third in teachers' preferences, it ranks second in their dislikes. The boys' preferences exceed the girls' in the ratio of two to one.

The fact that history ranks third in the preferred list, and because it deals with human actions and relations, and possesses therefore much rich material for character building, suggests that the present movement introducing history into all the grades — in the form of simple biography in the primaries — has much to commend it.

LANGUAGE, FOURTH

Language, including grammar in seventh and eighth grades, is given fourth place by teachers and girls, but drops to seventh place in the boys' preferences. The teachers' preferences average sixteen per cent, the girls' twelve per cent, while the boys' drop to four per cent. The maximum per cent of preference is reached by both boys and girls in the eighth grade, or in the study of grammar. In the case of the girls there was a gradually increasing appreciation from the lowest to the highest grade. The teachers' maximum was reached in the sixth grade. It is gratifying to note the increasing appreciation of this important subject among the pupils as they approach the higher grades.

READING, FIFTH

Reading comes fifth in the list, but pupils lead the teachers. Boys and girls each attain eight per cent, while the teachers only reach six per cent. What is a matter of some concern, is the decreasing per cent of preference for reading as pupils advance in the grades. Does reading become more and more a perfunctory process? Has familiarity with the selections driven nearly all inspiration out of them? Do we need fresher selections? Is reading not well taught? We do not wish to make any hasty generalizations, so put these suggestions in the form of questions.

Spelling ranks sixth in pupils' preferences, with an average of eight per cent for the boys and nine per cent for the girls, but preferred by none of the teachers.

Physiology holds sixth place in teachers' preferences,

and eighth among the pupils. Only three per cent of both boys and girls regard this subject with favor. Strange that the study which ought to appeal to the pupils as eminently useful and practical, should be regarded with so little favor! It suggests the inquiry whether teachers have tried to impress upon pupils the practical benefits of this study.

Music, drawing and writing are last in the list, and preferred by none of the teachers. The pupils' preferences run as follows: music, boys, three per cent; girls, seven per cent; drawing, boys, two per cent; girls, three per cent; writing, boys, one per cent; girls, one per cent.

There was internal evidence in the answers that some boys have unfortunately dropped into the error of regarding proficiency in music as a feminine accomplishment, and therefore unworthy the studious attention of the superior masculine intellect. This fear of descending (?) into woman's sphere, and, in consequence manifesting feminine characteristics, only alarms, as a rule, the weak, effeminate boy, who is in constant fear of betraying his effeminacy, just as the bully, desiring to have courage imputed to him which he does not possess, strives to counterfeit courage by swagger and bluster.

Civil Government, since it occupies less than a half year in the eighth grade, furnishes but little basis for comparison. The per cents of preference are: boys, nine; girls and teachers, none. This lack of interest on the part of girls and teachers is not surprising, when we remember that the present unjust disfranchisement of women deprives them of one of the highest incentives to master this subject.

ORDER OF DISLIKES

A glance at dislikes in school studies discloses the fact that pupils do not follow teachers as closely here as in preferences. Twenty-six per cent of the teachers dislike drawing, the highest per cent of dislikes among the teachers, while the pupils reach the highest per cent of dislikes in arithmetic. It should be recalled in this connection, that arithmetic also attained the highest per cent of preferences, which indicates that it must have strong characteristics.

Briefly the order of dislikes of teachers as shown in per cents runs as follows: history, twenty-two; spelling, sixteen; physiology, sixteen; music, eleven; writing, nine; arithmetic, six; language, six; reading, three; geography, two. Pupils' dislikes given in per cents are: arithmetic, boys, fourteen; girls, twenty-four; language, boys, nineteen; girls, fourteen; spelling, boys, seventeen; girls, nine; physiology, boys, eight; girls, sixteen; music, boys, fourteen; girls, four; drawing, boys, nine; girls, nine; geography, boys, six; girls, twelve; history, boys, three; girls, ten; reading, boys, six; girls, four; writing, boys, four; girls, four.

REASONS ASSIGNED

The reasons assigned for likes and dislikes afforded an interesting study of which only a few results can be given. The most common reason given for liking a study was the one that it was "easy." Twenty-five per cent of all the pupils gave this reason. It was gratifying, however, to notice that the highest per cent was in the third grade, the lowest canvassed, where it reached thirty-three per cent.

As a wholesome contrast to this, quite a respectable

number assigned as a reason for liking a study that it was "hard," and here the highest per cent was in the highest grades. Twelve per cent assigned "interesting" as a reason, and ten per cent "useful." In both cases, the highest per cents were found in the highest grades, as would be anticipated. Other general reasons for preferences which were quite frequently assigned were "Important"; "Understand it best"; "Makes you think"; "Can get a high standing in it," etc.

In the dislikes, prejudices often afforded the foundation for them, as, "No sense in it"; "Can't get it"; "Have no talent for it"; "Can't get it through my head." Such answers as these suggest that a duty may rest upon teachers in the direction of ascertaining and overcoming, wherever possible, such prejudices of pupils. They certainly block the way to interest and progress.

A few of the characteristic reasons for likes and dislikes are given in connection with the subjects of study for or against which they were urged. One pupil's objection to civil government was voiced in the following manner: "I don't care anything about elections." It requires no special power of discernment to conclude that this objection came from a girl. The objections to drawing ran largely in these channels: "I can't draw well." "I don't expect to become an artist." "It will not help me to earn a living."

Writing came in for a fair share of criticism. A common lower grade objection was the blots which so offended the youthful mind. Another and more common objection was found in the tediousness of so much writing in connection with other subjects of study. Possibly there is some ground for this criticism.

Reading called forth objections like these: "There are so many to read." "I get tired standing." "You have to keep the place all the time."

Physiology was characterized as "disgusting," "horrible." "I do not like to study about people who use narcotics when they ought not."

Grammar called forth these comments: "When a person uses correct grammar, you have more respect for him." "I can say what I want to and make people understand me without learning synopsis and conjugation of verbs." "I don't see what good it does to learn all those rules and things."

Music: "Brightens my other studies, and makes me happy." "My voice is not sweet." "Generally of no good to a boy."

History: "Helps to guide people in the future to govern the country." "Has too many dates to remember."

Arithmetic: "Don't let you think of anything else." "Pleasant to work for an answer." "Makes my brains stronger." "Makes the blood circulate the most." "I enjoy thinking out a hard problem. It gives me pleasure to find I have solved it correctly — something of the same feeling that one has when standing on the summit of a mountain after having climbed it to get a view."

LIKES AND DISLIKES OUTSIDE OF SCHOOL

The likes and dislikes of pupils of work to be done out of school, cover a wide field and are hard to summarize. Their chief value lies in revealing to each teacher the possible starting point for more deeply interesting in school work those indifferent pupils who are not interested in their studies. Such a study also affords an

interesting glimpse of the trend which modern children's ideas are taking in reference to home duties.

The boys have no very decided preference for any kinds of work outside of school; however, that is not a discovery of modern Child Study. Eight per cent like doing chores, and two per cent running errands. Among the girls, fifteen per cent express preference for various forms of housework, in which sewing, however, heads the list. Tending the baby reaches four per cent, and practicing on the piano, seven per cent.

REASONS ASSIGNED

Some of the characteristic replies for liking certain kinds of work are as follows: "I like housework because girls ought to know how to do it." Sensible mother to instill such wholesome ideas into her daughter's mind. "You can't tell when you may be called upon to do housework." That's good sense, too. "I like herding because there's money in it." Presumably that boy will prove a money maker, as the business instinct crops out early.

"I like to help mamma because it makes her feel good, and it makes me feel good, too." This little girl has early learned the secret of happiness. "Getting up early and making the fires makes a man healthy and wise." Why not inspire our boys to perform unpleasant duties cheerfully, because such an attitude under the law of compensation will receive its sure reward? "If you do hate anything, you will always have to do it the most." Therefore, don't hate any duty, seems to be the conclusion.

About two-fifths of the boys have a very decided aver-

sion to doing chores, taking care of baby, sawing wood, milking, running errands, and the thousand and one other things for which they are commonly supposed to be specially adapted. One gives utterance to his woes by saying, "I have to chase after my little brother, who runs away two or three times a day." Another sets forth his sad complaint against milking: "You get kicked, and have milk spilled all over you."

The girls do not seem to take kindly to housekeeping. Some varieties of housework, such as cooking, making beds, sweeping, dusting, come in for only a moderate share of criticism, but there is a severe and wholesale condemnation of washing dishes. Notice the characteristic expressions. Washing dishes is warm, hot, wet, hard, monotonous, tiresome, disagreeable, not amusing, mussy, sloppy, dirty, greasy work.

All kinds of reasons are assigned for disliking dish-washing. Here are a few of them: "Washing dishes makes me tired." "Makes my head ache." "Makes my fingers ache." "Makes my back ache." "Makes my feet ache." These aches from head to foot as a result of dish washing are sad to contemplate.

But these do not include all the serious ills directly charged to dish washing. "Makes my hands feel so queer." "Swells my fingers." "Makes my hands tan and enlarges the joints." "Don't like to have my hands in greasy dish water." "Makes me sick." "Makes me catch cold." "Had rather visit with the company." "I don't seem to take to it." "Washing dishes is always the same thing." "The dishes get muddy again right away." "I have done it ever since I was seven years old. It is very dirty work. If I ever get married, I will

have a servant to wash my dishes." "I always did hate washing dishes, and I always will, I guess."

This gives a dreary outlook for the future of house-keeping. Must we become more and more dependent on the already too independent yet non-dependable servant girl? Is our boasted twentieth century civilization to be baffled in its attempts at solution of the housekeeping problem? These will prove highly distracting questions, did we not see our possible salvation from these misfortunes in the rapid introduction of domestic science departments into the public schools. These are training up intelligent housekeepers and homekeepers, and thus lifting such work out of the field of drudgery into the realm of intelligent, skillful accomplishment.

SUMMARY

To summarize briefly:

1. This particular study presented convincing evidence to the teachers that their preferences did more largely influence the preferences of their pupils than they had supposed, that their thought, energy and skill were more largely concentrated on these preferred studies than they were conscious of, and thus put them in the judicial frame of mind towards the proper amount of emphasis to be given each school subject.

2. It led the teachers to look carefully into the causes of lack of interest on the part of pupils, whether they in their interest and enthusiasm in teaching preferred studies, had not neglected to throw even extra energy into the teaching of less inspiring subjects of the school curriculum. It brought home to the individual teacher a sense of responsibility for her pupils' indifference or

dislikes and the need of a better, more inspiring presentation of the distasteful, or uninteresting subjects.

3. In some instances, pupils who were entirely out of harmony with their school work, were gradually interested in some few lines of school work, through the establishing of points of contact between school work and the interesting work outside. Of course this meant ignoring the course of study for the boys, but it was nevertheless a plain duty.

4. The most helpful results of such investigations as the foregoing are the extrication of each pupil from the mass, and a more thorough, thoughtful, sympathetic study of him as an individual, or the careful noting of those peculiar traits which make up his individuality, and the establishment, in consequence, of those more intimate and companionable relations between teacher and pupil which are so essential to the attainment of the highest efficiency in school work.

CHAPTER III
CHILDREN'S KNOWLEDGE WHEN ENTERING
SCHOOL

PURPOSE AND PLAN

The following study, based on a similar investigation made by Dr. Hall, was taken up for the purpose of acquainting our primary teachers with what stock of knowledge the children, aged about five years, first entered school. It is a matter of some importance to the primary teacher what knowledge the child has gained in his pre-school life, what foundations are already laid, what the stock of knowledge is to which she is to add. Time must not be wasted in teaching that which is already known, nor on the other hand must there be connecting links left out in going from the child's known to his related unknown.

The questions were designed to draw out the child's knowledge of number, color, his power of observation, how well he has stored his mind with general ideas of things seen every day.

Only one hundred fifty-three children were interrogated, but they were typical children and from all parts of the city, so that they fairly represented the average. They were questioned the first day of their school life, each separately, so that the replies of one could not influence the replies of others. The results were, in some instances,

surprising, but always interesting and instructive to the teachers.

QUESTIONS AND PER CENTS

These were the questions asked and the per cent of correct answers is given after each question:

1. Pick out two objects, ninety-five per cent. Four objects, sixty-nine per cent. Three objects, seventy-six per cent.
2. What is a brook? Eighteen per cent.
3. What is a pond? Fifty-four per cent.
4. What is a river? Eighty-one per cent.
5. What is a hill? Seventy-eight per cent.
6. What is dew? Fifteen per cent.
7. What season is this? Forty-eight per cent.
8. Have you seen the sun rise? Sixty-nine per cent.
9. Have you seen the moon? Ninety-two per cent.
10. Where are the stars? Eighty-six per cent.
11. Pick out a green card, seventy-nine per cent; a blue card, seventy-three per cent; a red card, eighty-six per cent.
12. Which is your right hand? Seventy-one per cent.
13. Where is your cheek? Seventy-one per cent.
14. What is a frog? Fifty-seven per cent.
15. What is a chicken? Seventy-nine per cent.
16. What is a cow? Seventy-six per cent.
17. What is a tree? Sixty-three per cent.
18. Where does corn grow? Fifty-six per cent.
19. Where do pears grow? Fifty-two per cent.
20. Where do beans grow? Forty-seven per cent.
21. Where do potatoes grow? Sixty-nine per cent.
22. Where do apples grow? Eighty per cent.

23. Where does milk come from? Eighty-six per cent.
24. From what is leather made? Ten per cent.
25. From what is flour made? Sixteen per cent.
26. Where does wood come from? Fifty per cent.
27. Where does ham come from? Sixteen per cent.
28. From what is butter made? Forty-six per cent.
29. From what is your coat or dress made? Sixty per cent.
30. Where is God? Eighty-nine per cent.
31. What is right? Forty-seven per cent.
32. What is a school? Seventy-three per cent.

In regard to number, ninety-five per cent of these beginners knew the number two, and seventy-five per cent the number three. This led our primary teachers to the conclusion that they had been wasting some time in their attempts to develop gradually correct ideas of these numbers.

That only eighteen per cent of them gave correct answers to What is a brook? is probably explained by the fact that brook is not a familiar word in the children's vocabulary. One replied: "A stream of water." Another, "Water that has flies on." Another, who evidently wished to be very exact said, "A little thing that water runs in."

CHARACTERISTIC REPLIES

Some characteristic replies to What is a pond? were: "Where there are frogs." "Round and water stays in it." "A place where brother fishes." "A flood." "A great big one where water stays."

That only seventy-eight per cent knew what a hill was is surprising, but that only sixty-nine per cent knew that



they had ever seen the sun rise, is still more surprising. Some interesting answers concerning the hill were: "A steep place." "Big steep dirt." "A place to slide down on." "A big, big place of earth." The following description is highly recommended for its terseness: "A hill is a bump."

Dew was described as "Wet on the grass." "Frost." "Is misty." "Sprinkles."

Where are the stars? was generally correctly answered. A few peculiar replies are given: "The stars are in a paper." "Up in the moon." "By our house." "Up to Jesus."

More than one-fourth did not know the right hand from the left, nor where their cheeks were. Fundamental ideas of direction and location may be unexpectedly wanting in some children.

The replies to What is a frog? were in some cases unique, as: "A hop toad." "A hopping thing." "A jumper." "Like a nigger." "Something that can eat you up."

Some characteristic descriptions of the chicken were: "Got feathers on." "Is good to eat." "Makes eggs." "Can lay eggs and wear feathers."

In case of the cow: "It has a tail." "Got hair on." "It's a bossy." "It hooks people." "Something like a mule with horns." In the last answer it is not difficult to guess at the origin of the "apperception mass."

In answer to What is a tree? the following replies were typical: "It got roots and limbs." "It is to sit under." "It is to climb up on." "Trees make the wind blow." Subsequent investigations have shown that many children entertain the idea, that, instead of the

wind causing the trees to sway back and forth, the trees, as huge fans, cause the wind to blow.

There was much misinformation as to where beans grow. Some said, "Under the ground"; others, "On trees"; and still others, "At the store." Even potatoes were supposed by some to grow on trees, and one pupil very emphatically said, "Potatoes don't grow."

A large number of children thought, for obvious reasons, that milk came from the milkman.

The origin of leather was the most difficult question. Nine-tenths of them were uninformed, although these questions were asked in a city where very large packing-houses were located. One mentioned wood, another rubber, and one said, "Out of a kangaroo." Some of the children seemed to have some knowledge of the tricks of the leather industry and answered, "Paper."

There was much confusion and difference of opinion as to what flour was made from. All kinds of raw material were mentioned, such as, snow, grass, salt, yeast, paper, eggs, milk, corn, etc.

The sources from which wood came were quite varied: "From the coal office." "From the river." (Presumably driftwood.) "From chopped down trees." One boy broadly put it, "God made it."

For a packing house city it was surprising that not more than sixteen per cent knew where ham came from. Several stated that it came from lard, some from the store, others from the packing house. One pupil believed that ham came from "killed cows."

The origin of butter was easier, nearly half were correctly informed. There were, however, some answers which indicated serious misconceptions, as: "From the

churn." "From buttermilk." "Lard." "Grease."
"Apples."

One boy stated frankly that his coat was made of rags. Presumably he referred to a process of rejuvenation of the coat handed down by his worthy sire.

In asking Where is God? it was not anticipated that any profound acquaintance with theology would be disclosed. All that was sought, was to ascertain whether the simple idea of God's existence somewhere in heaven was accepted. Nearly all seemed to hold such an idea. A few put it differently, however. "One said, "In another world." Another, "Upon the hill." Still another, "Up in the moon." One rather naively put it, "God is in my prayer."

There were various ideas as to What is right? but generally expressed by some specific act. In the case of the girls, right was to "mind mamma," "to behave," "to set the table," to do things pertaining to neatness and order, while the boys mentioned gross forms of misconduct to be refrained from, such as: "Not to run away." "Not to swear." "Not to lie or steal."

The last question, What is a school? brought out a variety of interesting replies. Several made the school identical with the school-house. Quite a number expressed their views in the old fashioned nomenclature, declaring the school to be "To show you a, b, c." One characterized it as the place "Where children come." A large number thought it a place "to learn lessons," "to spell and read." One, in rather a surprised tone, declared, "Why, it's here." One urchin evidently borrowed his ideas from that small class of parents who are pleased to send their children to school to get rid of the

responsibility of looking after them, and promptly piped up, "The school is to put little kids in."

"Delightful task to rear the tender thought,
To teach the young idea how to shoot."

Who is it that does not long to be a primary teacher?

RESULTS

Concede that the foregoing investigation furnishes only an occasion for a little amusement and a few possible hints or suggestions to primary teachers for the present. These, with other investigations, may furnish some data in time, which may lead to fruitful generalizations about the child.

Ever since Bacon set the fashion for careful, accurate, scientific investigation of Nature's secrets, man, with scalpel and microscope, has been searching everywhere. Almost everything under the sun has been pried into, whether it offered any immediate prospect of benefit or not.

We have no quarrel to make with that spirit, for we remember that Galvani's minute investigations into animal electricity, a century ago, seemed utterly valueless, and only called forth the derisive title of "frog's dancing master," and yet this wonderful age of electricity is the legitimate outcome of those investigations.

When we thus understand that no facts can be regarded as insignificant, but that all careful investigation will, in the mind of some Morse, Edison, Marconi or Koch, be made fruitful, we can heartily commend such investigations in whatever field.

Amidst all this spirit of investigation, it seems strange

that but little effort has been expended, until recently, in a careful, systematic study of the child. The last decade or so has seen, however, a marked change in this respect. Now, every fact concerning the growth and development of the threefold nature of the child is being recorded, no matter how insignificant or useless it may seem. It is believed that out of this large mass of facts which is being collected from so many sources, some thinker or philosopher, with keen vision and power to generalize, will discover relations, will trace out principles and laws where now none are perceived. This is the faith that incites the author to publish what may be deemed at present insignificant details concerning the children. The right perspective is not at present positively settled.

CHAPTER IV
PRIMARY PUPILS' IDEAS OF CONDUCT AND
PUNISHMENT

PLAN

In taking up the study of the primary pupils' ideas of conduct and punishment, the following suggestions were made to the primary teachers:

Read over twice to your pupils the following story, and then ask them to write answers to the two questions given at the close of the story. Do not aid the pupils, or try to influence their thought. Endeavor to secure an unprejudiced expression of their ideas of proper conduct and punishment.

THE STORY OF CHARLIE

Little Charlie, one day in school, while all the children were busy on their number work, threw down his pencil and said in a loud, cross voice, "It's no use. I can't do this number work."

The children all looked up and were very much surprised that any one should talk out loud in that cross way. His teacher said pleasantly and encouragingly, "Don't give up, Charlie. Please try again. I'm sure you can do it."

Charlie said in a defiant way, "I don't care, I won't try again."

The Two Questions

What do you think of Charlie?

What should the teacher have done with him?

Answers were received from ten hundred twenty-one pupils whose ages ranged from five to seven years.

WHAT FIRST GRADES THOUGHT OF CHARLIE

Out of three hundred first grade pupils, two hundred eight said, "Charlie was a bad boy." Sixty-four characterized him, "A naughty boy." Eighteen, "A mean boy." One each: "Not a nice boy." "Not right." "Was mad." "Very, very bad boy." "Pretty bad boy." "An awful disgraceful boy." "He must be a scamp."

FIRST GRADES' TREATMENT OF CHARLIE

Two hundred nineteen out of three hundred first grade pupils, or seventy-three per cent, expressed the opinion that the teacher should have whipped, licked or spanked Charlie. Thirty-one said, "Punish him." Thirteen, "Scold him." Seven, "Shake him." Six, "Send him home." Five, "Keep him in at recess." Three, "Send him to the principal." Three, "Ought to have put him in the baby room." One each: "Ought to do something." "Charlie ought to be ashamed." "Ought to get his lesson." "Stand on floor." "Sit in a chair." "Make him mind." "Coax him." "Talk to him." "Be kind to him." "Take him down and spank him." "Whip and send home to his mother." "Whip and shut him in a closet." "Give him an awful whipping." "Suspend him." "Expel him," etc. .

WHAT SECOND GRADES THOUGHT OF CHARLIE

Out of seven hundred twenty-one second grade pupils, four hundred fifty-one, or about sixty-two per cent, held that "Charlie was a bad boy." One hundred five, "A naughty boy." Twenty-five, "A lazy boy." Twenty-three, "A mean boy." Eighteen, "Was rude." Seventeen, "Was cross." Sixteen, "Was not polite." Six, "Was impudent." Six, "Was wrong." Five, "Was not very nice." Four, "Was very angry." Three, "Did not want to try." Three, "Did not want to learn." Two, "Charlie was a funny boy." One each: "Charlie didn't try hard enough." "Was disappointed." "Was very disobedient." "Was ill-tempered." "Was crazy." "Not a very smart boy." "Don't think much of him." "Didn't like his teacher." "Ought not to have given up, but try again." "He wasn't right." "He was foolish." "He was unkind."

SECOND GRADES' TREATMENT OF CHARLIE

Four hundred fifty-eight second grade pupils, or about sixty-three per cent, believed that Charlie's teacher should have whipped, licked or strapped him. Forty-two said, "Punish him," without naming the kind of punishment. Thirty-eight said, "Scolded him." Thirty-one, "Ought to have made him try again." Nineteen, "Ought to have made him stay after school." Seventeen, "Ought to have sent him home." Fourteen, "Ought to have sent him to the principal." Five, "Ought to have shaken him up." Five, "Ought to have marked him off on his card." Five, "To have sent him in a corner." Four, "To put him in a lower grade." Four, "To have talked

to him." Three, "To have punished him severely and made him try again." Three, "Sent him into the hall." Three, "Expelled him." Three, "Make him write, 'I must behave myself.'" Three, "Ought to make himself do it." One each: "Whip and send to the Reform School." "Stand him on the seat." "Stand him on the teacher's desk." "Teacher should have given him an easy one." "Put soap and water in his mouth." "Sent him home and made him stay there until he would be good." One boy extricates himself from answering the troublesome question in true Yankee fashion by asking another: "What has a boy a teacher for?"

SOME INFERENCES

A study of the children's answers furnishes some interesting suggestions, most of which cannot rise to the dignity of generalizations, but must remain as mere inferences or hints. One of the criticisms justly made against child study is that generalizations are too hastily made and from too narrow a basis. These critics, however, may be saddled with a share of this responsibility for hasty generalization, in that they are constantly demanding, "Where are your results?"

It is encouraging to notice that almost every pupil thought Charlie's conduct was seriously at fault, and deserved severe condemnation and punishment. This opinion was expressed in the most positive and convincing manner, and warrants the generalization that children's moral sense in matters of school conduct is generally sane and wholesome. It can and must be counted on in the right management of the school-room. No other influence can contribute so much to right disci-

pline, nor, on the other hand, tend to work out such disastrous results. If the moral sense of children does not reinforce the teacher's discipline, somebody or something is seriously at fault. The presumption is that the teacher is at fault, and she is wise to pause and carefully investigate conditions, whenever she finds herself without this support. The successful teacher is highly sensitive to such antagonisms and seeks at once to correct them.

In regard to Charlie's punishment, it was a matter of much surprise that seventy-three per cent in first grade, and sixty-three per cent in second grade, or sixty-eight per cent in all, favored corporal punishment in some form. At first thought, the suggestion arises, that corporal punishment must have been in high favor in the system of schools where this investigation was made, but such was not the case. In fact, the contrary was true. While corporal punishment was permitted, yet it was very rarely resorted to, as the records disclosed.

In this connection it should be recalled that, in passing from the first to the second grade, there was a decrease of ten per cent among those who favored corporal punishment. This decrease points towards the conclusion that the home is chiefly responsible for the high favor in which corporal punishment is held, and, consoling thought, that the schools themselves are helping to relegate the rigorous rule of the rod to the realms of reprobation.

Another inference that might be made, is that children, as a rule, do not object to severe penalties being inflicted upon them. At least they seem to be inclined to sit in rather severe judgment upon each other's misconduct.

A STUDY IN ADJECTIVES

This investigation furnishes also an interesting study of primary children's use of adjectives. The lack of ability to use discriminatingly a variety of adjectives, was particularly noticeable in the first grade, where ninety-seven per cent of them could only characterize Charlie's conduct under one of three adjectives, *viz.*: Bad, naughty, mean.

In the second grade, there was marked increase in the scope of the adjectives. Here an additional seventeen per cent were able to utilize a wider and better choice of adjectives.

The whole range of adjectives used to characterize Charlie's conduct, in first grade numbered only seven, while the second grade utilized nineteen adjectives in a much more discriminating manner.

UNIQUE ANSWERS

A few of the more unique answers are given in full. A little first grade girl said: "I thought Charlie was a naughty boy and I thought the teacher was very kind to Charlie. She ought to have whipped him and scolded him and made him do it anyway."

Another first grade pupil wrote: "Charlie was a bad boy to say 'I won't' to his teacher when all the other children were doing number work. The teacher ought to have whipped him and sent him home to his mother, and his mother ought to have whipped him and made him go to bed and stay all day, and he would not do it any more in school."

A second grade pupil stated: "I think he was a very bad boy, and I think he ought to have been slapped. I

never did that in my life. She ought to have whipped him, I think. Don't you?"

Another second grade pupil wrote: "I think Charlie was the very baddest that he could have been. I think Charlie's teacher ought to have whipped him hard. I think he will never get to be a lawyer."

INDIAN CHILDREN'S IDEAS OF PUNISHMENT

As a contrast to white children's ideas of punishment, the author took occasion to visit the Indian schools of Winnebago Agency and secured from one of the teachers there thirty-five opinions of Indian children of first and second grades, but whose ages ranged from seven to twelve years.

The following story was related to them: "The day before Thanksgiving Day, Johnnie's mother made some nice pumpkin pies, and set them in a row on the pantry shelf. Johnnie wanted his mother to cut one pie and give him a piece. But she said, 'No, Johnnie, you must wait till to-morrow, then you may have all you can eat.' But Johnnie thought he could not wait so long, and when his mother went out into the yard, he climbed upon a chair and got one of the pies. He slipped out behind the house and there he ate the whole pie."

The Indian children were then asked to write answers to the following question: What do you think ought to be done with Johnnie?

The white children, in the preceding investigation, as will readily be recalled, manifested but little acquaintance with the wholesome law of consequences, which should, as far as possible, underlie all punishment. Nearly one-third of the punishments suggested by the Indian children

were along that line, such as: "Johnnie ought not to be given any Thanksgiving dinner nor pie." "Give him bread and water," etc.

Jessie White suggested that Johnnie's mother ought to tie up his hands until he learns how to behave himself, and Mary Gray-Wolf had still a better scheme to bring the offending hands to their senses, by requiring that Johnnie should stand and hold the pumpkin pie until his hands got tired.

Whipping was advocated by only one-fifth of the Indian children, in contrast to two-thirds of the white children who favored corporal punishment.

Most of the punishments they suggested as proper for Johnnie were unique, such as: "Clean woodwork." "Saw wood all day." "Clean up the yard." "Plow all day." "Put into jail." "Send him to bed."

George Whitebear wrote: "I think Johnnie was a bad boy. His mother ought to whip him, and make him stand on tip-toes all afternoon. She ought not to let him eat his dinner, and whip him again on Thanksgiving Day."

John Decora said: "Johnnie's mother ought to make him get into cold ice-water, and make him stay there all day and night and have nothing at all to eat on Thanksgiving Day. Then he'll know how to behave himself next time."

ILLUSTRATED STORY

These same Indian children were requested to illustrate the story of a bad boy who caught a mouse and put it in the teacher's desk, and also illustrate what happened. Two papers are submitted as prepared, one by Agnes Pelkey and the other by George Field.

The story a bad boy
 There was once a bad boy
 This is him



He had a teacher
 This is her



He had a mice
 This is the mice



He put it in the teacher desk
 This is the desk



He whipped him
 This is the whipping

This is all my story
 I hope the teacher is
 mad.



Agnes Pelkey

The story of a bad boy.
Once they was a bad boy



This is him.

He had a Teacher



This is her.

He had a mouse



This is it.

He put the mouse on his
teacher's desk.

So he whipped him



This is the desk.



This is whipping him

CHAPTER V

CHARACTERISTICS OF THE BEST TEACHER AS RECOGNIZED BY CHILDREN

There have been numerous pedagogical works written, in which the characteristics of the best, or model, teacher have been set forth, but usually from the standpoint of some eminent educator. In describing that model teacher, the eminent educator draws largely from his own experience, and clothes his model with his own characteristics, supplemented, it may be, by some traits observed in other successful teachers, and rounded out by a few more, evolved from his inner consciousness.

Without wishing to decry the helpfulness of such descriptions, it may be well to depart from this customary view, and glean some of the characteristics of the best teacher from the standpoint of the pupil. While the judgment of the pupil, no doubt, is immature and liable to error, yet those characteristics which impress the pupils favorably, which lead to a high appreciation on their part, and establish those relations of sympathy and co-operation so essential in the school-room, must have some value. In these days of child study, why should not these characteristics be investigated, and some ideas gained of the best teacher from the children's standpoint?

Believing that there might be some useful information gained from such an investigation, probably only confirmatory of the views held by the eminent educators,

but, in any event, helpful to the teachers making the investigation, we undertook the work after the following plan:

PURPOSES AND PLANS

Purpose, to learn something of the children's ideas as to what constitutes the most helpful teacher, and what are the chief characteristics of the best teacher.

Preliminary and first grade pupils were not included in this study.

Provide pupils with paper and pencil, and request each to write at top of sheet name of school building, his name, age and grade.

Place on the blackboard the following questions, and request pupils to express themselves clearly and fully.

Recall all your teachers as fully as you can, and single out the one who helped you the most.

QUESTIONS

1. In what way did she help you?
2. Do you recall any special word or act of hers which greatly helped you? If so, what is it?
3. Will you write, in a half dozen sentences, a description of the best teacher you have had, without naming her?

Teachers were instructed to carefully examine the replies before sending them to the superintendent's office, so that they might learn what characteristics their children most appreciated.

Two thousand four hundred eleven papers, from second to eighth grade inclusive, were collated in the superintendent's office, and proved a most interesting study. For convenience, a few of the more common replies as

to how pupils were helped, and in reference to the best teacher's characteristics, are presented in tabular form.

Tabular Form

Grades	No.	Helped in Studies	Personal Appearance of Teacher	Good or Kind	Patient	Polite	Neat	Cross
Second	404	All	59%	53%	2%	2%	2%	1%
Third	581	All	57%	52%	4%	5%	8%	2%
Fourth	511	95%	68%	63%	9%	5%	11%	2%
Fifth	347	85%	50%	67%	16%	7%	6%	3%
Sixth	245	55%	41%	55%	14%	7%	4%	5%
Seventh	157	40%	74%	45%	14%	2%	9%	2%
Eighth	166	39%	64%	38%	22%	3%	11%	0%
Total	2,411		58%	55%	9%	7%	4%	2%

HOW HELPED

In reply to the question, "In what way did she help you?" all the lower grades mentioned some particular study or studies, but other and more important matters were mentioned in the higher grades.

In the lower grades such expressions as, "She helped me to be good," "to study," "to like school," "to be polite," "not to whisper," "to be kind," "not to swear, chew nor smoke," were generally given, while in the higher grades, such replies as "to observe," "to control myself," "to cure myself of some of my bad habits," "to strengthen my character," were characteristic.

A careful study of these replies suggests the thought

that pupils are generally more appreciative of the earnest, intelligent efforts of their teachers to train and develop them, especially along the line of character building, than is commonly supposed, and that this sense of appreciation, while it is often concealed beneath a careless or impassive exterior, has been aroused and will intensify as the years come and go.

IN WHAT WAY?

In response to the question, "Do you recall any special word or act of hers which greatly helped you?" the lower grades made frequent references to some word of commendation or praise which had been an inspiration to them, such as: "She said I was a good writer." "A good speller." "Your work looks neat." "By telling me I improved in my lessons," etc.

The deep sense of appreciation of words of encouragement and commendation was not entirely confined to lower grades, but manifested itself to a greater degree than anticipated in higher grades. If the simple statement of the teacher, "Your work looks neat," when such statement harmonized with the facts, so greatly inspired and helped a pupil that he remembered it several years afterward, may it not be wise for teachers to be on the lookout for such occasions and utilize them more frequently? Teachers, in their constant watch for errors, imbibe too much of the criticising spirit, and sometimes fail to recognize that it is also their duty to commend excellence, and thus give needed inspiration.

From among the many interesting statements which were recalled as highly helpful, only a few can be quoted at random. This was a favorite quotation: "If at first

you don't succeed, try, try again." "Honesty is the best policy," and "Attention to duty is the secret of success," were also given as helpful in shaping their lives.

To lodge such energizing sentiments in the memories of pupils and make them moulding, stimulating forces in their lives is a rare privilege, and carries with it much responsibility.

The most helpful words of the teacher which were remembered and appreciated, were very frequently along the line of self-help, as: "If you find out for yourself, you will not forget so soon." "I cannot help you unless you help yourself." "Never say I can't, but do the best you can."

Numerous references were made to statements in which the teacher placed confidence in pupils, and they were delighted to respond, as: "She sometimes left the room, to see if she could trust us, and we were always honest, and did not do anything behind her back."

Here is a splendid tribute to a genuine teacher who could impress her noble spirit upon her pupils. "When you did anything wrong, she would take you aside and explain that you had done wrong, and it would make anybody try to be good when you had a little talk with her."

So many pupils referred to the little attentions given them, a smile, a pleasant word, tying a ribbon, recognition on the street, a visit, etc., that it was clear that this was a royal way into their affections.

DUTY OF TEACHER TO DRESS WELL

In describing the "best teacher," it was a matter of surprise at first that in every grade, except one, more

than half of them gave prominence to her dress and personal appearance. Had this occurred only in the lowest grades, it would readily be attributed to the propensity of the child to note and judge only superficial qualities; but when the highest grades gave dress and personal appearance even greater prominence, it raised the question whether it was not, after all, a highly important factor in school work. The children are highly susceptible to such impressions of taste and neatness, and that they quickly imitate and improve under such influences, is well known and constantly utilized, but is the other consideration, that teachers should dress with neatness and taste in order to attract and win their pupils, given due weight? Ought not the teacher to consider this matter of dress and general personal appearance in the light of a professional duty, if from no other, because it gives her additional power to cultivate those pleasant relations of sympathy and affection which are so essential in school-room work?

OTHER CHARACTERISTICS

Patience, always needed in training the young, received quite a high degree of appreciation. As one enthusiastically expressed it in his own vigorous if somewhat inelegant vernacular: "She never flew off the handle." As would be inferred, this appreciation manifested itself least in the lowest grades, and very rapidly increased in the highest grades.

Politeness was another trait frequently referred to. Many statements indicated how responsive pupils generally are to courteous treatment, and how resentful of discourteous treatment. A girl manifested her appreci-

ation by saying: "Her actions helped me to do better."

Neatness was another trait many recalled. Not only was the dress of the teacher referred to, but also her desk. Teachers need to remember that dress, desk, blackboards, the entire room, all are making lasting impressions, and must not be ignored.

It was a little amusing to find that a few pupils commended crossness. That this may not be a little crumb of comfort to that rapidly disappearing class of teachers whose chief reliance is in scolding, it must be stated that in nearly every one of these cases there was internal evidence that the pupil thought a tongue-lashing was doing penance for misconduct, and in no sense regenerative.

On the other hand, the numerous references to the pleasant, mild, good-natured, not cross, not cranky, happy, lovely, agreeable, friendly, loving, patient, cheerful, smiling, sweet-tempered, full of fun, merry, not snappy, gentle, always in good humor, amiable, jolly teacher, would convince the most skeptical scold that scolding is neither a regenerative process, nor a passport into the affections and good-will of a pupil.

A TEACHER'S MIRROR

There is an erroneous idea that sometimes creeps into the thought of a certain class of teachers who are not close observers, that children are easily misled. They flatter themselves that they can easily conceal from the children their lack of sincerity, their lack of genuine interest, their lack of thorough preparation, their lack of self-control, their failures or shortcomings of whatever kind. Such teachers need to disillusionize themselves,

and as a means to that end, they only need to study the following characteristic statements of the children made in describing the "best teacher." They cannot fail to see that the children cannot be hoodwinked. They are exceedingly keen in their analysis of the teacher's motives and shortcomings.

These characteristic statements of the children can be used profitably as a mirror by all classes of teachers, and are presented for that purpose.

"She could stand some fun."

The hearty laugh with the children in the school-room when something amusing comes up in a legitimate way, is a wholesome tonic and to be taken freely. The beginning of many an antagonism has thus been swept away by the wave of innocent laughter, which submerged in it pupils and teacher alike. The dignity which fears being compromised under such circumstances needs shocking, if not shattering. It certainly needs reconstructing."

"The children feel as if she was one of them."

Here is evidence of that companionable feeling between teachers and pupils, which so deeply impressed the members of the Mosely Commission in their recent investigations of our educational institutions, and which is one of the crowning merits of our educational work. To establish such relations of common interest and sympathy between teachers and pupils is to open the way for effective teaching and the right building of character.

"She always got our attention."

That even the children recognize the ability to secure their attention, as one of the characteristics of the best teacher is a little surprising, particularly when it is re-

called that some teachers have failed to reach the same conclusion, or lack the ability to secure attention. Inattention renders futile the most skillful efforts in instruction. Failure to secure attention is responsible for the greatest waste in the school-room.

“The principal reason I liked her for was because she liked me and showed it once in a while.”

The cold, unsympathetic teacher fails to arouse the best in the child. If the emotional life be stirred by such a teacher, it rather takes on the form of antagonism towards the one who fails to manifest those sympathetic, companionable qualities which the child has a right to expect. In the mind and heart of the child there is the feeling that the teacher is in the place of the parent; and in *loco parentis* is not to them a cold legal phrase.

“She was interested in her pupils’ habits and readings.”

“She took a great deal of interest in us.”

Here again is shown their appreciation of the warm personal side of the teacher. The teacher is expected to be interested in the progress of her pupils in the subjects of the course of study. That is in line with her work, her prescribed or official duties. But when she manifests a deep, personal interest in her pupils’ habits, their home reading, and enters into their lives outside of school, they are convinced that such an interest rises above the official into the personal, and gathers its inspiration from what they are and do.

“She don’t feel satisfied when her pupils don’t have a good lesson.”

“If you did not get your lessons, she was so sorry that it made you ashamed.”

One of the characteristics of the best teacher that

impressed itself on the minds of the pupils, was the strong desire that manifested itself that lessons should be thoroughly learned. Such thoroughness was to be attained, not so much by rigid discipline and enforced study, as through personal appeals to their higher nature, in order to secure that voluntary effort which is much richer in its educative results than enforced effort.

"She had no pets."

The judicial attitude in the school-room is not inconsistent with the sympathetic attitude, whatever may be said of them elsewhere. A teacher can be companionable with all her pupils and still avoid having pets. Here is the best teacher without any pets. She has so wisely and fairly treated her pupils, without sacrificing her kindly spirit, that she is remembered as the best teacher.

"She always thought before she spoke."

"She always meant what she said."

Inconsiderate speech in the school-room is one of the most fruitful causes of antagonisms and difficulties. The teacher who is guilty of thoughtlessness or rashness in speech, is constantly arousing unnecessary antagonism between herself and her pupils, as well as her patrons. Superintendents are more frequently called upon to adjust difficulties between such teachers and their pupils or patrons, than from all other causes combined. Regard yourself as highly commended if your pupils say of you, "She always thought before she spoke." "She always meant what she said."

"Her actions helped me to do better."

This cannot be better illustrated than by the relation of the following incident:

Charlie's mother had noticed that in a few short months,

under the influence of his teacher, Miss Jones, he had become quite considerate of his conduct and his treatment of others. He delighted in those kindly little attentions towards others which cost little and yet mean so much. She asked him if Miss Jones had talked with him about politeness. He said very promptly and positively, "No, mamma."

"Well, why is it then that you are so much more polite than you used to be?"

"Why," Charlie replied, "Miss Jones doesn't say anything to us about being polite, but when we are in her room, we just can't help feeling and being polite."

Fortunate pupils to have such an atmosphere of service emanating from the teacher and stimulating all to deeds of kindness and courtesy. Parents feel the greatest debt of gratitude toward the teacher who can regenerate the Charlies after the manner of Miss Jones.

"She made things pleasant, so I felt like working."

"Her manner seemed to give me inspiration to work."

Here again is shown the sensitiveness of the children to the atmosphere of the room, how deeply they appreciate it and how ready they are to respond to it. When we recall that it is self-activity alone that induces growth, that educates, it makes clear that an inspiring, working atmosphere in the school-room is a matter of supreme importance.

"She put us on our honor."

It is encouraging to note that the very attitude of trust on the part of the teacher, the attitude that ought to prove most stimulating and helpful to the pupils themselves, is regarded by them as one of the characteristics that go to make up the best teacher,

"She never flew off the handle."

Inconsiderate, hasty action is even worse than inconsiderate, hasty speech, because "Actions speak louder than words." The consequences of hasty action are more disastrous. Hasty punishment is usually accompanied by an irritated condition of mind, which gives to the punishment an appearance of gratifying personal vengeance. The characteristic of the best teacher thus negatively described in "She never flew off the handle," might be set forth as level-headed, well-poised or self-controlled. Here also the children have indicated a very important characteristic of the best teacher.

"She never punished the children because she didn't feel good."

They evidently thought they had suffered unjustly on account of the poor health of some teacher. Such injustice has been at times committed, but how did they find it out?

"She did not scold us one time and then be awful good for a while."

And yet the teacher, who thought to even up in the above manner, didn't dream that her pupils were reading her motives as easily as they would read a book.

The following is a typical description of the best teacher, in the prescribed half dozen sentences, given by a sixth grade pupil:

"I had a lovely teacher. She was kind, thoughtful and gentle, and helped you whenever she thought you needed it, if you asked her politely. She had a large heart, although she was small, and a good deal larger heart than some people twice her size."

Another sixth grade pupil wrote:

“She always tried to make the room look neat, and tried to make it as pleasant as possible. When I first started, I could not bear language, and now I think it is one of the best studies. She was very reasonable. I always hated to go to school, but when I came in that room I was not out one day in the whole year. Every pupil in the room knew by her actions what she wanted us to do.”

This raises a very serious question as to the teacher's responsibility, in arousing or fostering strong dislikes in pupils against school studies, and even against the entire school. How far are teachers responsible for those frequent dislikes of pupils to certain studies, which stand as a barrier to thorough work and finally result in driving them out of school? Is it not evident that teachers must share some of the responsibility for truancy?

The following description is from an eighth grade pupil:

“The best teacher I ever had was kind and gentle, and had a beautiful character, but was not at all ‘soft.’ She could change her disposition at a moment's notice, if circumstances required it. But not quite strict enough. She acted on her pupils' honor, and therefore procured better results than, I think, if she had kept her eye on them all the time. And one good thing about her was that she did not make any ‘foolish,’ ‘silly’ rules that were unnecessary, but the ones she made the children most always lived up to.”

The teacher who cannot find some helpful hints in the naive statements of the children quoted above, is open to the suspicion that she either lacks in alertness, or is a hopeless paragon of perfection.

CHAPTER VI

MONEY SENSE IN CHILDREN

The Mothers' Child Study Club of Sioux City requested the writer to prepare a paper for that body on "Money Sense in Children." Believing that a helpful method of securing such information would be to let the children speak for themselves, rather than to theorize about it, the following suggestions and questions were prepared.

All grade teachers from third grade to high school are requested to place on their blackboards, without comment, the following questions as a language exercise. Each pupil is requested to write his name, building, age and grade at top of paper. Papers are to be collected as soon as written, examined by the teacher as a language lesson, and later sent to the superintendent's office.

1. What is money.
2. Do you want to earn money? Why?
3. How old were you when you first wanted money?
4. Do your parents each week or month give you money to use?
5. If you had five dollars, what would you do with them?

Replies were received from two thousand seven hundred six pupils, ranging in grades from third to high school. The average age of pupils in third grade is about nine, while those of eighth grade is about fourteen. The fol-

lowing is a tabular view of the replies received in response to the question:

WHAT IS MONEY?

		Eighth		Seventh		Sixth		Fifth		Fourth		Third		Total	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Coin, silver, gold, currency, etc.	B	28	26.9	55	39.9	88	43.1	137	57.0	217	76.4	242	72.2	767	58.8
	G	36	25.0	48	28.4	94	44.5	147	56.3	221	74.0	217	68.3	763	54.4
A medium of ex- change, Standard of value, etc.	B	64	25.8	104	33.7	182	43.9	284	56.8	438	75.1	459	70.2	1530	56.5
	T	74	71.1	80	58.0	111	54.4	96	40.2	49	17.3	79	23.6	489	37.5
No answer	B	106	73.6	119	70.4	109	51.7	107	41.0	68	22.7	80	27.9	598	42.5
	T	180	72.6	199	64.8	220	53.1	203	40.6	117	20.1	168	25.8	1087	40.2
Useful, valuable, precious	B	2	2.0	2	1.4	2	1.0	1	.5	5	1.8	6	1.8	18	1.3
	T	2	1.4	1	.6	3	1.4	2	.8	5	1.7	3	1.0	16	1.1
Wealth, material	B	4	1.6	3	.9	5	1.2	3	.6	10	1.7	9	1.4	34	1.3
	T	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Round	B	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	T	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Root of all evil	B	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	T	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	B	104	138	.....	204	.....	239	.....	284	.....	335	.....	1304	.....
	T	144	169	.....	211	.....	261	.....	299	.....	318	.....	1402	.....
		248	307	.....	415	.....	500	.....	553	.....	653	.....	2706	.....

It is not anticipated that the lower grade children could give an adequate answer to the question, "What is money?" It was believed, however, that such crude answers as they could give would be interesting and also suggestive as to the vagueness of children's ideas, even in the realm of what, in the adult mind, is familiar.

Their answers do not indicate as much vagueness among the lower grades as was anticipated. It can be assumed that the average boy and girl of Sioux City is fairly well acquainted with the term money, as over ninety-six per cent of them define the term intelligently. The lower grades naturally gave prominence to the more superficial definition that money is coin, currency, etc.,

while the older and more thoughtful pupils consider the purposes or uses of money, and prefer to define money as the medium of exchange, the standard of value, etc. Here, in the first definition, is illustrated the lowest stage of thinking, that which is nearest allied to sense perception; coin and currency are readily seen and felt, while in the second definition the second stage of thinking is manifested, that which regards and seeks out relations, purposes, rather than sense perceptions, as in the "medium of exchange."

The remaining answers, since they represent such a slight per cent of the whole, have no particular significance, and are only interesting because peculiar. A few of the third grade pupils, instead of naming coins, give only one prominent quality of a coin, and define money as something round. A few pupils evidently borrow their ideas of money from a faulty recollection of an old saying, and make money, instead of the love of money, "the root of all evil."

DO YOU WANT TO EARN MONEY?

In reply to the second question, "Do you want to earn money?" only sixty-four out of two thousand seven hundred six, or an average of about two and one-half per cent, answer in the negative. The girls, as would be anticipated from their surroundings and training, do not manifest this desire quite as strongly as the boys, although only falling behind the boys about one per cent. When nearly ninety-eight per cent of both boys and girls in our public schools want to earn money, there is not much danger that the commercial instinct will soon die out. Some questions might be raised, on the other

hand, whether as a people, we are not too much dominated by the commercial spirit. While we resent the inelegant yet forcible statement of John Stuart Mill, concerning the dominance of this commercial spirit among us, when he says, "In America the life of the whole of our sex is devoted to dollar hunting, and of the other sex to raising dollar hunters," yet candor compels us reluctantly to admit that our conduct gives, at times, evidence that we are too much dominated by the mercenary spirit.

Every close student of our schools cannot fail to have discovered that a large number of pupils, attracted or led by this universal desire to earn money, leave the schools at an early age, long before they have secured a fair education. The schools are often severely criticised as lacking in proper management, because they fail to hold their pupils, particularly in cases where there is no necessity for such pupils to earn money. It is said the schools are not made attractive or helpful enough, or there are too few men engaged in the work of teaching to keep the boys in school. There may be some ground for criticism here, but it should not be forgotten that everywhere outside of school the commercial spirit is constantly being developed and vigorously fostered, and in that lies the chief reason for this desertion of school for shop and store.

But little stress should be placed upon this large per cent who wish to earn money. It does not necessarily indicate any deep settled desire to earn money to answer "Yes" to the simple question, "Do you want to earn money?"

The reasons assigned for wishing to earn money are somewhat varied, but they are all classed as follows:

WHY DO YOU WISH TO EARN MONEY?

		Eighth		Seventh		Sixth		Fifth		Fourth		Third		Total	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
To be independent	B	48	45.9	46	33.3	76	37.2	49	20.5	117	41.3	25	7.4	361	27.7
	G	80	55.5	55	32.6	109	51.6	53	20.3	117	39.1	22	6.9	430	31.1
	T	128	51.6	101	33.0	185	44.5	102	20.4	234	40.4	47	7.2	707	29.5
To spend in useful ways, To help the poor, etc.	B	5	4.9	18	13.0	22	10.8	77	32.2	43	15.2	130	38.8	205	22.6
	G	9	6.3	26	15.4	42	20.0	77	29.5	61	20.5	139	43.8	354	25.2
	T	14	5.6	44	14.3	64	15.4	154	30.8	104	17.8	269	41.1	640	24.0
To spend	B	20	19.2	41	29.8	56	27.4	44	18.4	60	21.1	59	17.6	280	21.5
	G	13	9.0	21	12.4	31	14.7	57	21.8	62	20.7	65	20.4	249	17.8
	T	33	13.3	62	20.2	87	21.0	101	20.2	122	20.9	124	19.0	529	10.6
No answer	B	7	6.7	14	10.2	6	3.0	15	6.5	24	8.5	50	16.7	122	9.4
	G	20	13.9	22	13.0	4	1.9	19	7.3	16	5.3	48	15.1	129	9.2
	T	27	11.0	36	11.7	10	2.3	34	6.8	40	6.8	104	15.9	251	0.1
To save	B	9	8.6	8	5.8	25	12.2	17	7.1	13	4.5	15	4.5	87	6.7
	G	7	4.8	15	8.9	7	3.3	24	9.2	15	5.0	8	2.6	76	5.4
	T	16	6.5	23	7.5	32	7.7	41	8.2	28	4.6	23	3.5	163	6.1
To spend on luxuries	B	4	4.0	6	4.3	9	4.4	16	6.5	11	3.8	27	8.1	73	5.6
	G	3	2.1	13	7.7	2	.9	3	1.2	10	3.3	16	5.0	47	3.4
	T	7	2.8	19	6.1	11	2.6	19	3.8	21	3.5	43	6.6	120	4.4
To help parents	B	3	2.9	2	1.5	5	2.0	11	4.6	6	2.1	7	2.1	34	2.6
	G	1	.7	6	3.5	5	2.4	18	6.9	13	4.4	7	2.2	50	3.6
	T	4	1.6	8	2.7	10	2.5	29	5.8	19	3.3	14	2.1	84	3.1
To be rich	B	3	2.9	1	.7	1	.5	6	2.5	5	1.7	15	4.5	31	2.4
	G	...	...	...	...	3	1.4	4	1.5	2	.7	8	2.5	17	1.2
	T	3	1.2	1	.3	4	1.0	10	2.0	7	1.2	23	3.4	48	1.8
To get an education	B	2	1.9	...	...	2	1.0	3	1.2	3	1.0	1	.3	11	.8
	G	8	5.6	9	5.3	4	1.9	6	2.3	2	.7	...	...	29	2.0
	T	10	4.0	9	3.0	6	1.5	9	1.8	5	.8	1	.2	40	1.5
Get it without earning it	B	3	3.0	2	1.4	2	1.0	1	.5	2	.8	...	...	10	.7
	G	3	2.1	2	1.2	4	1.9	...	...	1	.3	5	1.5	15	1.1
	T	6	2.4	4	1.2	6	1.5	1	.2	3	.6	5	1.0	25	.9
Total	B	104	...	138	...	204	...	239	...	284	...	335	...	1304	...
	G	144	...	160	...	211	...	261	...	290	...	318	...	1402	...
	T	248	...	307	...	415	...	500	...	583	...	653	...	2706	...

Nearly one-third of the pupils want to earn money so that they may be independent. As was anticipated, this desire to be independent manifests itself least in the lower grades, where about seven per cent desire it, while in the higher grades over fifty per cent are influenced by it. These answers disclose that it is not generally a desire to be free from parental control that impels them to seek this independence, but rather to escape a condition of dependence upon parents or others, and early reach the self-supporting stage. Such answers as the following are characteristic: "I will not always have

my parents to help me. I will have to help them some time." "I would like to earn money, so as to some day go into business for myself." "I may have to earn money some day, then I will know how." "I like to buy things with my own money." "So, I could say I earned it myself."

About one-fourth of the entire number want to earn money in order that it may be spent in such useful ways as buying food, clothing, necessities of life, doing good to others, helping the poor, etc. To this large class, whose motives for earning money are highly commendable, should be added those who wish to earn in order to help their parents, those who wish to get an education, and those who simply say they want to save. Under, therefore, the two heads, to spend in useful ways and to save, another third of the entire number are classed.

The one-fifth that desire money in order to spend it, do not reveal whether it is desired to spend for useful or useless purposes, and we cannot therefore assign these to the class having worthy or unworthy motives. These, with those who give no answer, must be classed under unclassified motives.

There is left, then, about one-fourteenth of the entire number, whose motives for earning money are crudely classed as unworthy, such as "to spend in luxuries," "to be rich," etc.

An approximate classification, therefore, is as follows:

Worthy motives for earning money — "to be independent," "to spend in useful ways," "to save," etc. 64.2 per cent.

Undefined motives for earning money — "to spend," "no answer." 28.7 per cent.

Unworthy motives for earning money — “to spend in luxuries,” “to be rich,” etc. 7.1 per cent.

Recognizing with what deep solicitation parents are on the watch for evidences from their children that they are appreciative of parental care, and stand ready, should opportunity offer, or occasion require, to requite them for their many sacrifices, it was deemed desirable to separate from the general class, “to spend in useful ways,” those who seek “to help parents.” About three per cent of them have this thought uppermost in their minds. It is not fair to assume, however, that our children are therefore devoid of piety or filial affection. The numerous instances of filial devotion prove the contrary. Rather let the failure to single out this reason for earning money be attributed to the fact that, to the average child, father and mother’s strength and self-reliance have been so often demonstrated that the thought of their dependence does not suggest itself.

It will not escape the sharp eyes of the fair sex that in nearly every class, under what may be termed worthy motives for earning money, the girls lead the boys, and in the aggregate, under worthy motives, they lead by almost six per cent. This only confirms what is generally conceded, that the fair sex, even in youth, has a keener sense of moral obligation and is actuated by nobler motives.

The following answers are given in full, not because they are typical, but because they are unusual, and betray individual traits of character: “I like to carry it in my pocket.” May this be called the miser instinct? “I’d rather earn money than run around.” For a fourth grade pupil this sets forth too serious a view of life.

"When we die, if we have money put away, we will not have to depend on some one else to buy our coffin and ground to be buried in." This from a fifth grade girl, indicates seriousness verging on morbidness. An eighth grade girl naively says: "I want to earn money, if I don't have to work too hard for it." Like many others, she is after what an eighth grade boy would call a "soft job." Another eighth grade girl, who arouses the suspicion that she regards herself as of superior clay, declares: "If it were necessary, I should like to earn money, but such as I am, I care nothing whatever for money." An eighth grade boy holds the rather doubtful view, "The more money I have, the more pleasure I have." Another, "I want to be rich, so I won't be a common laborer." He may find out later that even the lot of a common laborer is to be preferred to that of some rich men. A seventh grade girl boldly declares that she wants to earn money because "It is the chief thing for which people live." Unfortunately, the conduct of a large portion of the human race seems to justify her conclusion.

The following is a tabulated statement of the answers to the question:

HOW OLD WERE YOU WHEN YOU FIRST WANTED MONEY ?

		Eighth		Seventh		Sixth		Fifth		Fourth		Third		Total	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
In third or fourth year	B	13	12.4	50	36.3	75	36.8	89	37.2	112	39.4	111	33.2	450	34.5
	G	27	18.7	46	27.2	60	28.4	68	26.0	81	27.1	90	30.2	578	27.0
	T	40	16.2	96	31.3	135	32.5	157	31.4	193	33.0	207	31.7	828	30.6
In fifth or sixth year	B	26	25.0	18	13.1	37	18.1	57	23.7	77	27.1	115	34.3	330	25.3
	G	22	15.3	31	18.3	48	22.7	69	26.4	99	33.1	126	39.6	395	28.2
	T	48	19.3	49	15.8	85	20.5	126	25.2	176	30.2	241	36.9	725	26.8
Two years and less	B	9	8.7	24	17.4	29	11.2	36	15.0	55	19.4	50	16.6	209	16.0
	G	12	8.3	25	14.7	26	12.4	49	18.8	57	19.0	48	15.1	217	15.5
	T	21	8.5	49	15.9	55	13.2	85	17.0	112	19.2	104	16.0	426	15.7
From seventh to tenth year	B	22	20.1	12	8.6	20	9.8	24	10.0	23	8.1	29	8.7	130	10.0
	G	17	11.9	14	8.4	32	15.2	31	11.9	35	11.8	35	11.0	164	11.7
	T	39	15.7	26	8.7	52	12.6	55	11.0	58	10.0	64	9.7	294	10.9
Do not know	B	23	22.1	13	9.5	16	7.8	19	7.9	6	2.1	15	4.5	92	7.0
	G	31	21.5	29	17.1	24	11.4	29	11.1	15	5.0	12	3.8	140	10.0
	T	54	21.8	42	13.7	40	9.6	48	9.6	21	3.6	27	4.1	232	8.6
Old enough to know what money was	B	5	4.9	11	7.9	15	7.4	7	3.0	3	1.1	2	.6	43	3.3
	G	20	13.8	13	7.7	10	4.7	8	3.1	4	1.3	1	.3	50	4.0
	T	25	10.4	24	7.8	25	6.0	15	3.0	7	1.2	3	.5	99	3.6
From eleventh to fifteenth year	B	2	1.9	4	2.9	4	2.0	3	1.5	1	.4	.....	.....	14	1.1
	G	9	6.3	8	4.8	5	2.4	3	1.2	.....	.....	.....	.....	25	1.7
	T	11	4.4	12	3.9	9	2.2	6	1.2	1	.2	.....	.....	39	1.4
No answer	B	3	2.9	2	1.4	6	2.9	3	1.2	3	1.0	5	1.5	22	1.6
	G	.....	.....	.....	.....	3	1.4	3	1.1	4	1.3	.....	.....	10	.7
	T	3	1.2	2	.6	9	2.2	6	1.2	7	1.2	5	.8	32	1.2
Always	B	1	1.0	4	2.9	2	1.0	1	.5	2	.7	2	.6	12	.9
	G	5	3.5	2	1.2	2	.9	1	.4	2	.7	.....	.....	12	.8
	T	6	2.4	6	2.0	4	1.0	2	.4	4	.7	2	.3	24	.9
Never	B	.....	.....	.....	.....	.....	.....	.....	.....	2	.7	.....	.....	2	.2
	G	1	.7	1	.6	1	.5	.....	.....	2	.7	.....	.....	5	.4
	T	1	.4	1	.3	1	.2	.....	.....	4	.7	.....	.....	7	.3
Total	B	104	.....	138	.....	204	.....	239	.....	284	.....	335	.....	1304	.....
	G	144	.....	169	.....	211	.....	261	.....	299	.....	318	.....	1402	.....
	T	248	.....	307	.....	415	.....	500	.....	583	.....	653	.....	2706	.....

The table shows that fifteen and seven-tenths per cent wanted money before they were three years old, and thirty and six-tenths per cent before they were five, or forty-six and three-tenths per cent wanted money before they were of school age. It is safe to claim that out of the classes, "Do not know," "Old enough to know what money was," and "Always," enough can be added to the forty-six and three-tenths per cent to make over fifty per cent, so that it is correct to say that more than one-half of the children canvassed were less than five years old when they first wanted money. About

nine-tenths of them wanted money before they were ten years of age. It is not a wise deduction to conclude that children should be given money as soon as they want it. Parents wisely deny many of their imagined wants, because born only out of some passing fancy and not springing out of real need. But that this desire lays hold of the children so much earlier and in larger numbers than is commonly supposed, raises the question whether it might not be advisable to begin earlier to train what might be called the money sense in children.

Training here does not mean fostering or stimulating this desire for money, since, possibly, our atmosphere has already too much of the commercial ozone in it, but curbing, controlling and directing it into safe channels. To stimulate commercial precocity is likely to prove even more disastrous than in stimulating precocity in other directions. It must also be conceded that a feeling so general needs an outlet. Sitting on a safety valve does not commend itself as either a wise or safe policy.

The following is a tabular statement of the answers given in response to the question:

DO YOUR PARENTS, EACH WEEK OR MONTH, GIVE YOU MONEY TO USE?

		Eighth		Seventh		Sixth		Fifth		Fourth		Third		Total	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Do	B	38	36.5	68	49.3	105	51.5	141	59.0	196	69.0	235	70.1	783	60.0
	G	80	55.5	90	53.3	127	60.2	166	63.6	211	70.6	233	73.3	907	64.7
	T	118	47.6	158	51.5	232	55.0	307	61.4	407	69.8	468	71.6	1690	62.5
Do not	B	66	63.5	70	50.7	99	48.5	98	41.0	88	31.0	100	29.0	521	40.0
	G	64	44.5	79	46.7	84	39.8	95	36.4	88	29.4	85	26.7	495	35.3
	T	130	52.4	149	48.5	183	44.1	193	38.6	176	30.2	185	28.4	1016	37.5
Total	B	104	.....	138	.....	204	.....	239	.....	284	.....	335	.....	1304	.....
	G	144	.....	169	.....	211	.....	261	.....	299	.....	318	.....	1402	.....
	T	248	.....	307	.....	415	.....	500	.....	583	.....	653	.....	2706	.....

Some misgivings were felt as to the wisdom of asking, "Do your parents, each week or month, give you money to use?" We wished to avoid suggesting the thought to those who were not receiving allowances, that their parents were neglecting them, or that they were in any wise entitled to receive such allowance. But our desire to learn how far parents were attempting to train their children in the use of money overcame the misgivings, and the question was given a place on the list.

Sixty-two and five-tenths per cent of Sioux City school children are given money to use. Presumably, two-thirds of Sioux City parents deem it wise to give money to their children to use. How far the remaining one-third of the parents, who do not give money to their children to use, are prevented from giving by lack of means, or deem it best for the children's interests to withhold, this investigation does not disclose. It would prove quite suggestive, if the facts were set forth, as to how many parents, either in giving or withholding, are actuated by the intelligent desire to train wisely this money sense in their children. Some inferences that can be read between the lines suggest that the giving in many instances is actuated more by the desire to please the children than in the desire to train them in the value and use of money, and to form right habits of economy and thrift.

The fact that there is a gradual decrease from third grade to eighth in the per cent of those who give (starting at seventy one and six-tenths per cent in third grade, and ending at forty-seven and six-tenths per cent in eighth grade), is open, at least, to two interpretations: It may be due simply to the desire of indulging the younger

children, because of their dependent conditions, or to the thought that the older pupils, since they have some earning power, should be thrown more upon their own resources. The more rapid decrease among the boys, from seventy and one-tenth per cent in third grade to thirty-six and five-tenths per cent in eighth grade, while the girls range in corresponding grades from seventy-three and three-tenths per cent to fifty-five and five-tenths per cent, indicates that giving by parents is withheld somewhat in proportion as earning power, or opportunity to earn, is increased in the children.

HOW USE THE FIVE DOLLARS?

The responses to the question, "If you had five dollars what would you do with them?" are not easily tabulated, but follow quite closely the channels of expenditure, which were indicated in the replies given to "Why do you wish to earn money?" About two-fifths of them wish to spend the five dollars for food, clothing or some useful article. Three-tenths quickly decide that they will not spend any of them, but save all for future use. One-twentieth just as promptly decides to spend what was given to them, thus affording another illustration of "Come easy, go easy." Another twentieth, actuated by wiser motives, decides to hand over the five dollars to their parents. Quite a notable sprinkling of them decide to help the poor, while others, not quite so philanthropic, compromise the egoistic and altruistic spirit, which struggled within them for the mastery, by deciding to spend part for their own pleasure and give the balance to the poor.

The remainder of the responses are so scattered as

to give only glimpses of individual peculiarities, such as: "Give to the Babics' Home." "Give to the church." "Give three dollars to the Lord and save the rest." "Let parents decide." "Would think I was rich." "Join the Golf Club." "Have a good time." "Put them in my pocket."

There is abundant evidence in the answers that, in all the grades, there is need of wiser training in reference to the proper use of money. But the greatest lack of training is manifest in a proper appreciation of values, or what the five dollars ought to buy. This is true, not only in the lower, but also in the higher grades. A third grade boy intends to buy a cow with his five dollars; another to pay the house rent. A fourth grade girl says, "I would rather buy myself a pair of shoes, and my baby sister a cup and saucer, and a rocking horse, and a rubber doll, and other things." Another, "Would buy my cousin, mother, father, and brother a present, and me some shoes and stockings, necktie, collar, cuffs, and a nice silk flag for the school." Still another, "Would put the five dollars in the bank till I had enough to go to Paris." A fifth grade boy, "Would buy two sheep, a hog or an Indian pony." A girl of same grade, "Would buy grandma some coal for the winter." A seventh grade boy, "Would invest the five dollars in a hog or cow," while another, "Would buy a bucket of oysters."

Quite a number of boys manifest the business instinct in planning to invest their five dollars in a little pig or calf, which, as it grows up, may bring them a large per cent of increase. These, of course, will become the future cattle kings of Sioux City. In striking contrast

to this thrifty spirit, there are others who "Would blow it all on myself and mother," or "Would buy a pair of shoes and go to shows." These, just as surely, will become the future bankrupts of Sioux City, or worse still, be unable to provide for themselves and their children even the shoes to go to shows.

CONCLUSIONS

This investigation seems to justify the following general conclusions concerning Sioux City children between the ages of nine and fourteen:

1. That over ninety-six per cent of them are fairly well acquainted with the term money.

2. That over ninety-seven per cent want to earn money.

3. That about two-thirds want to earn money for worthy purposes, two-sevenths do not disclose their motives, and only one-fourteenth desire to earn money for unworthy purposes.

4. That more than one-half had their first desire for money before they were five years of age, and nine-tenths before they were ten.

5. That this early and almost universal desire for money demands thoughtful consideration and wise training.

6. That nearly two-thirds are given money to use, but there are indications that not enough care is given to develop thrift and economy in the use of the money given.

7. That a more accurate appreciation of values should be taught by both parents and teachers.

8. That the commercial instinct among the children does not require stimulating, but curbing and directing into right channels.

CHAPTER VII
CHILDREN'S READING

The schools of to-day which are proving themselves most efficient in training up good citizens, are those which are studying conditions outside of the school-room and are shaping instruction and training, so as to prepare the pupils for active participation in the world's work. They are also studying conditions and influences outside of the school-room, in order to improve them and overcome, as far as possible, those that are adverse to the children's best development.

Observing teachers have learned that the books read outside of school often exercise a more powerful influence in the moulding and building of character than those studied in school. Too frequently the teacher is confronted with the sad fact that the reading of trashy stories, stories presenting low and unworthy motives and ideals, is neutralizing all efforts on her part to build up right habits and worthy conduct.

Recognizing the duty and privilege of the school to reach outside of the school-room, and try to shape the reading of the pupils, the following communication was sent out from the superintendent's office:

In this age of books, children will read. They will read either that which is helpful and uplifting, or harmful and demoralizing. Unless aided by those of maturer and wiser judgment, they will read either kind with about

the same avidity. Under these conditions, teachers must interest themselves in the best reading for boys and girls, so that they may wisely direct the reading of their pupils. The first plain duty is that each teacher acquaints herself with the reading in which her pupils are indulging.

It was believed that the best way to secure this necessary information was to present the matter, in the form of a language exercise, to grades above the third, and without disclosing that there was a deeper purpose involved. The following questions were used:

QUESTIONS FOR A LANGUAGE EXERCISE

1. What books or stories have you read, or have been read to you this school year?
2. Which did you like best? Why?
3. What papers and magazines do you read regularly?
4. Which do you like best? Why?
5. If you had money to buy a book, what book would you buy?

Further suggestions were given to make out a summary of the answers given and to forward the same to the superintendent's office. When needed, try to direct reading into more wholesome and uplifting channels. Much can be done to stimulate the reading of good books, by calling attention to those books which are most interesting and helpful, as well as reading an occasional choice selection to the school. Each teacher should be thoroughly familiar with the books which are best suited to the children of her grade.

Attention was also called to an article in the December (1903) number of the *Review of Reviews*, entitled, "Some

Things a Boy of Seventeen Should Have Had an Opportunity to Read," by H. L. Elmendorf. The following is a partial list of what he recommends:

Begin with Scott's lullaby, "Oh, hush thee, my babie," Tennyson's "Sweet and Low," and Kingsley's "Water Babies," followed by Welsh's "A Book of Nursery Rhymes," and thus provide for his early years. For hero tales and legends, Hawthorne's "Wonder Book," and "Tanglewood Tales," or Kingsley's "The Heroes or Greek Fairy Tales; also Mabie's "Norse Stories Retold," Litchfield's "The Nine Worlds," Lang, Leaf and Myers' Versions of the Iliad, Perry's "The Boys' Odyssey," Malory's "Morte d' Arthur," Tennyson's "Idylls of the King," and Lanier's "The Boy's King Arthur."

In Biblical literature, Gilder's "The Bible for Children," and Moulton's "Bible Stories."

In English classics, "Robinson Crusoe," "Gulliver's Travels," "The Swiss Family Robinson," "Pilgrim's Progress," Lanier's "The Boys' Froissart," Pyle's "Men of Iron," Yonge's "Lances of Lynwood," Doyle's "White Company," Scott's "Ivanhoe," and "Quentin Durward."

Under poetry, Wiggin's "The Posy Ring" and "Golden Numbers," Repplier's "A Book of Famous Verse," Henley's "Lyra Heroica," Longfellow's "Hiawatha," Macaulay's "Lays of Ancient Rome," Scott's "Lady of the Lake," "Marmion," and "The Lay of the Last Minstrel," Whittier's "Snow Bound," Longfellow's "Evangeline," up to Milton and Dante.

Under nature books, Æsop's "Fables," Kipling's "Jungle Books," Morgan's "Animal Sketches," Ingersoll's "Wild Life of Orchard and Field," Homiday's "Two

Years in a Jungle," Du Chaillu's "World of the Great Forest," Harris' "Uncle Remus Tales," Chapman's "Bird Life," and Dugmore's "Nature and the Camera."

In history, "Plutarch's Lives," Brock's "True Story of George Washington," Indian Stories by Drake, Hale and Gordon, Parkman's "Oregon Trail," Wister's "Grant," Schurtz's "Lincoln," Dana's "Lincoln and His Cabinet," with some of Fiske's, Motley's and Macaulay's works.

If the writer were to recommend some things which a girl of seventeen should have had opportunity to read, the list would vary but little from the excellent one recommended by Mr. Elmendorf for the boys.

Not to lose sight of the special needs of the girls, attention is called to some wise suggestions made by Professor Henry Van Dyke, of Princeton, concerning

THE BEST POETRY FOR GIRLS

"The best poems for children to read and enjoy, after the period of the rattle and the go-cart is passed, are not found in books produced for juvenile consumption. The richest and most rewarding compilations of poetry that can be put into the hands of young readers are such as Palgrave's 'Golden Treasury of Songs and Lyrics,' and Mrs. Kate Douglas Wiggin's Golden Numbers, which gather their material from the best books of all ages, like Percy's 'Reliques,' and Milton's 'Minor Poems,' and Wordsworth's 'Lyrical Ballads,' and Scott's 'Minstrelsy of the Border,' and Longfellow's 'Voices of the Night.' I remember well that the four poems which my children loved most when they were little were Shakespeare's 'Under the Greenwood Tree,' Wordsworth's 'Lucy

Gray,' and 'A March Morning,' and Longfellow's 'The Wreck of the Schooner Hesperus.' It is as easy to like good things as it is to like poor stuff. The young idea may be trained to shoot on a fair trellis of excellent proportions as quickly and as happily as on a cheap and ugly cast-iron fence. . . .

"She might well begin with carefully made volumes of selections giving the very best of certain poets — of Scott, of Wordsworth, of Shelley, of Tennyson, of Browning. Among these she would probably have a favorite, and she would go on to read all that he had written. Or perhaps she would begin with Whittier's 'Snow Bound,' or Longfellow's 'Evangeline,' or Lowell's 'Vision of Sir Launfal,' or Emerson's 'May-Day'; and from this, should be drawn along to a real intimacy with the best works of all the American poets. . . .

"While I should be glad if this girl of mine had a favorite poet, I should try to put her on her guard against being exclusive in her partiality. I should like her to turn back to the beginnings of English poetry and learn to know the vigor and freshness of old Chaucer's tales, the opulence of Spenser's verse, the many-sided splendor and wisdom of Shakespeare, the lyric perfection and the epic grandeur of Milton, the sinewy strength of Dryden, the clear, cold brilliancy of Pope, the warm humanity of Burns, the pensive sadness of Gray, the gentle familiarity of Cowper, the force of Byron, the rich beauty of the ever-youthful Keats. Then she should turn to the poetry of other ages and lands and read—in the original if she could, but if not, then in the best translations—Homer and Vergil and Horace and Goethe and Schiller and Corneille and Dante and Racine and Victor Hugo. . . .



"All the time, in her reading of poetry, she should remember that the first object is to get pleasure out of it; not mere sensual pleasure, but imaginative, creative, spiritual pleasure, which has in itself a life-giving and elevating and enlarging power. What Wordsworth says should come true for her:

" 'And vital feeling of delight
Should rear her form to statelier height,
Her virgin bosom swell.'

"She should grow to understand that pleasure, after all, is one of the deepest and most subtle tests of character; and that if one desires to be noble one must learn how to like and enjoy noble things. Poetry should not unfit her for real life by leading her into a world of opiate visions; but rather it should reveal to her the hidden significance of the world, and fit her for real life by giving her thoughts and hopes and ideals which would bring a deeper purpose into her work, a richer meaning into her dreams, a sweeter comfort into her companionship, and a glory into her love."

READING IN FOURTH GRADE

In summarizing the results of the investigation of the reading of fourth grade pupils, as well as those of other grades, the danger of too broad generalizations is recognized, and little is attempted in that direction.

The number of books and stories read in four months by about six hundred fourth grade pupils amounted to three thousand six hundred fifty-five. This gives an average of about six books for each pupil for that period, or one and a half books or stories a month. As many

of these books are small and stories short, the average is not excessive, although when it is recalled that some of the six hundred have read scarcely nothing, it suggests the inquiry whether some have not read too much.

We are all familiar with the fact that the pupil who does much home reading, ranks usually above the average of his class, and that the non-reading pupil usually lacks in ideas and fluency of speech. But there may be such voracious readers, so much time devoted to outside reading, that school work may be slighted in consequence. Surely the voracious as well as the non-reader needs careful attention.

BOOKS READ MOST

The following is a partial list of the books, showing the number of readers of each, arranged in numerical order:

Robinson Crusoe	117	Little Men	31
Black Beauty	102	Alice in Wonderland	31
Birds' Christmas Carol	101	Seven Little Sisters	30
Longfellow's Poems	82	Boys of Seventy-Six	30
Wild Animals I Have Known	75	Life of Lincoln	30
Beautiful Joe	71	Uncle Tom's Cabin	30
Ruby and Ruthy	57	Life of Franklin	30
Bible Stories	53	History of United States	29
Hiawatha	52	Gods and Heroes	28
Aladdin's Lamp	45	Tom Thatcher's Fortune	28
The Little Clown	43	Two Little Savages	28
Water Babies	42	Eskimo Cousin	26
Emmy Lou	40	Puss in Boots	25
Whittier's Poems	40	Pilgrims and Puritans	23
Story of the Pilgrims	40	Little Lord Fauntleroy	21
Willis' Poems	40	Five Little Peppers	15
First Book of Birds	38	Fairy Tales	13
Life of Columbus	36	Around the World	12
Wilderness Ways	35	Story of Troy	12
Bears of Blue River	35	Arabian Nights	10
Æsop's Fables	35	Swiss Family Robinson	10
Little Women	32	Sara Crewe	10

WHY BOOKS MOST POPULAR

Naturally some of the preferences of these fourth grade children are based upon unimportant features, but often they show commendable discrimination. "Beautiful Joe," the book liked best, was given the preference because "Joe was good." "It told about animals." "It told so many things." "Black Beauty" because "It tells how horses act." "A horse can talk." One boy had a bad spell of excitement when he characterized it as "awfully excitablng."

"Robinson Crusoe" was liked "Because of the adventures." "Because it is so interesting and will teach me how to make things when I am alone." Here is an interesting and somewhat original characterization: "Because it is sorry." "Uncle Tom's Cabin" was much appreciated because it was true and sad.

BOOKS LIKED BEST

Beautiful Joe	16	Tom Thatcher's Fortune	11
Black Beauty	15	Robinson Crusoe	10
Birds' Christmas Carol	15	Longfellow's Poems	10
Bible Stories	12	Boys of Seventy-Six	10
Bears of Blue River	12	Two Little Savages	10

POPULAR NEWSPAPERS

Evening News (local paper)	115	Mining Journal	12
Mining Gazette (local paper)	88	Ladies' Home Journal	11
Youth's Companion	50	Collier's Weekly	10
Chicago American	23	Saturday Evening Post	10

The most popular lines of newspaper reading in fourth grades were as follows:

Longfellow's Poems	31	Birds' Christmas Carol	13
Robinson Crusoe	30	Beautiful Joe	12
Black Beauty	30	Fairy Tales	12
Bible	21	Bible Stories	10
Uncle Tom's Cabin	15	United States History	10
Two Little Savages	14	Life of McKinley	10

WHY MOST POPULAR

In regard to the daily press, the reasons assigned for preferences were largely along the lines of furnishing important news, the larger part of it of a local character. Some of the characteristic replies were: "You can find out everything nearly." "Tells about the troubles of the world." "Tells about stocks." "Tells about baseball and hockey." One boy earnestly puts it: "Be's about the ball games." "Tells about dangerous things." "Has a page for boys and girls." "Has riddles and puzzles." "Lots of interesting things and lots of pictures." Several boys with a strong commercial bias prefer a certain paper because they peddle it. Quite a number say: "It tells things so that I can understand them." The saddest comment is the following: "I don't read them, they ain't no good." Poor boy, he doesn't understand his need nor his loss.

BOOKS THEY WOULD BUY

Biography of a Grizzly	148	Man without a Country	24
Wild Animals I Have Known	114	Burnham Breakers	22
Lives of the Hunted	95	Life of Washington	22
Teddy and Carrots	86	Jo's Boys	18
Uncle Tom's Cabin	82	Fairy Tales	18
Little Colonel	80	Birds' Christmas Carol	17
Black Beauty	61	Life of Rosa Bonheur	16
Mrs. Wiggs of the Cabbage Patch	56	Under the Lilacs	16
Story of the Christ-Child	56	The Deerslayer	15
Melody	48	Boy's King Arthur	14
Little Women	41	Wonder Book	14
Little Men	40	Swiss Family Robinson	13
Eben Holden	40	Peck's Bad Boy	13
Story of Dago	40	Winning His Way	13
Margot	40	Bears of Blue River	13
Captain January	40	Life of Millet	13
Emmy Lou	40	Hans Brinker	12
Boys of Seventy-Six	38	Pilgrim's Progress	11
Robinson Crusoe	36	Life of Lincoln	11
Beautiful Joe	35	Treasure Island	10
Civil War	30	Story of West Point	10
Girls of Seventy-Six	24		

The list of books, both in "Books Liked Best" and in "Books They Would Buy," is small because only books preferred by ten or more are mentioned, and because many failed to indicate their preferences. However, as far as indicated, their choices were generally excellent. That there may be some books liked and read whose titles do not appear and whose general tone is not so wholesome, is not improbable, but the encouraging fact still remains that the era of dime novels and nickel libraries is practically past. While the parents and the schools are to be congratulated over this encouraging advance, yet vigilance must not be relaxed in ferreting out the few trashy books which are still read.

READING IN FIFTH GRADE

The whole number of pupils whose reading was canvassed in fifth grade was four hundred seventy-four. These read in the four months two thousand three hundred twenty-nine stories, or an average of nearly five read in that period. The books read most were as follows:

Boys of Seventy-Six	14	Bears of Blue River	10
Teddy and Carrots	10	Story of West Point	10
Black Beauty	10	Two Little Savages	10

POPULAR NEWSPAPERS

Mining Gazette (local paper)	123	Saturday Evening Post	20
Evening News (local paper)	108	Collier's Weekly	12
Youth's Companion	57	Harper's Weekly	11
Ladies' Home Journal	36	American Boy	11
Chicago Record-Herald	23	Woman's World	10
Chicago American	23		

BOOKS LIKED BEST

History of United States	18	Little Women	10
Wild Animals I Have Known	17	Teddy and Carrots	10
Robinson Crusoe	11	Black Beauty	10
Uncle Tom's Cabin	11	Burnham Breakers	10

BOOKS THEY WOULD BUY

Mrs. Wiggs of the Cabbage Patch	Zig-zag Journeys
David Copperfield	Life of Lincoln
Lives of the Hunted	Black Beauty
Winning His Way	Beautiful Joe
Wild Animals I Have Known	Tom Brown's School Days
Boys of 1812	Scarlet Tanager
Lovey Mary	Boys of Seventy-Six

READING IN SIXTH GRADE

In sixth grade, three hundred fourteen pupils had read nine hundred thirty-nine books, or an average of three in the four months. The books most read were as follows:

BOOKS LIKED BEST

Mrs. Wiggs of the Cabbage Patch	Wild Animals I Have Known
Black Beauty	Winning His Way
Beautiful Joe	Lovey Mary

POPULAR NEWSPAPERS AND MAGAZINES

Youth's Companion	Munsey
Ladies' Home Journal	Mining Gazette
Collier's Weekly	Chicago American
Harper's Monthly	Evening News

BOOKS THEY WOULD BUY

Mrs. Wiggs of the Cabbage Patch	Wild Animals I Have Known
Beautiful Joe	Black Beauty.
Uncle Tom's Cabin	Swiss Family Robinson
Lovey Mary	History of United States

READING IN SEVENTH AND EIGHTH GRADES

Birds' Christmas Carol	107	A-Hunting of the Deer	47
Wild Animals I Have Known	95	Lives of the Hunted	47
Mysterious Island	95	Up from Slavery	42
Mrs. Wiggs of the Cabbage Patch	53	Uncle Sam's Secrets	42
Lady of the Lake	52	Yellowstone Park Series	42
A Tory Plot	52	Enoch Arden	39
Boys of the Rincon Ranch	52	Old Curiosity Shop	35
Merchant of Venice	49	Ivanhoe	30
Robinson Crusoe	47	Great Stone Face	23
Stories of Long Ago	47	Evangeline	21

One hundred seventy-six seventh and eighth grade pupils had read two thousand one hundred forty-six books and stories, or an average of about twelve in the four months. The books most read were as follows:

BOOKS LIKED BEST

Uncle Sam's Secrets	Mrs. Wiggs of the Cabbage Patch
Up from Slavery	Boys of the Rincon Ranch
Mysterious Island	Dickens' Works

POPULAR NEWSPAPERS

Week's Current	116	Saturday Evening Post	36
Evening News (local)	96	Collier's Weekly	13
Mining Gazette (local)	85	Success	10
Ladies' Home Journal	44	American Boy	10
Youth's Companion	38	Woman's Home Companion	10

BOOKS THEY WOULD BUY

Old Curiosity Shop	Mysterious Island
Merchant of Venice	Wild Animals I Have Known
Uncle Tom's Cabin	Mrs. Wiggs of the Cabbage Patch

WHY BOOKS WERE MOST POPULAR

In the upper grades the following were some of the characteristic reasons for liking certain books:

"Beautiful Joe" was liked "Because it teaches us to be good to animals and also teaches us that they have souls as well as we have. The "Story of the Pilgrims" was popular because "They prayed lots and made Thanksgiving." "I liked the story of 'Little Lord Fauntleroy' best because Lord Fauntleroy was a brave loving boy and was always ready to help anybody." "I like 'Hans Brinker' best because it brings such clear pictures when you read it." "I like the 'Silver Medal' best because it is a good story for boys." "It teaches the bad boys to be good. And it seems as if it was you that is in the

book." "I like the 'Cruise of the Canoe Club' because there is something in it that helps me." "I like the 'Red Toy Shop' because the boys wanted to earn some money to help their father and mother pay the rent." "Little Sailor" was liked "Because it has noise in it."

"I liked 'Jolly Rover' because there was good and bad in it and it will teach many to stay at home and not run away as a fool."

One boy seemed to see some of his own qualities portrayed in "Rip Van Winkle" which led him to write, "Rip and I are lots alike." "Oliver Twist" was appreciated "Because there's something to it." "Uncle Tom's Cabin" was preferred by one "Because it shows feeling and teaches us to love everybody and always that we should be prompt and do what we say." Another, "Because the author lets the one who was treated bad come out the best."

Numerous were the expressions of appreciation of "Mrs. Wiggs of the Cabbage Patch." Some of them ran as follows: "Because it seems more real than the other books." "Because they lived and got everything such queer ways." "Because Mrs. Wiggs who always had so much trouble was the jolliest." "Because Mrs. Wiggs was never selfish." "Because it teaches us a lesson of kindness and unselfishness."

SOME RESULTS AND CONCLUSIONS

The foregoing investigation gave the teachers, and in some cases also the parents, a much better acquaintance with their children's reading, and the thoughts suggested in the minds of the children by their reading. It afforded them also one of the best means of becoming better ac-

quainted with the inner life of their children, that acquaintance which opens up so many doors of opportunity to the alert teacher for the building of right character.

It was an agreeable revelation that the children were so generally appreciative of and responsive to the wholesome and uplifting sentiments which characterized nearly all the books read, and that they were able to voice in some degree their appreciation. To fill and thrill a child's soul with the noble sentiments presented in some choice story, is to inaugurate a process of soul enlargement, to which no limits can be set. It means much to arouse the finer, the nobler feelings in the child, but it means still more when he becomes conscious of those nobler feelings, and can intelligently clothe them in appropriate language, or give them voice.

On the other hand, the investigation also made clear that at least three lines of work should be continued by teachers and parents: To induce the few non-readers to take up some wholesome line of reading; to develop a more discriminating taste for the best literature; to restrain a few from excessive and superficial reading. These lines of work, in all probability, are needed everywhere in the interests of better character building.

CHAPTER VIII

HOW MAY FATIGUE IN THE SCHOOL-ROOM BE REDUCED TO THE MINIMUM?

Mosso, an eminent authority on fatigue, states that he has made the difficult ascent of Mt. Blanc several times, and observed the sublime scenery that greets the eye of the traveler, but that he can remember nothing of the magnificent view from the mountain's summit, because his fatigue so greatly lessened his mental ability. If a well-trained, mature mind like Mosso's fails to carry away lasting impressions from scenes so grand, so awe-inspiring, so profoundly impressive, so powerfully appealing to the emotions as those gained from Mt. Blanc, because fatigue had laid its numbing hand upon his powers of observation and perception, what can the untrained, immature mind of the child be expected to carry away from his usually dull routine of daily work in the school-room, when fatigue has laid its numbing hand upon his weak powers of observation and perception? Has not this same experience of Mosso's been paralleled in the instruction of even bright pupils, and teacher and pupils saddened and discouraged because, after carefully and laboriously climbing to the mountain top of some difficult topic, from which a glorious view could be caught, fatigue so dulled the powers of perception that practically nothing of permanent value was carried away? Such

experiences are only too common, and, besides being depressing, leave the pupil in a discouraged frame of mind, with confidence in self shaken and with less desire to make the ascent again.

May this not be the explanation, in part at least, why so many pupils lose interest in their school work, develop a positive distaste for it, fall behind in their work, and are classed with dullards, so-called? Surely, the normal mind of the child possesses as vigorous an appetite for mental pabulum as his stomach does for physical pabulum. Why do so many turn away from the cuisine of the school? The fault lies, not in the nature of the child's mind, but in the way and in the time in which it is served.

CRY OF OVERWORK

The cry of overwork in our schools is frequently heard. It is a matter of supreme moment whether or not our children are in danger of over-pressure. Fatigue is nature's kind warning against over-pressure and over-exertion. We need constantly to be on the alert to discover whether or not the requirements of the school-room are too heavy, whether the hours of work are too many, whether the study periods are too long, whether the rest periods are too infrequent, whether any change can be made by which the maximum mental efficiency can be secured with a minimum expenditure of each child's energy. It should be constantly borne in mind that what a child accomplishes or masters depends not so much on how hard or how long he works as it does upon the fact that he is working at the maximum of his power. Ten minutes of concentrated, vigorous effort, when the mind is fresh, is worth ten times ten minutes of dawdling

whether the dawdling be caused by fatigue or laziness. Time is no measure of progress in the school-room.

HOW INCREASE MENTAL EFFICIENCY?

Ribot says: "Fatigue in every shape is fatal to memory." Every teacher, therefore, should be familiar with the indications of fatigue, with the conditions which most rapidly induce it, and with the means that may be employed to avoid, to reduce, or to overcome it, so that the maximum of effort may be attained by the minimum expenditure of energy. It is said that he who causes two blades of grass to spring up where only one was growing, is a public benefactor. But what shall we term him who points out how to increase mental efficiency? What honor shall we bestow upon him who can so direct us that we can bring down with us the glorious views from the mountain top, rather than be baffled and lose our grip upon them through the benumbing effect of fatigue?

It was the writer's privilege, more than eight years ago, to state before the Department of Superintendence of the National Educational Association, that fatigue furnished "important indications, which, if carefully studied, will give the right ordering of the daily work of the school-room and secure the largest degree of mental efficiency with the least loss of the child's energy. This problem has not yet been fully worked out, and we should earnestly address ourselves to its solution." It may be said, after the lapse of more than eight years, that this problem has not yet been fully worked out, although progress has been made.

EFFECTS OF FATIGUE

Dr. Hodge has demonstrated that brain-work exhausts the nerve cells, causing them to shrink, and that rest is needed for their recovery. Mosso concludes that such exhaustion is due, in great part, to the formation of toxic products through nervous and muscular action. These poisonous products distributed by the blood, chiefly induce fatigue. Severe and long-continued activity leads to an accumulation of poisonous products in the blood. These cause acidity of the blood, which in turn lends a temporary acidity to the disposition. This irritability is one of the familiar signs of fatigue. Other indications are wandering, lusterless eyes, jaded expression, asymmetry of position, twitching of muscles of the face and of fingers, weak balance of hand, abnormal color of skin, frequency of errors, and lack of the usual mental grasp.

HOW REDUCED?

But how may fatigue in the school-room be reduced to the minimum? is the important question. We concede in our question that it cannot be entirely overcome; that we must reckon with it, and endeavor to reduce it to the minimum, where it will clog instruction as little as possible.

This chapter cannot take up the subject of good health, nutritious foods, proper exercise, etc., although each of these contributes in no small degree to that fresh, vigorous condition of mind and body which is so essential for the attainment of the maximum of mental efficiency. Nor can it more than point out that much of inattention, that source of incalculable loss in the school-room, is

often due to overeating, impoverishment, vitiated and overheated atmosphere, misfits in desks, and many other causes whose remedies are to some extent within the grasp of the teacher.

MORE FREQUENT REST PERIODS

Our psychologists tell us that, with the normal pupil, mental fatigue from school work is quickly induced and also quickly passes away. Mental efficiency, or the increments of skill gained through mental training, is much more permanent in its character, and is not soon lost. If this be true, in order to attain the highest possible maximum of mental efficiency, with the greatest economy of effort, provide working periods with more frequent rest periods, and thus secure through this power of the mind to recuperate rapidly, an almost continuous high state of mental vigor. That which has prevented us in the past from injecting more freely these rest periods into the work periods, has been the fear that during such interruptions pupils would lose all the advantage gained. But that fear, according to the statement of our friends, the psychologists, is not well founded. The mind, instead of being, as we supposed, like the old-fashioned sensitized plate of the photographer, which required a long exposure is, after all, more like the highly sensitized plate of the snap-shot camera. Not long exposure, but right conditions, such as proper foundations, close attention, profound interest — these determine the vividness of the mental picture, its permanency, and the degree of strength gained. We need, especially, in the lower grades, to bring in these more frequent rest or exercise periods, believing that the increments of power

gained from mental activity will not be dissipated through such slight interruptions, and that efficiency of public school work will be greatly increased, as well as relieved of much of its present drudgery.

CONTRASTS IN PROGRAM

Change is rest. Presumably the psychological explanation lies in the fact that the brain has various sense centres, to which are referred appropriate stimuli. Weariness, therefore, in the sense of sight can be partially relieved by exercises which appeal largely to the ear or the use of the hand. The daily program should be so arranged as to bring out the strongest possible contrasts and, for the lower grades, frequent changes in subjects. Music, drawing and physical culture should be sandwiched in between the more difficult studies.

BEST WORKING HOURS

Not simply should strong contrasts be sought in arranging the daily program, but there should be careful study made so as to arrange subjects with reference to the hours when each can be pursued to best advantage. Professor Seeley, from memory tests made by Dr. Krohn, concludes that whatever subject is taken first in the morning, the average retentive power of the children reaches eighty-nine per cent. This, therefore, is the best working period of the day, and presumably the period for arithmetic. The second best working period he places from three to four in the afternoon, and with history as the subject finds the retentive power of the children is only three per cent less than for the morning hour. Common observation, however, will scarcely sustain this con-

clusion. The next best period is assigned to the time from one to two-thirty, and the poorest period from eleven to twelve. Under the best possible arrangement of recitation periods, the greatest loss at any one period is twenty-one per cent, while under the arrangement of the average school program, the loss is thirty-eight per cent, or seventeen per cent greater. The average loss under a poorly arranged program is eleven per cent greater than under the best arrangement. Whether we accept these results as strictly accurate or not, it certainly remains a highly important fact that much can be gained toward relieving the fatigue of the school-room by a wise arrangement of the daily program with reference to contrasts in subjects, and their best adaptation to the hours of work.

BETTER HABITS OF STUDY

Pupils waste an enormous amount of energy in their misguided efforts to master a subject. The need of training pupils how to study, how to centre every energy upon the task in hand, is not yet sufficiently appreciated by teachers. Tests in the recitation are all directed to ascertaining how much the pupil knows of the subject, and the more vital process of how he gained his knowledge is ignored. Studying is a great art, and its mastery or the failure to master it, is fraught with momentous consequences to the pupil. There are those right beginnings which lead on to conscious power and mastery, and there are those misguided efforts which lead to weariness and defeat. The teacher of to-day must be keen enough to discover what bad habits of study are mocking this or that earnest pupil, and making his

school life drudgery instead of an inspiration; and when discovered, must be able to train into a better use of his mental powers.

WISER UTILIZATION OF INTEREST

The study of interest — how to utilize it more fully in school work — has in the last decade banished much of the weariness and drudgery from the school-room, and its advantages and helpfulness in this direction are far from being exhausted. The reason why interest is such an important factor in relieving from fatigue, lies in the well-known fact that the greater the interest in a subject, the less the effort of will to hold the attention to that subject. The conscious exercise of will is always fatiguing, and especially so when the subject under consideration is distasteful. The potency of interest in relieving from drudgery lies in the fact that, even concerning subjects which at first were distasteful, "We may," to quote the Herbartians, "build up such a powerful apperception mass that any fact connected with that mass will at once attract our attention, quite irrespective of our will." Under the wise teacher's management, therefore, every subject in the school curriculum can eventually be included within the charmed circle of the pupil's interests.

GREAT WASTE OF NERVOUS ENERGY

Why is fatigue induced so much sooner when the work is distasteful? We have already intimated that it is due to the greater exercise of will which is required to hold the wavering attention. But it seems that an-

other characteristic should be pointed out. Where distaste exists an attitude of antagonism springs up. This feeling of dislike seeks to express itself in some outward form. To repress it requires great effort. Although outwardly the pupil may seem composed, there is a deep inward struggle. The teacher, unless some bodily expression be given it, remains ignorant of it, and is not conscious of the immense expenditure of mental, even physical, energy the child is undergoing. Let me illustrate: I press my hand against one of the walls of this room. I foolishly fear that it may fall upon me and crush me. I press with all my might against it. Every muscle in my body is tense. The cold, unfeeling wall shows no sign of yielding, but resists with equal pressure my tense muscles; and but slight evidence goes forth that I am in such an intense attitude of resistance. What a serious mistake to conclude that, because there is but little motion, there is therefore no intense struggle going on, and therefore no cause for weariness. And so in the school-room; when a pupil has a serious dislike for a subject of study, or for the uninteresting manner of presenting it, or a feeling of antagonism has, unfortunately, sprung up between him and his teacher, what a serious mistake to conclude that, because there is but little outward manifestation, there is therefore no severe tension or cause for weariness. These dislikes, these antagonisms, these undercurrents of feeling sap energies which should be utilized in fruitful school work.

LESSEN NERVOUS TENSION

Education, from this point of view, is to direct nervous energy into right channels and to keep it out of wrong

ones. In every idea received, there is a tendency toward motion aroused, which expands itself either in nervous tension or action. This is illustrated in mouth-watering when something luscious is seen, or in mind-reading. The child, therefore, is to be regarded as a sensitive being in which nerve currents are constantly being aroused both by external and internal stimuli. These nerve currents may or may not be under control. Some may be termed friendly and some hostile, some dominant and some defeated. To resist a terrifying sound may waste more energy than to give way to it. To prevent fidgetiness may be more exhausting than to yield to it. Fatigue and worry may so react on each other that they become an endless circle. Here is where the skilled twentieth century teacher, with her superior knowledge of these nervous forces, will be able to lessen this waste of energy. }

RECUPERATION AS WELL AS EDUCATION THROUGH PLAY

Play furnishes a potent means for reducing to a minimum the fatigue of the school-room. The old saying, "All work and no play makes Jack a dull boy," contains an important pedagogical truth. There is nothing so rapidly recuperative for mental fatigue as spontaneous activity; and yet, on the other hand, there is nothing so helpfully educative as the self-activity engendered in play. That which has been most beneficent in the present modification of the work of the school-room has been the introduction of the play idea from the kindergarten. Strange that it was not introduced sooner!

Every idea that enters a boy's mind is accompanied with some tendencies to motor activity. He cannot think of a ripe watermelon without a rush of saliva to his mouth and the muscles of his right hand becoming tense with the desire to grasp the luscious slice. In fact, he has not thoroughly grasped any idea until it has set every possible power he possesses, both of mind and body, into sympathetic action. He must be free to learn it all over, to secure for himself as many points of contact as possible. And yet, until quite recently, Gray's churchyard silence, "When all the air a solemn stillness holds," was the supreme test of school-room management. What an indictment might here be entered against the strait-jacket school of yesterday!

Play, according to Dr. Fitz, is not due so much to an overflow of animal spirits, to a superabundance of strength, as held by Schiller and Spencer, as for the better preparation for life which nature designs to be realized through it. To quote Dr. Fitz:

"Thus youth becomes more completely an apprenticeship to life, with play as the master-workman. In play the child is the unit of force; he initiates his own conditions. His limitations are self-imposed. His self-control lies in execution rather than in inhibition. He is concerned with self-expression rather than with self-repression. Play thus relates itself to the truest conception of education, the development of power, the power of the individual to act as a self-directed unit in civilization. The self-control gained by play acts immediately, strongly, and honestly in response to conditions as they are presented in life."

PHYSICAL TRAINING EXERCISES

Some schools rely upon physical training exercises to relieve from fatigue, but, while it may be admitted that such exercises are helpful, they do not afford as good opportunities for mental recuperation as the more spontaneous movement in the outdoor recess. Physical training exercises usually require close attention, and much of that same exercise of will which is the chief cause of school-room fatigue. The movements are liable to become perfunctory, lacking the spontaneity, the vital interest, and, in consequence, the exhilaration which outdoor play gives, and which is the best tonic for rapid recovery from mental fatigue.

I plead guilty to the charge of being one of those city superintendents who thought it wise, because of the danger from excessive exercise and exposure, but chiefly because of the moral contamination possible during the outdoor recess, to cut off such recess in the upper grades; but I have been soundly converted. I have instructed my teachers to return to the outdoor recess, and to avoid its former excesses and moral contaminations, as well as securing more of its recuperative and educative influence, by participating freely in, and in part supervising, the children's games on the school ground. I hold that its educative as well as its recuperative and its health side is of such value that we should utilize it as an important factor in the children's education.

CONCLUSIONS

To sum up: Fatigue in the school-room may be largely decreased, if not reduced to the minimum, by more fre-

quent use of rest periods; by arranging stronger contrasts in the daily program, as well as securing a wiser adjustment of difficult subjects to the best working hours; by patient and wise training of pupils into better habits of study; by a better utilization of the doctrine of interest; by lessening nervous tension in the school-room; and by wise use of play under supervision.

CHAPTER IX

A STUDY IN MUSICAL INTERPRETATION

In order that the title of this study may not prove misleading, it should be stated at the outset that this investigation was not undertaken primarily in the interests of musical theory or practice, nor is the chapter written from the standpoint of a musical critic. Its chief purposes are to present a simple investigation, made in an average high school with an average high school class in English, in regard to the sensations or emotions aroused by music, and to point out the advantages of such an investigation as an exercise in English.

It was believed that high school students would find the attempt to portray their feelings and emotions in carefully chosen words a rather difficult task, and because of the careful discrimination desired and sought, it would prove a highly stimulating exercise in the use of good English.

It was also hoped that such an investigation would tend to lead the students into a deeper and more intelligent appreciation of that which was best in music, would tend to cultivate in them a deeper love for the beautiful, would tend to enrich their emotional life, would tend to develop the habit of introspection, and thus more fully reveal to themselves their inner life, and in consequence, through fuller knowledge of self, help them to mould

and shape their own characters more wisely and consistently.

PLAN OF INVESTIGATION

The exercise was given to a first year high school class, numbering seventy-one. They were instructed to listen to the playing of three selections on the piano, the titles of which were not given them, make notes of each selection as to what they would regard an appropriate title, its general character, what it suggested, and what feelings or emotions it aroused. Later, as an English exercise, they were to write out their impressions.

The selections played on the piano for that purpose were, first, "The Alpine Storm," by Kunkel, second, "Cradle Song," by Heller, and "The Harlequin," by Chaminade. These, as the titles indicate, are widely different in character, and present those striking musical contrasts which were desired. The violence of the storm in the first selection is followed in the second by the peaceful, soothing cradle song, which, in turn, is interrupted by the dancing and mad pranks of the clown.

SELECTION OF TITLES

An examination of the papers disclosed that the members of the class interpreted the general spirit of each selection fairly well. As might be readily anticipated, the wild pranks of "The Harlequin" were most clearly set forth, and therefore best understood, and appropriate titles were given to that selection by sixty out of seventy-one.

The dance idea, as so many expressed it, made itself felt in the feet, and such titles as the French, Spanish, Bohemian and Fairies' Dance were given. Some, pre-

sumably not so familiar with the dance feeling, or not so susceptible to its seductive influence, named the selection, "The Race," or "The Circus."

The next easiest selection to interpret was "The Alpine Storm." Fifty-six out of the seventy-one caught the general spirit of it. In a few instances the crash of the lightning and the roll of the thunder were mistaken for the clashing of musketry and the roar and thunder of artillery in battle — a misinterpretation easily made. Under this impression these named the selection "The Victory."

As was anticipated, that which proved the most difficult to interpret was the "Cradle Song," presumably because the ideas which its author sought to convey were not so well marked out as in the other selections. To meditate, to muse, to be soothed, to hear a lullaby, is to open the heart to many varying emotions, none of which is characterized by anything startling or striking. Whether we are soothed or saddened by the lullaby depends largely upon our recent experiences, or upon the thoughts which have been recently coursing through our minds.

In the case of the English class, the titles suggested by the playing of the "Cradle Song" indicated that a much wider range of emotions was stirred. The titles suggested as appropriate varied from "Spring" to "A Summer Day," from "Reverie" to "A Funeral March," and from "A Shepherd's Dream" to "Cathedral Chimes."

TYPICAL PAPERS SUBMITTED

Out of the seventy-one papers prepared in this exercise in English, only two of them can be given entire,

although all were highly interesting and worthy of careful study. These two brief papers, the first written by a girl, the second by a boy, are not presented because of their excellence, but because they are typical of each sex and to some extent manifest the contrasts and individual traits of the members of the class. Each student selected his own title for his paper:

“MUSICAL MEANINGS AND SUGGESTIONS”

“A day or two ago I heard three selections played on the piano. As I sat listening, I found myself becoming wrapped up in the music, and, as the time and expression changed, my thoughts wandered from one scene to another.

“I have studied music to a limited degree, but knew neither the authors, nor (with the exception of the first) the names.

“The name of the first selection was “The Alpine Storm.” To me it pictured gloom and utter darkness. There seemed to be great despair, and near the close, a strain which signified a sort of triumph. In some places, excitement and animation were so aroused, that not only did my thoughts wander, but my whole being thrilled.

“The second was much slower than the first. The character was sad and somewhat weird, and the spirit devotional. At intervals through the piece, a tone of uncertainty could be heard, and the last note left the listener in suspense.

“These different qualities brought to my mind the thought that it might be a prayer. Because of the doubt expressed in the piece, I named it ‘The Wanderer’s Supplication.’

“The third was faster than the first. There was a sort of swing to the time that made me want to dance. On account of the shortness of the notes and rapidity with which they were played, I named this piece, ‘The Scamper of the Mice.’

“It is wonderful to think that so many thoughts can be expressed without words; perhaps expressed better than with them, and yet how few of us ever stop to realize the true meaning of the music we hear.”

“OUR CONCERT”

“We were treated to a little concert Monday afternoon after school.

“There were just three numbers in all. The first started out in a sleepy manner, but it soon livened up, and we could very plainly hear the roar of cannons, and parts of bugle calls, which could faintly be heard over the din. After it had continued for some time, it suddenly became calm, and sounded somewhat like a music box, when it suddenly burst forth again in all its fury, and that was the end.

“The next thing I knew, they had begun a new piece, and it was all that I could do to keep my eyes open, as it was a lullaby of some sort, and a sleepier sensation I never felt.

“But if I did nearly go to sleep during the second piece, it would have been impossible in the last. It was such very lively dance music that it made me want to get up and gallop around the room. Luckily for me, just before I started on my wild career, the music stopped, so suddenly that I almost fell off the other side of my seat.

“Now that the music was over, I began to wonder what the names of the different pieces were, as we had not been informed on that subject. As I could not find out from any one, I decided to manufacture some titles for myself, which I did with the following result:

“1. ‘The Battle.’

“2. ‘The Lullaby.’

“3. ‘The Hot Time Gallop.’

“These are all very simple names, but, nevertheless, the names by which I shall always know that music.”

CONTRASTS

A comparison of these two papers discloses at once to the teacher the maturer views of the girl on musical matters, the better understanding which she has of her inner self, and the choicer, more discriminating language in which she attempts to portray her own feelings. The boy, although older in years, manifests much less acquaintance with the realm of music and its refining influence, betrays a slight acquaintance with his crude emotional life, indicates that he scarcely knows his inner self at all, and rambles and stumbles hither and thither in his awkward attempts to clothe his feelings and emotions in proper English dress.

While these differences in ability to express themselves clearly, would no doubt appear in their discussion of any subject, yet it would not appear in so marked a manner as in this to them somewhat mysterious and undefined realm of the feelings, to which music so subtly and so strongly appeals.

Is it not true, therefore, that no more profitable field

for training in the discriminative use of the English language can be found anywhere, than in such an exercise as the one described? Nowhere else within the sphere of personal experience is there a better opportunity for the careful weighing of words than in this attempt to set forth their deepest emotions.

KNOWLEDGE OF MUSIC

In order to throw a little more light on this study, through a better acquaintance with the musical knowledge possessed by the class, they were asked later to answer the following questions. A summary of their replies is also given:

1. Do you play any musical instrument?

Forty replied yes, and thirty-one, no.

2. Do you sing?

Twenty-two answered in the affirmative and forty-nine in the negative.

3. Do your parents sing or play on any musical instrument?

Forty said yes, and thirty-one, no.

4. When listening to a piece of music, do you feel conscious of any physical sensations? If so, describe them briefly.

Forty-eight answered in the affirmative and twenty-three in the negative.

SENSATIONS AROUSED

The replies to question four as to the character of the physical sensations were as follows:

Eight students stated, "When lively music is played, I want to get up and dance."

Six replied, "Cold chills go up and down my back."

Four, "Always feel very much excited."

Four, "Want to keep time with my hands and feet."

Three state, "I feel drowsy, and it seems as if I could sit there forever."

Three, "Lively music makes me feel lively, and music that tells something horrible makes me shudder."

Two replied, "When I heard the 'Alpine Storm,' I found myself quite frightened."

Two, "Feel nervous when listening to fast music."

Individual experiences ran as follows:

"While listening to some 'rag-time' pieces, I feel a creepy sensation."

"While listening to classical music, my muscles contract, and I give a little jerk and feel a tendency to draw nearer the instrument."

"When listening to 'rag-time' pieces, I am always affected in my feet."

"Some music makes my muscles twitch, and my hands close tightly over some object."

"When a piece is very high, it sets my teeth on edge."

"If listening to music and reading at the same time, the characters in the book appear more real."

"When I hear band music, I feel like I would like to run and race, and let out my feelings."

"I like to sit and think of great things I might do, and to sit and dream for a few minutes afterward."

ENJOYMENT OF MUSIC

There have been many interesting discussions over the question, "Is the enjoyment of music largely of a physical, intellectual, or emotional nature?" Why does a "concord of sweet sounds" give us a high degree of pleasure? Does it rouse up simply delightful physical sensations? Is it largely a pleasurable thrill of the nerves, as in the titillating of the olfactory nerves by some ambrosial perfume? Does it stimulate the imagination and thus lift us into an ecstasy of enjoyment, through the enchanting pictures it presents? Are these pictures chiefly sensual, sensuous, or may they take on spiritual characteristics? Does music arouse a spirit of exaltation and call forth desires for a purer, nobler life? In other words, does music appeal chiefly to the physical, intellectual or spiritual nature of man?

Since philosophers have not been able to agree in their answers to these questions, it is not anticipated that this inquiry will disclose satisfactory answers. This inference seems a legitimate one to make, that music arouses and intensifies such feelings or emotions as characterize the general tenor of each individual's life, but lifting them probably to a higher plane. To the pure, all things are pure; to the sensual, all things are sensual.

The answers of these high school boys and girls indicate that there is a great variety of feelings and emotions aroused by music. These feelings and emotions and thoughts are highly complex, cover a wide range, and are as varied as the experiences through which each member has passed. It is another evidence of the truth of that wonderful saying attributed by Tennyson to

Ulysses, "I am a part of all that I have met," or to use a little license, "All that I have met is a part of me." No two human beings, therefore; because possessing such widely differing apperceptive material, can hear alike, can be moved in the same way.

DOMINANCE OF PHYSICAL SENSATIONS

There is a rather surprising dominance of the physical sensations among the members of the class tested, as over two-thirds of them confess to such experiences. It is anticipated, however, that when the buoyancy and vigor of youth have decreased, and the soul has been enriched by the larger opportunities and more serious responsibilities of later life, then the appeal of music will be more largely to the intellectual and spiritual side.

There are some interesting contrasts experienced in listening to the music. Some wish to dance, while others feel nervous. Some feel their muscles twitching, while others are in a happy mood. Some are thrilled by patriotic music, and are eager to do some great deed, while others wish to run a race. Some have their teeth set on edge, while others are lulled into a dreamy mood. Some are inclined to be cross, while others are inspired with romantic ideas. Some shudder, while others experience horripilation.

Sufficient instances have been given to show that music is a wonderful factor in arousing varied feelings, thoughts and emotions in the soul, and that its enjoyment is probably due to its power of appeal, not simply to the physical, but to the intellectual and spiritual as well. As to which of these will dominate a listener, can only be determined by that particular combination of material and spiritual

elements which we call individuality, coupled with his peculiar mood and surroundings when listening.

MUSICAL IMPRESSIONS HARD TO EXPRESS

Forty-one out of seventy-one stated that they found it difficult to express their impressions aroused by the music.

Six declare they "Did not have sufficient command of language."

Three stated, "I had never before tried to write on a subject with which I was not familiar."

Three, "Didn't understand the music very well."

Two said, "My impressions were not clear."

Others replied, "Am not well versed in English, and I know so little about music."

"My mind was taken up with the catchy air."

"The sensation which comes with some parts of music is indescribable — it is a sort of trance."

"I don't know what my impressions were."

"Music makes me think of things that are not real."

"My impressions were in such a tangled condition that it was almost impossible to straighten them out."

"Music is from the soul and the different impressions which might be received from hearing good music are hard to express."

That it is difficult for the average first year high school boy or girl to set forth his or her feelings or emotions, is evident from the two papers presented entire, as well as from the above answers. Even with the adult it is true that his feelings are often expressed with difficulty, and there is a familiar statement that our emotions are often too deep for words; but would this be such a common experience if we did not neglect to cultivate a closer

acquaintance with our inner self? Would we not be able, if we more frequently came face to face with our inner self, to cultivate a closer acquaintance with these emotions, vague longings, unconscious yearnings of our souls, and thus not only be better able to clothe our emotions with words, but also accomplish that which is of much greater value, shape our own characters more intelligently?

IS INTROSPECTION DANGEROUS?

But some one may suggest that the habit of introspection is rather a dangerous one for young people to cultivate. It may induce an abnormal condition, an excessive self-consciousness, a condition of morbidness which will retard wholesome soul growth. It should not be forgotten that every vital process has its dangers. The process of eating is vital, yet there are many gourmands and, in consequence, dyspeptics. But we shall wisely encourage the eating of food. As a rule, where there are great possibilities, there are also great dangers. The cultivation of the powers of the imagination is dangerous to certain classes of young people, and yet an educational system that did not provide for the careful training of the imagination, that power that can make the humblest life worth living, would be justly open to the severest criticism. Introspection is generally needed. We need to bring about, in the average high school student, a better acquaintance with his inner self, and such a study as the foregoing can be made one of the helpful means towards the accomplishment of this end.

CONCLUSION

This brief and somewhat rambling study in musical interpretation, is only intended to be suggestive. It can-

not claim to be conclusive. Its primary purposes are to call attention to the sensations or emotions aroused by music in first year high school boys and girls, and to point out the advantages of such a study as an exercise in the discriminating use of good English.

But there are also several ulterior purposes sought. The writer believes that such studies as these will tend to develop that better understanding and deeper appreciation of music, which means increased capacity and ability to understand and appreciate melody in note of bird, and babble of brook, an increased capacity and ability to delight in beauty of form, in harmony of color and in symmetry of proportion also.

He believes also that the habit of sane introspection is necessary, in order to a right understanding of the inner life and self. That such studies tend to that better acquaintance with the inner, the real self — an acquaintance that is too little cultivated in our bustling, rushing, jostling American life — is evident. There seems to be no provision made in our intense American life for reflection, meditation, for the individual to commune with himself, for his selfish self to be brought face to face with his larger, truer self. Here are opportunities of directly moulding the emotional, mental and moral nature of our boys and girls that have not yet been sufficiently utilized. The skillful twentieth century teacher must study, will study, through music and all other legitimate channels, how to influence in a greater degree the emotional life of her pupils, and by such means will prove more successful in attaining the highest end in all school-room work, the building of right character.

CHAPTER X
ALERTNESS

EXAMPLES OF ITS LACK

At the time when the Cuban War was in progress, it was the writer's privilege one day to be one of a group of ladies and gentlemen who were enjoying a good dinner at one of the leading hotels of Washington. In the group were two gentlemen, one a government officer and the other a shrewd, wealthy banker from a small western town. Both these men were efficient and capable in their respective lines of work. In the conversation, which naturally turned upon the Cuban War, the government officer used the word "Cuban," pronouncing it as if spelled "Cubian." Another of the party used the word a little later and pronounced it correctly. The government officer's ears were open, however, and a few moments later he used the word Cuban and pronounced it correctly. He was alert to utilize information as it came to him.

The western banker, who was wide awake along financial lines, and quick to catch hints and suggestions in financial matters, was obtuse and unobservant of the usual customs of table etiquette. While everyone else at that table was a worthy exemplar of dining-room manners, and it was only necessary for the banker quietly to observe and imitate those about him, he deliberately

set his pace in his own way, ate with his knife, poured his coffee into his saucer, etc. And yet he was a keen observer in financial as well as in many other lines. Why was this banker so obtuse and the government officer so keen? A difference, we answer, in alertness.

At a social function the host asked, "What goes round a buttin'?" Some said, "A button-hole, of course." When the host replied, "A goat goes round a buttin'," a prominent business man said, "Why I don't see that even now," while a teacher said, "I didn't know that goats ate buttons." This is another form of obtuseness or lack of alertness.

The writer had occasion to buy a gas stove of an English shop-keeper. In describing the virtues of the stove, the shop-keeper said, "The gas combines with the hair and makes a good deal of 'eat.'" And yet that man was daily surrounded by those who pronounced English correctly and they were constantly sounding it in his ears, but to no purpose. This is a very common form of obtuseness, but it is singular, nevertheless. Why should an intelligent human being be so impervious, impenetrable, impermeable, insusceptible to change, to improvement? Why are the corrupt forms of speech so persistent, so stable, so permanent, while the pure forms are so easily corrupted? Isn't it evident that watchfulness everywhere, alertness, is one of the most important traits of character to be cultivated?

It is said that over ninety per cent of men in business fail. They start out with high hopes of success, they devote much time and energy in their efforts to succeed, but over ninety per cent of them fail. The path of success in every profession or avocation is piled high on

both sides and throughout its entire length with countless wrecks and failures. Why so many, many failures? One prominent cause is lack of alertness.

WHAT IS ALERTNESS?

What is alertness? What is this characteristic which has so much to do with the successes and failures of life and whose importance can scarcely be over-emphasized? How does it distinguish its fortunate possessor from him who possesses it not?

If we seek the answer to our question, "What is alertness?" in the origin, or literal meaning of the term, we will find the answer exceedingly interesting and suggestive. It can be traced through several languages and is everywhere rich in its suggestions. Our English authorities characterize it as quickness, promptness, watchfulness, vigilance. If it be traced to the French language, it is there coined into *alerte*, meaning earlier, and suggests those old saws about

"Early to bed, early to rise,
Make a man healthy, wealthy and wise,"

and the early bird that catches the worm.

Alerte also can be traced to *a l'erte*, meaning "on the watch," and this in turn to the Italian *all' erta*, with the more suggestive significance that the alert person is standing on a height where he can look around and survey the whole situation. Alertness, therefore, is watchfulness, vigilance in observing closely the things that are occurring, and quickness, promptness in seeing their significance and intelligently using the same. He that possesses alertness is watchful early and late, and is as

one standing on a height where he can look around, survey the whole situation, catch every helpful suggestion, and utilize it in his own advancement and growth. This, pre-eminently, should be the attitude of the teacher. Alertness is an essential characteristic of every successful teacher.

CONTRAST IN ALERTNESS

Take two familiar types of teachers; the one we will name Miss Jones, the other Miss Smith. Both of them have been well-born and have had the good fortune to have been brought up in excellent homes — such an important factor in the making of the first class teacher. Both were graduated from the same high school and together entered the same normal school. Up to this time, their individual characteristics have not widely separated them, as everything has been carefully planned for them, but when they leave home, they find themselves thrown more upon their own resources and then more marked characteristics appear.

Miss Jones, possessing greater alertness, is quick to see that short cuts to any teaching process are dangerous, that right principles must underlie permanently successful practice, that principles are broadening while methods are often narrowing, so she seeks to master principles. When a method is presented to her in the normal school, she does not rest satisfied until she has some understanding of the underlying principles.

Miss Smith, however, because of less alertness, does not stand on the same height as Miss Jones, and fails to take in that larger horizon. She sees most progress in preparation for the profession of teaching through

the thorough mastery of the details of method, and so devours eagerly every method set before her, caring little for the mastery of the principles which should underlie every good method. She wants specific directions how to teach each subject, so that she may conscientiously do her duty and not trust to her own judgment in the working out of details, with the possible shortcomings that such a course might entail.

And here is just where her reasoning, or shall we term it lack of alertness, is at fault. Without granting herself some latitude in the working out of the details of a recitation, she can never develop in herself any power of initiative, and condemns herself to the monotony of being only and always an imitator.

They are both graduated from the normal school. Because each has been diligent in her work, and eager to succeed, their instructors heartily recommend them, and they are employed in the same system of schools. Miss Smith finds ready use for the methods whose details she so thoroughly memorized. While her teaching is somewhat mechanical, yet to the casual observer her promptness and air of assurance are pleasing. She never hesitates because in doubt what to do next. She has the fullest confidence in the methods handed down to her from the very highest authorities, and if the children's needs are not exactly met, the fault must lie with the children.

Miss Jones is not so ready with her methods. She takes much time at the opening of her school to study the characteristics of each pupil. She believes that only after a thorough study of each pupil's needs can she give them the training they ought to have. Delays occur

which are annoying to her and her pupils. She is in a state of stress which is disquieting, and is drawing heavily upon her energy. Were the superintendent to examine the results of the first three or five months' work, unless he were a very keen observer, he would probably find more evidences of progress in Miss Smith's room than in Miss Jones' room. But he wisely suspends judgment until results can be more definitely known.

As the months go by, Miss Smith's pupils manifest a certain readiness and glibness on the lines of work covered. They can respond with surprising promptness to questions calling for certain memorized facts, but to questions of comparison between these facts, to questions requiring the discovery of some causal relation between those facts, they fail to respond. But Miss Jones' pupils begin to show evidences of power which are more gratifying. While they have not so many facts lodged in memory, they have been trained to make use of those facts, to assimilate them, to organize them, to classify them, to discover relations. Miss Jones believes that the significance of a fact does not lie in the fact itself but in its relations to other facts. A few facts well assimilated, well organized, are worth a thousand tossed heterogeneously into the memory. The power to think logically, the power of initiative, are thus gradually yet surely developed.

ADVANTAGES IN SCHOOL VISITATION

One day the superintendent, believing that school visitation has in it great possibilities of growth for the teacher who is observing and alert, sent Miss Smith and Miss Jones to visit the school-room of Miss Brown, who

was regarded as an average teacher in the corps. Unfortunately, it was an "off day" for Miss Brown, and not everything that transpired in her room was worthy of commendation. Her usual nervousness was increased by the entrance of Miss Jones and Miss Smith, because she feared that her pupils would try to show off before her visitors in the various annoying ways known to pupils under such circumstances. Miss Brown was conducting a recitation in geography, while the other half of the pupils were supposed to be engaged in the preparation of a language lesson.

Miss Jones, having looked forward to this visiting day with much anticipation, and having thought out carefully what she particularly wished to see and investigate, first glanced around the room to see wherein this room in its equipment and decorations differed from hers. The general impression made upon her was pleasing, and she thought the room was a little more attractive than her own. She sought for the cause of that difference, and concluded it was chiefly due to an inexpensive, yet artistic, mural centrepiece, and she quickly decided she would have some such decoration for the centre of her school-room. Miss Smith gave a casual glance around the room and was as pleasantly impressed with its general appearance as her companion, but it did not occur to her to seek out its chief cause and transfer the suggestion to the improvement of her own school-room. She lacked in alertness.

USE OF STUDY PERIOD

Miss Jones next turned her attention to the pupils who were preparing their language lesson. She had

been led to the conclusion that, since the self-activity of the pupil is the only process by which he can educate himself, training into right habits of study and close application in the preparation of the lesson are the best means of gauging the pupils' progress. She noticed that about half the pupils were closely engaged in study, while the others were dawdling and frittering away the time. She mentally commented over the great loss going on. Only half the possible progress being made, fifty per cent of loss, at least. What a tremendous waste! But worse still, those dawdlers were unconsciously training themselves into habits which would severely handicap them all through the balance of life's race.

Miss Smith also noticed the use made of the study period in preparation of the language lesson, but as the pupils were not violating any of the commonly accepted rules governing good conduct, she concluded that the discipline of Miss Brown's room was fairly good, and that there were no important suggestions to be drawn from it.

USE OF RECITATION PERIOD

Miss Jones then turned her attention to the class work in geography. All the pupils seemed attentive and deeply interested. Miss Brown was just asking the class the question, "What are the names of the chief rivers of North America?" Charlie, an excitable pupil, wishing to answer the question, and forgetting in his eagerness what had so often been told him, jumped to his feet and almost frantically waved his hand. Miss Brown was chagrined over his forgetfulness, and in a harsh tone said, "Sit down, Charlie," and then added fretfully,

"Why can't you remember that you are not to rise until your name is called? I'm ashamed of you."

Miss Jones, appreciating the fact that Charlie was of a nervous and highly sensitive temperament, and that his eagerness to respond, rather than any spirit of disobedience, had prompted him, promptly reached the conclusion that Miss Brown had made a serious mistake. She saw from Charlie's flushed face, his quivering lips and the aggrieved look in his eyes, how deeply Miss Brown had wounded him. She saw also that Miss Brown, through such inconsiderate, unfriendly criticism, was helping to foster a spirit of antagonism, not simply in the mind of Charlie, but in the minds of many of the other pupils in her room. The sympathetic atmosphere which up to this time had pervaded the room, had received a severe chill, and Miss Jones readily perceived the quarter from whence the chilling blast came.

Miss Smith saw in this affair only an ordinary school-room incident, and while the thought flashed through her mind that perhaps Miss Brown might have accomplished more with Charlie in overcoming his fault, by a private heart to heart talk, yet he deserved pretty severe treatment for his offense. The barriers which were rising between teacher and pupils, the antagonisms which were being aroused, the loosening of the bonds of sympathy and companionship, the chill in the atmosphere, all these were so dimly seen or so vaguely felt by Miss Smith that she gained no valuable lessons from them. Miss Smith was not alert.

Miss Jones noted also the character of Miss Brown's question. It seemed to her that instead of asking, "What are the names of the chief rivers of North America?"

it would have been made more definite and valuable if she had put it, "Name and *locate* the chief rivers of North America." The name of a river, without its location intimately associated with it, has but little significance or value. Miss Smith was wondering whether these pupils would reach a higher average standing than those of her own room, and gave no thought to the form or character of the questions asked.

KIND OF LANGUAGE WORK

Later, the visitors were shown some of the results of a written test in language. The papers were carefully gone over and their general appearance, which was neat, was commended. Some questions were asked as to the means of securing good penmanship, and pages free from blots, which brought out the fact that eternal vigilance is the price of neat, legible writing.

In further examining the papers, Miss Jones discovered three instances where pupils had written in reply to the question, "With what mark should every question end?" "Every question should end with an interrogation point." In the next answer, and in plain sight of their statement, they wrote a question and failed to end it with the interrogation point.

Miss Smith was only amused by it, when her attention was called to this inconsistency, and gave the matter no further thought, but Miss Jones pondered over it in this manner. Here was a case of sufficient knowledge, for these children had answered correctly how the interrogation point should be used. Their knowledge wasn't at fault. That bit of knowledge had been lodged in their minds securely and accurately. To repeat the

statement would profit them nothing. Iteration and reiteration of words would simply be barren. The fault lay in the failure of Miss Brown to lead those pupils to utilize their knowledge, to put their knowledge into practice. Acts, not words, were to be repeated until they had become habitual. That teaching which stops with the lodgment in memory of the words of a process, and does not, through persistent practice, transform or translate that knowledge into habits, conduct, stops short of its highest fruition. This failure to repeat not words but acts until they become familiar, habitual, is largely responsible for the lack of growth and efficiency which characterizes so much school-room work.

CONTRASTS IN RESULTS GAINED

Without going into detail concerning other incidents of the visit to Miss Brown's room, is it not quite evident that Miss Jones had gained immeasurably more from her visit than Miss Smith? Robert Browning must have had the Miss Smiths in mind when he wrote:

“Oh, if we draw a circle premature,
Heedless of far gain,
Greedy for quick returns of profit, sure
Bad is our bargain!”

They are types of teachers we find in every corps, both earnest, conscientious, faithful, desiring to make progress, to increase in efficiency in their chosen work, and yet from the visit to the same school-room, seeing the work carried on at the same time, under exactly the same conditions, Miss Jones carries away with her those hints, suggestions, inspirations, thoughts, lessons, which

will soon place her far in advance of Miss Smith. Place them, as in Miss Brown's school-room, where they have the same opportunities for enrichment, and the results are so widely different. Because of the superior alertness of Miss Jones, she will gather hints and ideas at all times and in all ways. Her growth will be rapid and continuous, but Miss Smith, unless she can cultivate a greater degree of watchfulness, unless she can somehow mount higher, stand on a height where she can survey the whole situation, unless she can cultivate a greater degree of alertness, will be compelled to plod on through her professional life in the ranks of the imitators, will be denied that highest enjoyment which arises from the consciousness of rapid growth and increasing efficiency, but worst of all, will fail in exemplifying before her pupils that essential quality in winning success — alertness.

CHAPTER XI

A STUDY IN SPELLING

The public schools of this country are properly regarded as the greatest factor in training up good citizens. The transforming of the raw material, particularly that which comes from foreign shores, is in its results marvelous. No other institution contributes as much to the stability of our liberal form of government as does our public school system, and in consequence, no other institution lies so near to the hearts of this people.

This fact will probably explain why the results achieved in our public schools are so often subjected to severe and sometimes unreasonable criticism. Those who have been watching the progress of our public schools the last twenty-five years, are well aware that periodical waves of criticism sweep the country, usually taking the form of antagonism to anything new. It usually tries to arouse serious opposition by vigorously shouting: "Down with the fads." "Return to the three R's."

Music and drawing had to fight their way into the curriculum against this noisy opposition, but who is there left now who seriously urges that these be dropped from the school curriculum? These have demonstrated their value and their right to a place in the course of study. Our critics, however, continue to be active and charge periodically that writing and spelling are on the decline. They make the broad claim that the pupils

to-day are not as well trained in these subjects, particularly in spelling, as they were twenty-five years ago.

PRESENT SPELLING CRITICISED

Unfortunately for the schools, it is easy to make such claims and to secure what seems to be substantial evidence of the justness of such claims. There has never yet been a school without a certain contingent of poor spellers. In a matter of such broad comparisons, where all classes of children are included, the one holding the view that the children of to-day are poorer spellers than those of the generation which preceded them, is looking in the direction of the poor spellers, and of course always finds them, for the poor speller, like the poor in general, we have always with us.

Then, too, "distance lends enchantment" to the good old times, when we of the preceding generation were boys and girls together in school. Our severe critics forget that there were poor spellers then, as now, who could perform the wonderful feat of spelling a simple word in two different ways in the same paragraph, and when criticised for it would defend themselves on the ground of possessing greater originality than "the common herd." There is a tradition that President Andrew Jackson's attention was once called to one of his state papers, wherein he had exercised the same originality, but it only provoked from him the rather curt retort, "I wouldn't give a continental for a man that couldn't spell a word more than one way." Without doubt originality can find more appropriate and helpful channels in which to express itself than in setting up a dual standard in spelling. The public will continue to regard poor

spelling as one of the evidences of poor scholarship, Old Hickory to the contrary notwithstanding.

A SPELLING TEST

Not holding the opinion that the school children of to-day are poorer spellers than those of a generation ago, it occurred to the writer that a wholesale test might be made in the schools under his supervision, of all pupils in the fourth, fifth, sixth, seventh and eighth grades. It was recognized that to give the same list to the fourth grade pupils, whose average age is about ten, as to the eighth grade pupils, whose average age is about fourteen, would be a rather severe test for the fourth grade pupils, but the desire to have the same test throughout the grades outweighed that objection.

The list of one hundred words selected for that test was also used in several other schools east and west, with practically the same averages in the different grades. It is given here so that others may make the same test and have some basis for comparison in results. The test was made without giving the pupils opportunity for any preliminary preparation or warning.

LIST OF WORDS

food	river	nerve
beef	stream	wrist
soup	pebble	blood
fish	pond	breathing
chicken	shore	healthy
turkey	valley	exercise
goose	mountain	clothing
sheep	water	coat
horse	ocean	bonnet
house	boat	shoes
school	steamer	vigorous
scholar	passenger	arithmetic

studies	voyage	number
useful	travel	column
spade	journey	remainder
shovel	noun	minuend
rake	pronoun	multiplication
garden	verb	addition
lawn	preposition	subtraction
grass	adjective	product
robin	interjection	divisor
sparrow	exclamation	measure
blackbird	language	minute
hawk	word	second
flower	speech	month
violet	voice	August
rose	head	February
dandelion	throat	century
golden-rod	muscle	cocoon
pink	finger	happiness
lilac	lungs	helpfulness
lily	joint	humane
lake	eyes	successful
island		

These words are such as are in common use and therefore constitute a fair average test.

RESULTS OF TEST

The number and per cent tested in each grade were as follows:

Fourth, six hundred, seventy-two and three-tenths per cent; fifth, four hundred thirty-eight, eighty-two and five-tenths per cent; sixth, four hundred seventy-three, ninety per cent; seventh, two hundred eighty-six, ninety-three and eight-tenths per cent; eighth, two hundred thirty-three, ninety-five and six-tenths per cent; total, two thousand thirty, eighty-four and four-tenths per cent.

Eliminating the fourth grade pupils, average age about ten, the remaining one thousand four hundred thirty pupils made an average of ninety per cent. While this does not indicate a very high degree of accuracy in spell-

ing in our schools, yet there is every reason to believe on the part of those familiar with school work twenty-five years ago, that it is an improvement over the spelling of those days. We suspect that if the same words were written by any average two thousand admirers of the good old times residing in our western cities, the per cent of misspelled words would be over fifteen, certainly over ten.

HOW IMPROVE THE SPELLING

Although firmly convinced that the spelling of to-day is better than that of twenty-five, or even ten, years ago, yet there can be no serious difference of opinion over the desirability of making even more rapid improvement. The subject of spelling is not an inspiring one to pupil or teacher. Teachers have unfortunately settled down to the conviction that its mastery cannot be lifted out of the field of drudgery. Every other subject has some features about it that furnish opportunities for careful thought and the development of skill in the teaching process, except spelling. Every other subject brings up interesting questions as to the right mode of procedure, but both the mode of study by the pupils, as well as the conduct of the recitation in spelling, is monotonous and only monotonous. So long as these depressing ideas generally obtain, so long will it be impossible to lift up this subject out of the realm of drudgery.

What are the best means of improving spelling? is a question that is old and ever recurring. The writer does not imagine that he will be able to give a final answer to this perplexing question, but he does entertain

the hope that he may throw some light upon the solution of it. In any event, he hopes that his attempt may arouse others to investigate and discuss this knotty problem.

As spelling exercises are usually conducted, they appeal to three kinds of memory: memory of form through the eye, memory of sounds through the ear, and memory of muscular resistance through muscular effort in writing. Under the latter class might also be included the muscular effort required in uttering the sounds of the letters. Is it not then a very important question which of these three kinds of memory is most potent or tenacious? What kind of appeals produces the most lasting impressions? If we can determine that, then we have made some progress towards solving our problem. We will then plan our methods of study and of the recitation so as to appeal to that memory sense which is most tenacious or efficacious in the average pupil, and thus ensure a greater measure of success.

Several lines of investigation were pursued by the writer with reference to the power of observation and the definiteness with which impressions were made upon the memory, and through which sense the more lasting impressions were made, the eye or the ear. There was no particular effort made to compare the results of memory from muscular resistance with results obtained through eye and ear. The investigations sought rather to make a comparative study of these two senses.

FIRST INVESTIGATION

For the first investigation, Professor Ebbinghaus' tests, in modified form, were used. Three tests were given:

the first, an ear or auditory test, the second, an eye or visual test, the third, a combination of ear and eye or audio-visual test.

The auditory test was made by slowly and distinctly naming before the pupils each letter of such meaningless ten-letter words as follows: grynophisk, etc. Ten such words were used, none of which were seen by the pupils. The letters were pronounced slowly and distinctly and at the close of each word, the pupils were requested to write immediately each letter named, and in the order named. To the third and fourth grades, the letters of five such words were named, and to the fifth, sixth, seventh and eighth grades, the letters of ten such words.

For the visual and audio-visual tests, cards were printed in large enough type to be read across the room, and similar meaningless ten-letter words were used. For the third and fourth grades the words were divided by a hyphen, as "halep-mirus," and five such used. In the fifth, sixth, seventh and eighth grades, ten such words without the hyphen were used.

In the visual test, each card was held up before the pupils for a few moments, then turned down, and then the command given to write. In making this test, it was necessary in every room to check the tendency on the part of pupils to whisper to themselves the letters at which they were looking. This was planned for a visual or seeing test, unaided by any of the other senses, so pupils were prohibited from using their lips. In spite of all the cautions given them, they would unconsciously give way to this evidently strong tendency to whisper the letters over to themselves.

As the pupils in every room where this test was made gave the same evidence in their unsuccessful attempts to repress the strong tendency or inclination to use their lips, some interesting questions were suggested. Why did the pupils so generally and so persistently use their lips? There was no evidence of wishing to be annoying or disobedient. Practically all manifested this tendency. Shall we say it was therefore natural? And if natural, should it be suppressed? If natural, doesn't it guarantee that that is just what the pupils should do to help themselves in the best way? Are all natural tendencies helpful? Do they unerringly point out the best methods in education? Should the teacher ever disregard or work in opposition to these natural tendencies? Are the likes and dislikes of children safe indications or guides as to what should or should not enter into their course of training?

We are not ready to give an affirmative reply to all these questions. Even though we might concede that nature usually wisely points the way, and that we should carefully investigate her leadings, yet another question might be raised: Are all these common likes and dislikes natural? The average child is a very complex combination of natural, inherited and developed tendencies. Who shall distinguish the natural from the acquired tendencies? But we are ready to admit that this tendency to whisper is probably nature's plan to re-enforce the impressions of sight by adding those of sound.

In the audio-visual test, the appeal was made to both eye and ear through holding each card in sight while pupils named each letter in concert, and then the command was given to write.

RESULTS

Seven hundred forty-three pupils were thus tested with the following results:

In the auditory test, 44.8 per cent.

In the visual test, 66.2 per cent.

In the audio-visual test, 73.7 per cent.

It will be noticed that the lowest per cent of the letters recalled was by the auditory test, forty-four and eight-tenths per cent. In the appeal to the eye alone, the average reached sixty-six and two-tenths per cent, or an increase of twenty-one and four-tenths per cent. In other words, twenty-one and four-tenths per cent more letters were correctly recalled when the appeal was made alone to the eye, than to the ear. In the appeal to the eye and ear combined, the audio-visual test, the per cent of letters recalled was seventy-three and seven-tenths, or an increase of seven and five-tenths per cent over the visual test, and an increase of twenty-eight and nine-tenths per cent over the auditory test. In other words, seven and five-tenths per cent more letters were correctly recalled when the appeal was made to the eye and ear combined, than when made to the eye alone, and twenty-eight and nine-tenths per cent more than when made to the ear alone.

ANOTHER TEST

Before attempting to summarize the conclusions to which the first test seemed to point, another test was undertaken along a somewhat different line, anticipating that its results might prove corroborative of results in the first.

It would seem that accurate observation should have some bearing upon correct spelling. The pupil who can

observe a number of objects and afterwards name them accurately, ought to be able to observe the letters in a word and also name them accurately.

Acting on this suggestion, ten objects, varying in size from a pair of shears to a pen, were placed in a box and each pupil was given the opportunity of looking into the box for a few moments as the box was passed by an attendant. Immediately the pupil began to write out the list of objects which he had seen.

The test was made in fourth, fifth, sixth, seventh, and eighth grades, numbering in all two hundred six pupils. Each grade was then equally divided into the best and poorest spellers, basing the division on the teacher's record, and a comparison made between these divisions.

COMPARISONS

The following was the result:

Grades	Number	Average standing in spelling	Average standing in observation	*Medium standing in spelling	Medium standing in observation
Fourth	Best spellers 20	92.9	48.5	95	50
	Poorest spellers 20	78.6	44	80	40
	Difference	14.3	4.5	15	10
Fifth	Best spellers 23	86.8	56.1	85	60
	Poorest spellers 23	68.5	48.3	75	50
	Difference	18.3	7.8	10	10
Sixth	Best spellers 30	91.6	59.5	90	60
	Poorest spellers 29	73.2	54.8	75	50
	Difference	18.4	4.7	15	10
Seventh	Best spellers 15	91.1	63.3	90	60
	Poorest spellers 15	78.9	56.7	80	50
	Difference	12.2	5.6	10	10
Eighth	Best spellers 16	85.4	60	85	60
	Poorest spellers 15	74.1	54.4	75	60
	Difference	11.3	5.6	10	..
Totals	Best spellers 104	89.8	56.2	89.1	58.1
	Poorest spellers 102	74.1	52.2	76.7	49.5
	Difference	15.7	4.0	12.4	8.6

* Medium standing, according to Dr. Gilbert, is more accurate than average standing.

It will be seen from the foregoing table, that the results of the comparison between the best and poorest spellers in their powers of observation are not decisive, yet the fact that the best spellers, averaging twelve and four-tenths per cent higher in their spelling, also averaged eight and six-tenths per cent higher in the observation test, furnishes a fair basis for the inference that there is a close relation between accurate observation and correct spelling.

CAUSES OF POOR SPELLING

The writer's investigation and information lead him to conclude that poor spelling is largely due to inability to picture the word correctly and promptly in the "mind's eye," and that this inability is largely due to careless or weak observation. Habits of inattention or lack of concentration have much to do in rendering futile the poor speller's efforts at mastery. Defective vision is often a very serious handicap. Because a pupil does not possess normal eyesight, he sees imperfectly, inaccurately; the letters in the word and their right order are not taken in, so when he attempts to recall the word, by flashing it before his "mind's eye," the picture is not vivid enough, is incomplete, and he becomes confused as to the letters in the word and their order.

A few examples of actual errors perpetrated by fourth grade pupils are here submitted as illustrative of this class.

As simple a word as "poetry" was distorted or tortured into the following forms: potry, poeltry, peotry, proty, proity.

A little fourth grade girl wrote, "I am very bussy."

A boy quoted:

“Here hath been dawning,
Another blew day.
Thing with thou let
Spil usless away.”

Another difficulty presented, is the erratic use of letters in the formation of English words. The pronunciation of a word usually furnishes but little clue how to spell it correctly. The frequent use of silent letters hopelessly baffles those who are ear-minded. A few cases in point:

A fourth grade boy, quoting a line from “Woodman, Spare That Tree,” wrote, “Tuch not a sinlge bow.” Another spelled “mezills” for “measles,” “toon” for “tune.” The word “vedshtobles,” which evidently stands in a class by itself, puzzled the teacher for some time, but she finally made a shrewd guess that the word vegetables was the one intended.

That inability to picture the word correctly and promptly in the “mind’s eye,” is one of the chief causes of poor spelling, seems to have corroboration from Superintendent Parkinson of Amherst, Massachusetts, who made an investigation of the difficulties in teaching spelling to the blind and deaf. He reported after hearing from a limited number of schools devoted to the teaching of such defectives, that the superintendents were almost unanimous in stating that there is serious difficulty in teaching the blind to spell, and but little, if any difficulty, in teaching the deaf to spell.

CONCLUSIONS

We recognize the danger of hasty generalizations or conclusions, but it would seem that these tests warrant

the conclusion that in teaching spelling, the appeal to the eye is productive of much better results than the appeal to the ear. The average child retains more from visual than auditory impressions. He is at present more eye-minded than ear-minded. It is therefore safe to conclude that in the preparation of his spelling lesson, we must lead him to appeal as strongly as possible to his sense of sight and develop his power of visualization.

In the primary grades the spelling lesson should be studied with the assistance of the teacher at the black-board. Words should be written, shown for a moment, and then erased or hidden and the children write. This will vividly impress form, train the power of visualizing and also bring in the aid of the muscular sense: Visualizing exercises in number work will also re-enforce this work in spelling.

Then, too, the additional appeal to ear, in having the pupils name or sound into their own ears through oral concert spelling, will aid many. This has its dangers, as all concert work has, of drifting into a lifeless, impressionless, follow-the-leader style of exercise.

Provision should also be made in all grades to vary the spelling recitations by requiring about two-fifths of them to be given orally, with syllabication and pronunciation of syllables. The upper grades can utilize most of the suggestions made for the primary grades, and in addition, make plans by which they can best impress the form of the word, such as using a card to cover up the word in the book, after carefully looking at it, and testing their mental picture of it, picking out and emphasizing the part of the word usually misspelled, re-viewing at regular intervals the words misspelled, etc.

Believing, as the writer does, in the development of eye-mindedness, and accurate observation, he holds that nature study is tending to improve our spelling. It is not too much to expect that the child taught to observe carefully and describe accurately the objects of nature, will also be able to observe carefully and describe more accurately than now (*i.e.*, spell) the letters in a word, and thus become a better reader and speller.

If the orthography of our language were purely phonic, then the appeal should be made chiefly to the ear, and oral spelling would be the most helpful exercise, but with our orthography so erratically constituted, we must appeal chiefly to the eye, and through it to the picturing power, and plan to develop the power of accurate word picturing.

CHAPTER XII

QUESTIONS OF GRAMMAR GRADE PUPILS THOUGHT READING

There are whisperings in the air that the wizard Edison is engaged, with some prospect of success, in devising a machine that will register a man's thought ere he has revealed it in speech. In these days of startling inventions and discoveries, it is unwise to attempt to set any limits to man's achievements. Edison has devised so many marvelous mechanisms, that we are ready to believe that if he has seriously undertaken this difficult task, he will eventually accomplish it.

There are some amusing thoughts that the possibility of such an invention suggests. Our thoughts read as they are flashing through our minds and before they are given utterance? Where would our secrets be? Where our mental protests in which we so frequently indulge ourselves? How could the pupil, with eye studiously on book, conceal his mind-wandering from the Argus-eyed genius of the school-room? This Argus-eyed teacher could then study mental action and re-action in the same manner that the chemist does chemical reactions in his laboratory. Merely verbal reactions would no longer deceive and mislead the teacher. What a positive science pedagogy would then become. For the present, however, we must get at those thoughts in some less direct way.

It is a well-known fact that pupils in grammar grades think some very strange thoughts, and indulge at times in erratic conduct. They are experiencing the onset of new desires, new emotions, arising out of the development of the sex feeling. Some unwise, or at least strange, thinking is aroused. The vagaries of this period are to be treated with much patience and consideration. In the minds of these grammar grade pupils are springing up some longings, some capricious ideas, some peculiar queries which seriously disturb their ordinary tenor of thought and action, but unwise reticence on these, as well as on other important questions, is their usual attitude, and their silence is often interpreted and misunderstood. Thought reading direct, were it possible, would aid materially in a better understanding of these grammar grade pupils, but for the present we must wait for the results of Mr. Edison's inventive skill.

AVENUE FOR PERPLEXING QUESTIONS

It was believed, that under present conditions, a better understanding could be fostered between teachers and pupils, were the opportunity afforded the latter to ask perplexing questions of some one competent to answer. Under the guise of a language exercise, such questions, with the reasons for asking them, were invited from sixty sixth grade pupils, two hundred twenty-two seventh, and one hundred eighteen eighth grade pupils, or four hundred grammar grade pupils in all. The plan adopted was to send to each room to be tested the following notice:

AN EXERCISE IN THE USE OF LANGUAGE

Please present to your pupils, as a test in the use of language, the following exercise:

As a preliminary, request each pupil to place his name, grade, and number of room at the head of the sheet used.

Place the following question on the board and request your pupils to take time to think over carefully before committing them to paper, what questions they would wish to ask under the conditions named.

Question. Suppose you had the opportunity to ask five questions of some one who knew everything, what five questions would you ask?

State after each question your chief reason for asking it.

While the teachers were requested to treat this primarily as a language exercise, yet they were also informed that the exercise had a deeper purpose. It was hoped that some of the pupils, at least, would disclose some of the thoughts and questions which were perplexing them, and thus assist in giving the teachers that deeper insight into the inner life of each pupil which is so essential in planning for his best development. The motives and interests which prompt a pupil to ask, "Will people become more skeptical in regard to God and religion as time goes on?" or "Why do people who have plenty of money spend it foolishly when they could be doing good with it?" are very different from those which prompt another pupil to ask, "Why do some people who have enough money to last them for life, work hard?" or "How can I buy and sell stock so that I will never lose?"

Glimpses were given of widely different traits of character by the way in which this supposed opportunity to ask questions of some one who knew everything was treated. One was profoundly impressed and sought to use this supreme opportunity by presenting the weightiest questions which have confronted him, and asked:

"What is eternity?" "What is the most important thing to accomplish in life?" Another manifested simply idle curiosity, and inquired: "Who were the first people who made-up manners and politeness and why did they make such funny ones?" "Who named the different animals?" And another failed to grasp the thought of the possibility of great enrichment and flipantly asked: "How many snow-flakes fall in an hour in a big snow-storm?" "How many pounds will all the water in Lake Superior weigh?" It is a depressing fact that in the school-room, as elsewhere, golden opportunities, supposed and real, are frittered away.

SUMMARY OF QUESTIONS

In the main the questions asked and their reasons therefor had the right motives behind them, had the right ring to them. They were generally sane and wholesome. It was anticipated that some questions would be trifling, but it can be said that out of nearly two thousand questions asked, only a few were of a trifling nature. They covered a wide range of topics and many of them were highly interesting and suggestive, indicating that the pupils were wide awake and in touch with the world's doings. A somewhat loose classification of their scope is presented in the following:

TABULATION OF QUESTIONS

Topics	8th Grade	7th Grade	6th Grade	Totals
Civics	53	61	1	115
Current Events	40	62	22	124
Discoveries	24	22	5	51
Education	26	89	12	127
Geography	14	216	65	295
History	98	115	48	261
Inventions	71	49	7	127
Language and Literature	16	60	25	101
Mining and Minerals	11	54	23	88
Miscellaneous	28	85	17	130
Natural Science	16	85	13	114
Occupations	10	30	6	46
Physiology	9	11	2	22
Religion	23	39	7	69
Wars	127	116	43	286
Totals	566	1004	296	1956
Number of Pupils	118	222	60	400

Nearly half the questions pertained to school subjects, but not such as might be termed text-book questions. It evidenced the fact that school life and school problems are more closely allied with the world's experiences outside of the school-room than formerly. The school life of to-day more nearly parallels the world's life, is more vitally linked with it, than ever before, much to the increased profit of school work. This vital connection and deep interest have been fostered greatly by the study of current events. Nearly every progressive school to-day provides for the utilization of current-events material in the work in geography, nature study, civics, history, language, through the introduction into the school-room of such papers as *The Little Chronicle*, *The Week's Current*, etc.

Over one-fifth of the questions were along current-

event lines, as shown in the table under Current Events and Wars. A separate class was made of Wars in order to ascertain how many questions were asked alone about the Russo-Japanese War. Practically all of the two hundred eighty-six questions classed under Wars were inquiries concerning the results of the Russo-Japanese War, and practically all were in deepest sympathy with the plucky Japs.

Questions pertaining to geography came second in number. Over fifteen per cent of all the questions were on geographical topics. If we are to assume that the subject that called forth the largest number of questions, is the most interesting to the pupils, then geography is the most interesting among school subjects. It certainly is a thought stimulating subject, as the number and character of the questions concerning it give evidence. Here are a few of them: "Are volcanoes of any good?" "Why is the earth made up of three-fourths water and one-fourth land?" "What first started latitude and longitude?"

History came next in the list, inspiring more than thirteen per cent of all the questions. These ranged from "Why was President McKinley assassinated?" to "How are pictures of ancient heroes gotten?" One pupil seemed inclined to discredit the foundations of early history by asking, "What do people know what happened hundredths of years ago?"

The subjects of civics, education, inventions, language and literature, and natural science inspired in each case about the same number of questions. Under civics were found such questions: "Why must we have a government and why must we obey it?" "Which will be the first

nation to change its form of government?" Under education, questions like these were asked: "What is the most important branch of study?" "Where did you (the one who knows everything) receive all your learning?" In inventions, they ran as follows: "Will Edison succeed in making that machine to read thought?" "What is the greatest thing ever invented?" In language and literature, such as the following were typical: "How did Webster know the meaning of all the words in the English language?" "Who found out first the use of each word in a sentence?" "What good books ought we to read and what ought we not to read?" Under natural science, such as these were asked: "Why do apples and such things fall instead of rise?" "What is thunder?" "What do the stars look like near by?"

RESULTS ATTAINED

A highly interesting and profitable language exercise was thus afforded the pupils.

Many of the pupils were drawn out of their customary and somewhat monotonous channels of school-room thought, and felt something of the inspiration and stimulation which comes from utilizing fresh thought material. They were intensely interested by this injection of fresh material into their school work, and excitedly asked each other at the first opportunity, "What questions did you ask?" Both teachers and pupils caught the inspiration of this departure from the too frequent humdrum exercises of the school-room.

The deeper interests of the pupils, those not usually called forth in the routine work, were thus revealed to the alert teachers. A vein of seriousness or frivolity,

not suspected before, was disclosed in some cases. For a simple, brief language exercise, it had a surprisingly stimulating and wholesome effect on all participating in it.

CHARACTERISTIC QUESTIONS

It only remains to give some of the characteristic questions with the reasons assigned for asking them. For convenience in studying them, they are grouped according to grades, but without any further attempt at classification. A careful study of these questions and the reasons assigned, will prove fertile in suggestions to any grammar grade teacher.

(A) *Sixth-Grade Pupils — Average Age, 13*

What causes the rise and fall of the tide? This was never fully explained to me."

"Can iron wheels, like they have on cars, be made out of paper? A boy said they were, and I did not know whether to believe it."

"How did they divide the United States into states? I do not understand how they can tell where each state ends."

"Is the poem of 'Evangeline' true? The end of the poem seems as though it might not be."

"When is Decumpsy (Tecumseh) shares going up? I have some shares in it."

"What am I going to be when I'm out in life? I want to know."

"Why did we have this test? It is very different from the others."

"How many cubic feet of snow fell this winter? I don't think you can answer it without finding out."

"What great arthor (author) wrote 'Shakespeare'? It is a beautiful play and I take so much interest in it."

"Why did Longfellow write 'Evangeline'? I did not think he cared for a love story."

"How many square miles are there in all the world? I want to see if you knew."

"How did you come to know everything? I would like to know so that I would be like you."

"What are the names of all the people in all the cities in the United States? It would help me if I were traveling."

"If you bought ten million dollars worth of two-cent stamps, how many times would you go around the world? Because it is a hard example."

"What first started latitude and longitude? I have thought and thought but could not think it out."

(B) *Seventh-Grade Pupils — Average Age, 13.5.*

"How many snowflakes fall in an hour in a big snow-storm? I think it would be very wonderful to know."

"In the coming spring, do you think United States could win from England? I want the United States to win so that it may be so left alone that it may be in piece."

"Why do not all the mines let all the men have a day of worship on Thanksgiving Day? This has been on my mind for the last two Thanksgiving Days, for the men had to work on that sacred day. I think it is very wrong, for did not the proclamation say that every one should be without work and worship God?"

"How long was Joseph in prison? I want to know more about Jesus' father."

"How was the earth formed? I see it every day of my life and do not know how it was formed."

"How did our ancestors get their last name when there was no one who had their name before them? I have often thought about it and asked people, but I cannot find out."

"What am I going to do when I am grown up? It would be nice to know and perhaps we would be more industrious and could do a little preparing for it."

"What is going on in my body every day? When I am sick I would know the cause and would be more careful what I eat and drink."

"How could they find the circumference of the earth when nobody went through the earth to measure it?"

"How long would it take you if you took a step-ladder and climbed to the sky, and how far is it? It seems so far away and still as you look at it, it seems near."

"Do you think that the earth is really round, and that we live on the outside of the globe?"

"Why do people think there is a north pole? If there was one I should think it would have been discovered before this."

"Why does President Roosevelt let the liquor trade go on? I think it is spoiling some of the larger cities. Roosevelt could stop it."

"Who found out first the use of each word in a sentence? I study grammar every day and use the words. That person must have been pretty smart who found it out."

"When will children stop believing there is a Santa Claus? Christmas will not be of much fun then for the people or the children."

"How are pictures of the ancient heroes gotten? I

don't see how they could be taken when they had no kodaks or cameras in those days."

"Why are all the large bodies of water bordering United States? Why isn't there any large bodies of water in the centre part?"

"Why were not all the continents together in one piece of land? I come to ask it because it is funny to be scattered."

"What causes the sun to shine? It stays bright for a thousand years."

"When will the end of the world come? Because I am afraid of my life."

"Why does the United States want to build the Panama Canal? Why is it so important?"

"Why do some of the states have such curious boundaries? Because I am curious about it."

"Why do they have so many different religions, like Baptist, Methodist, Presbyterian? I don't see why they don't have it all of one kind."

"Is a Jew a Catholic or a Protestant? I have often wondered about it."

"Are heaven and spirit around us? I have heard they are and that they are not. I wanted to know if people's souls went a long distance or not."

"Why doesn't the United States try to take every piece of land she can, like Russia? Russia is always trying to get more and more."

"Why are there not so many good people now as in the time when Christ lived? People don't seem to care very much. They go to church every Sunday but most of them are not much better for it."

"Did Evangeline live so very long after she met Ga-

briel? I want to know if they were happy again, or if they both died broken-hearted."

"Why don't territories become states before they have a population of two thousand? I should think that one thousand people could take care of all the land."

"What is the most important branch of study? Because it has often been quarreled over in my presence and I want to know who is right."

"Where did Hiawatha go when he sailed west and what became of him? I have read the poem over and over and wondered if he went into the west and died."

"What is outside the world? I wonder what holds the world up, or if it rests on anything?"

"Why did they have the Declaration of Independence? I thought the people were free before it came."

"In what way did the Egyptians embalm their dead kings? I intend to be an undertaker some day and want to know about it."

"What keeps the earth from having a collision with some other body flying about in the air? I don't see why we don't hit the moon."

"Who were the first people who made up manners and politeness and why did they make such funny ones? I often wonder why men always take off their hats to ladies and ladies never do to men. I always thought it was not fair for them to take so much bother and the ladies not to."

"Where do vegetarians live? Because United States would naturally get her vegetables from there."

"What did Evangeline sail up the river for, when she knew that Gabriel would be an old man and would not marry her? I don't see why she would rather sail up the river than go with anybody else."

(A) *Seventh-Grade Pupils — Average Age, 14*

"Why are some people's hair curly and other's straight? The negroes hair is curly and Indian's is straight. Some people belonging to neither race have curly and some straight."

"Why cannot sugar dibetous be cured?"

"What makes the world revolve? I don't see how it can go and go and never stop."

"If a person tried to discover the north or south pole, how could he tell when he got there? I don't see how he knew if he were there or not. There must be some way though."

"Why do people who have plenty of money spend it foolishly when they could be doing good with it? How can they do it when they see people all around them suffering and dying because they have not enough money?"

"How can a man draw the picture of a continent? They cannot tell by just sailing around it."

"Do the dead know anything?"

"What is heaven like?"

"What makes the air look blue in the sky?"

"Are there people living on the moon and stars? I am interested in air ships and want to know how they got there."

"What is going to be the end of the world, if there is going to be any, and who are going to be the explorers?"

"When two countries are in trouble, why don't they dispute the matter over instead of going to war? It would save the loss of lives and would not damage and destroy buildings."

"Japan has made great progress in civilization, in a

few years, why did not China do the same? China had the same chance and yet Japan is smaller than China."

"What country was found first?"

"What good are post offices? Could we not send letters some other way?"

"How does an insurance company get there profit? Because they give a certain amount each year and in ten years get there money back, if the person doesn't die."

(B) *Eighth-Grade Pupils — Average Age, 14.5*

"Is it right to make war on other countries? This is a question that ought to be decided."

"Why are some of the people of Africa canables?"

"Why are Jews all business men? I have never seen one that worked without having something for sale."

"What will the people do if all the wood and coal should give out? The forests in Michigan are nearly gone."

"Why do the Pagans not believe as the Christians do? They are civilized enough to understand that there is a God but why don't they believe as we do?"

"Why cannot all persons study the same? Why is it that one person can study better than another?"

"Why do anarchists assassinate people when they know they are sure to be punished? It has always puzzled me."

"Why did Roosevelt receive more votes than McKinley? I think McKinley was the greater man."

"Do you think the time will ever come when all questions will be settled by arbitration and armies will not be needed? Many people believe it will come true."

"Will you tell me how to become as wise as you are so I will know everything? Then I could answer any question I want to know myself."

"Will it be possible to invent a machine so that you can see the person to whom you are talking through the telephone? I have heard that such a machine is being made."

"Why do so few people in the United States side with the Democratic Party? I think if the Democrats were in power everything would be much lower than what they are."

"To what race do the Finnish people belong? I am Finnish myself."

"Which is the greater, Edison or Shakespeare? Because one was great in literature and one in electricity. Which is doing the most good in the world?"

"Why does the earth revolve from west to east, instead of revolving from east to west? It seems to me it could go that way as well as the other."

"Can the dead hold communion with the living? There are many books and papers written on that subject but there isn't any satisfaction in reading them."

"Where do people go when they die? Some think they wander about the earth, but are invisible to men."

"Why do the Chinese persist in wearing a cue? No matter where they are one cannot persuade them to cut it off. In this way they differ from the Japanese. Is it a custom, a religious belief, or what is it?"

"Don't you think it would be pleasant to carry your fresh air around in your pocket?"

"Why do men study the stars? Because they are always the same and don't make any difference to us."

"How am I going to leave the world? Am I going to be in debt, a cruel man, a kind man, or a man that the people will mourn for?"

"How can copper be hardened? Because the man that finds it will receive one million dollars."

"If the entire circumference is 25,000 miles, what is the circumference of the sky? I want to know which is the larger and how much?"

"What use has the appendicitis in the human body? It seems to cause more misery than good to mankind. I have asked doctors but none are able to answer the question."

"Do you think the photography of the mind will be a success? Teachers could tell then whether we were studying or not."

(A) *Eighth-Grade Pupils — Average Age, 15*

"Will the plans I make now for my future be carried out? If I knew exactly they would be fulfilled, I would know more what plans I want to make."

"What is eternity? The more I think of it, the more I become mixed up, and I would like to have it straightened out."

"Has the United States reached the highest point of its greatness as a nation? As an American I am interested in the welfare of our country."

"What will the air ship be used for? It is a great invention but has no definite use but to sail around in the air."

"How can people draw the exact shape of a country? I do not know any way that they can see the exact shape and locate where the mountains are, etc."

“Will people become more skeptical in regard to God and religion as time goes on? They seem to be doing so now.”

“What is the shape of a star? What are the stars made for?”

“Did Shakespeare or Bacon write the world’s famous plays and tragedies? There is a doubt as to who did write them.”

“Do you think that the United States will ever have another war with England? I think if we do, that she will become one of our possessions.”

CHAPTER XIII

THE SPIRIT OF CRITICISM

Every careful observer of our present social life is impressed with the growing feeling of dissatisfaction with the present order of things, and with the disposition manifest everywhere of indulging freely in criticism. Did this simply take on the form of "divine discontent" with present attainments, and intelligently and conscientiously seek the means by which higher attainment might be achieved, it ought to be hailed by everyone as the sure harbinger of great progress. Unfortunately, however, this spirit of criticism, when directed towards the public schools — and this is the field we wish briefly to discuss — is too frequently devoid of the characteristics of helpfulness and an honest desire to improve educational conditions.

CRITICISM RIFE

Since our government was conceived in the spirit of protest and defiance against the tyranny of Great Britain, it is not surprising that we, in later years, should show signs of unduly exalting the spirit of criticism. Whether it be due to the circumstances which surrounded the birth of our form of government, whether the early spirit of criticism, protest and denunciation was caught and intensified during these years of national existence and growth, or whether it sprang up later, unduly fostered by

the spirit of our free institutions, and the belief that criticism was one of the inalienable rights of the American citizen, it is not the province of this chapter to determine. But no careful student of our present social life will deny that there has not been developed a growing spirit of dissatisfaction and criticism. Particularly is this true with reference to the public schools.

The teacher is frequently reminded of that familiar statement, "Life is a see-saw: Now we go up, up, up, and now we go down, down, down." The average teacher sees so many inconsistencies, is climbing over so many barriers which never ought to be placed in her way, is subjected to so much contradictory but usually adverse criticism, that she needs to pray constantly for grace to look on the bright side and to keep the "ups" of life's see-saw in her field of vision.

CONTRASTS

Note the contrasts in the favorable and unfavorable criticisms upon the teacher and her work. They run something after this fashion: "There is a surprising transformation going on in our school-rooms, which would excite the greatest admiration and wonder, were it not so familiar. It is the transformation of that unfortunate class of pupils whose home life is largely made up of parental indifference and neglect."

"Under her intelligent and sympathetic guidance, the unkempt boy, long before he reaches the high school becomes neat and cleanly. His awkwardness and rudeness have disappeared. He walks erect with a manly air. He is no longer vulgar and quarrelsome, but polite and courteous. His intense selfishness has been modi-

fied by the wholesome doctrine, constantly impressed upon him, that others in the school-room have rights, which he is bound to respect. In addition, he begins to have glimpses of the great truth that selfishness is unwise and that his own best interests are best conserved when he is working for the general good. Disobedience, therefore, disappears; hearty co-operation and wise self-direction and self-control take its place. It is not an exaggerated or overdrawn statement, therefore, that the weal or woe, not only of such neglected children, but also the weal or woe of the commonwealth, aye, even that of the nation itself, is largely committed into the hands of the devoted teachers of this country."

As we read this, we feel our end of the see-saw rapidly rising, and we are possessed with an exhilarating, uplifting, inspiring sensation. With what complacency we view the world in general, and the other professions in particular. What an honor to belong to the profession that is chiefly responsible for safe-guarding and maintaining our nation's priceless liberties.

During our delightful indulgence of our self-complacency, our end of the see-saw has risen so high, that we are seriously contemplating a permanent position on some near by pedestal, from which we can serenely look down upon our less fortunate workers in other professions. But before accomplishing such an achievement, a discordant note strikes our ears, much to our astonishment and discomfiture. We fondly imagined we were about to be apotheosized,^o but instead find ourselves in the unhappy situation of being anathematized, and down, down goes our end of the see-saw.

We have ample time to philosophize over the muta-

bility of human affairs, the fickleness of public opinion, and the wisdom couched in that old saying, "Let him that thinketh he standeth, take heed lest he fall," as we listen to the following utterances:

"You think you are the guardians of our liberties. You arrogate to yourselves the making of good, intelligent citizens, when in fact you are putting such intolerable burdens upon the youth of our land that you are ruining the health of countless thousands and consigning them to premature graves. This is the 'Modern Murder of the Innocents,' and a National Crime with which you teachers are charged."

We are stunned with the charge. We are rudely jarred with the terrific shock with which our end of the see-saw strikes the earth. It's a long distance from top of pedestal to dusty earth, and yet we, in our descent, broke the records of modern rapid transit. Almost apotheosized a moment ago and now anathematized. Surely "this is a puzzlin' world."

When our scattered wits resume their usual relations to each other, we begin to inquire, "Why should we be charged with such an awful crime? Are we not most profoundly interested in the children's well being? Do we not every day sacrifice for them? Are we not highly gratified when we see them succeed? And are we not greatly depressed over their failures and shortcomings? Do we not really come up to the requirements embodied in that legal phrase, defining our duties, *in loco parentis*? How then are we open to such a monstrous charge?"

Do our harsh critics know that the ills that child life is heir to, are all to be traced back to the school-room? Are they not aware that our average school-room is far

better ventilated, its hygienic conditions far superior to the average home from which the school children come? But they charge that the curriculum is overcrowded and that the children's health is ruined by overpressure. Who overcrowded the curriculum, if such be the case? Has one single subject been placed in the curriculum which did not have the support of some progressive parents? Was it music? Was it drawing? Do any intelligent parents want these subjects eliminated from the course now?

On the other hand, there are those parents who say that more work and more thorough work should be done. It is devoutly to be hoped that those who charge overpressure and those who charge underpressure, will in the near future be pitted against each other, and instead of making life a burden to the unfortunate teacher, may enter upon such a vigorous contest with each other, as will result in another striking illustration of the beneficent workings of that law called, "the survival of the fittest."

After such reflections as the foregoing, which disclose the unfair attitude of our critics, we are in a frame of mind to long for a rehabilitation of our former dignity. Our end of the see-saw grows firmer under us, and manifests some tendencies to rise.

And now come some grateful sentiments like these: "Under the guidance of the intelligent, sympathetic and devoted teacher, the public school system has come to be the main hope of the nation."

"The work of the teacher reaches the family, exalts the home, pervades society with its ennobling influences, strengthens the foundations of the state and adds to the glory and magnificence of the nation."

What satisfying music to our hungry ears! Our end of the see-saw is tilting heavenward again. But we shall not indulge in those ecstatic feelings of superiority which were ours for such a brief period when we were nearly apotheosized. Another uplifting sentiment strikes our ears. "For the teacher cannot be a slave; she must think and act for herself. On her depends the training of the children of a free people; she rocks the cradle of the State. What profession is so noble, so sacred? All honor to the teacher."

HONOR AND ADEQUATE SALARY

Now, that seems to have the right ring to it. Let your imagination take wings again, and see the teacher rescued from her lowly estate and occupying her lofty pedestal. But sober second thought suggests that these may be only the catchy phrases of a Fourth of July orator, or of some small bore politician, who does not remember that about nine-tenths of our profession are not yet enfranchised. Somehow when we reflect over the munificent compensation so generously bestowed on the members of our "noble and sacred profession," the foregoing high sounding phrases have a decidedly hollow, empty sound. Where is the substantial evidence that our profession is so noble and sacred?

Let us again quote those inspiring words of praise: "For the teacher cannot be a slave"; on thirty dollars a month,* she is required to pay her own bills. But it must be confessed that to many a teacher is denied the glorious privilege accorded to Longfellow's village blacksmith:

"And looks the whole world in the face,
For he owes not any man."

*The average monthly wage in the Middle West.

Thus hampered, how can she inspire that feeling of independence and self-reliance in her pupils which is the glory of American citizenship?

To quote further: "She must think and act for herself." Yes, and incidentally board, clothe, and further educate herself on thirty dollars a month. If such a situation doesn't lead to some lively thinking and acting, pray, what will? Teachers all recognize the truth of that fundamental doctrine, that development comes alone through self-activity. How profoundly grateful we ought to be that every feature of our environment has been so wisely planned to arouse our self-activity and ensure for ourselves such rapid and continued growth in our profession, "so noble and so sacred."

Again, "She rocks the cradle of the State." This is an unfortunate figure of speech, well meant, no doubt, but misleading. It is well known that everybody can rock a cradle, because everybody was subjected to the rocking process in infancy. The simple supposition is that each child, as he enters the realms of somnolency, keeps one eye wide open, watching the rocking process, for fear that that process may otherwise become a lost art. In so far as this brilliant figure of speech suggests that both teaching and rocking are essential to the perpetuity of the State, it may be tolerated, but when it suggests that teaching and rocking are equally simple operations, and that any one, therefore, can teach a primary school, we are compelled to caution our orator about his misleading use of figures of speech.

To quote one more: "What profession is so noble and so sacred? All honor to the teacher!" We surely can heartily subscribe to this peerless peroration, this



glorious sentiment, "All honor to the teacher," for have we not often found ourselves at the end of the year, when we struck a trial balance, in this situation, all honor and but little else? While we profoundly appreciate the honor paid our profession, yet we are not such ethereal creatures that we can thrive and give the children the strong service due them on a paltry thirty dollars a month and all honor thrown in. After reflecting calmly over our orator's catchy phrases, we scarcely know whether to regard our end of the see-saw as up or down.

Nothing more need be written to set forth the fact that criticism is in the air, that it is capricious and often captious; yes, even at times unfair, unjust and harmful. But while we may, at times, smart under it, indulge in some righteous indignation against it, for escape-valve purposes, yet in the main we ought to recognize the helpful side of it.

SELF CRITICISM VALUABLE

The world owes Bobby Burns a great debt for having written more than a century ago, and under somewhat peculiar circumstances, the following wholesome and helpful lines:

"O wad some power the giftie gie us
To see ourselves as ithers see us;
'Twould from mony a blunder frae us
An' foolish notion."

Self-criticism is not inspiring, and yet it is the most hopeful indication that improvement will be made. That we can be led to sit in faithful judgment upon ourselves, upon our shortcomings, is one of the marks of true great-

ness. It marks the beginning of improvement which promises to continue through time and eternity.

To develop this attitude of mind in her pupils, should be the foremost aim of the teacher. Until the pupil becomes somewhat self critical, his progress cannot prove satisfactory. He is simply the creature of his surroundings. Let him once squarely face the fact that he has power to direct himself, even against adverse circumstances, and he is brought face to face with another great fact, that he is responsible to himself for what he is, what he does, what he may become. Now, he notes his own language, his own conduct, whether it is in accord with that of the best standards. Eternity alone can reveal the distance he may travel along this line.

Self-criticism is even a greater factor in the development of the teacher, for she has the additional reason to travel this highway of improvement that she may know the way and point out clearly and definitely its advantages to her pupils.

It is to be regretted that parents are so prone to criticise the teacher. Perhaps they hold the erroneous opinion that criticism is generally wholesome and stimulating, and like a patent medicine should be administered on general principles for the cure of all pedagogic ills. Perhaps they vainly imagine that their constant criticisms will tend to foster the helpful spirit of self-criticism in the teaching profession, but they should remember that individuals and professions, like nations, drop internal discussions and dissensions and present a united front against foreign invasion. Severe criticism from without is not promotive of criticism from within. It is not the most stimulating atmosphere for the growth of self-criticism.

CO-OPERATION NEEDED

There is another side to this harsh spirit of criticism, which parents seem to lose sight of, and it is chiefly to call attention to this oversight that this chapter is written. The school is organized for the chief purpose of building up right character, for the transformation of the children into honest, obedient, intelligent, self-reliant citizens. The two classes most profoundly interested in the success of the school, in the progress of the children, are parents and teachers. Both parents and teachers are bound to these children by parental ties, the former by birth, the latter by legal enactment, to co-operate in building up right character, to train them up into honest, obedient, intelligent, self-reliant citizens. Parents have charge of more than two-thirds of the waking hours of their children; the teachers, less than one-third. Here is joint responsibility in accomplishing this wonderful transformation.

Who are interested most in this transforming process? Will any one say that the teachers are less loyal and devoted to the children, less considerate and kind, less intelligent and thoughtful, less alive to their grave responsibilities than the parents? In their school-room work, are they not more alert to the gentle, subtle, silent influences which tend to mould and shape character than the parents? Is not the average school-room of to-day, from this point of view, better conducted than the average home? The teachers of the twentieth century are alive to these subtle influences which mould and shape character. They have been studying the child, his thoughts and feelings, his longings, and have come into

very close touch with his aspirations and his emotional life. Out of this has come a profound sympathy and patience and a living companionship which has wonderfully vitalized the work of the school-room.

The typical twentieth century teacher realizes that right thinking, right feeling, right conduct, cannot be fostered in an unsympathetic atmosphere. Interest and enthusiasm, and sympathy and love and faith, emanating from the genuine teacher and filling the room with their stimulating influence and inspiring pupils to their noblest efforts, these are far more potent to mould and fashion character than rigid discipline and formal knowledge. "The letter killeth, but the spirit giveth life." The twentieth century teacher is exalting the things of the spirit.

EFFECT OF HARSH CRITICISM

But suddenly a harsh, chilling blast of criticism thrusts itself into this sympathetic, stimulating atmosphere which the teacher has inspired in her school-room. It is directed against the teacher. It chills the atmosphere at once. The sunshine has gone out of the teacher's face, for the criticism is undermining the confidence and faith which her pupils entertained towards her. With face blanched and nerves unstrung, she sees the shadows settling over her, and the sunshine departing from the faces of her children. How can she do her work, build right character, in such an unsympathetic atmosphere? What has so rudely disturbed her delightful companionship with her children? From whence has come this blighting influence? From those above all others she had a right to expect the heartiest and fullest co-opera-

tion and sympathy, from the fathers and mothers of her children.

Can it be that they are wholly insensible to the blighting influences they have set in motion? Why should they thus thoughtlessly or maliciously harass, unnerve and unfit for her work the one who is entitled to their heartiest support, both for the relations she sustains to them under the law, and also as the leader and companion of their children?

From a cold business standpoint, and ignoring entirely the humane point of view, it has come to be accepted generally, that to subject a mechanic to harsh criticism is to lessen in some degree the efficiency of his work. To keep him in a state of nervous tension for fear he may lose his job, is to impair the quality of his work. How much more, then, should the teacher, who deals not with soulless tools and machinery, but with tender, sensitive, impressionable minds, with delicate, susceptible, immortal souls, be shielded from harsh criticism and distracting influences.

The teacher, because she deals with the things of the spirit, because she must enter into the lives of her pupils through sympathy, companionship and faith, because she must build up self-reliance, self-control, mental poise in her pupils through her daily exemplification of these and other elements of character, should be freed, as far as possible, from every unnerving influence.

It would also follow that Boards of Education should free, as far as possible, the teacher from perplexing doubts concerning her re-election and the embarrassments and annoyances arising from an inadequate salary.

OUR DUTY

Possibly the writer's rather ironical tone at times may have given the impression that he is inclined to look at the teaching profession through pessimistic spectacles. Not so. While there are many annoyances in the teaching profession, and so there are in every profession, while these annoyances often originate among those who should be our most devoted and loyal friends and helpers, as in the case of so much harsh criticism on the part of parents, while the work is arduous and the financial returns meagre, and we sometimes worry over the lack of provision for a rainy day, yet the world is slowly moving forward to a higher appreciation of the devoted, intelligent teacher's work. It is coming to believe the truth so well stated by a friendly critic: "Under guidance of the intelligent, sympathetic and devoted teacher, the public school system has come to be the main hope of the nation." "The work of the teacher reaches the family, exalts the home, pervades society with its ennobling influences, strengthens the foundations of the State and adds to the glory and magnificence of the Nation."

It is quite evident, therefore, that in spite of adverse criticism and harassing difficulties, we must, in the language of James Whitcomb Riley, "keep a goin'."

"If you strike a thorn or rose,
 Keep a-goin'!
If it hails or if it snows,
 Keep a-goin'!
'Taint no use to sit and whine
When the fish ain't on your line;
Bait your hook and keep on tryin',
 Keep a-goin'!

“When the weather kills your crop,
 Keep a-goin’!
When you tumble from the top,
 Keep a-goin’!
S’pose you’re out o’ every dime,
Gettin’ broke ain’t any crime;
Tell the world you’re feelin’ prime,
 Keep a-goin’!

“When it looks like all is up,
 Keep a-goin’!
Drain the sweetness from the cup,
 Keep a-goin’!
See the wild birds on the wing,
Hear the bells that sweetly ring,
When you feel like sighing — sing!
 Keep a-goin’!”

CHAPTER XIV

OUTLINE OF A MANUAL TRAINING COURSE

MANUAL TRAINING RECOGNIZED

Within the last decade, manual training has successfully fought its way into the public school curriculum. Like music, drawing, and nature study, it was challenged to show cause why the already overcrowded curriculum should be enriched by further expansion and overloading. Strong was the opposition, severe were the criticisms, vigorous was the contest, but victory perched on its banner, and manual training in some form or other is now recognized in the curriculum of nearly every progressive public school. The time has therefore passed when it is necessary to discuss its advantages and claims to recognition.

DETAILS OF COURSE

The more practical question is now, "What shall constitute the best course in manual training?" What exercises or lines of work shall be required?" The scope of manual training is so broad, its possible application so unlimited, that to mark out the lines of work, the exact exercises which should be utilized, is an exceedingly difficult task.

The writer, in revising the manual training course in his own system of schools, at Calumet, Mich., entered into a wide correspondence with different schools where

manual training was taught, and was surprised to learn how thoroughly at sea, how unsettled many were in regard to the best manual training course. Courses were largely in the formative stage. But few features were definitely settled. All were engaged in working out something more satisfactory, which they expected to formulate and print, as soon as some further tests could be applied.

In working out this revision of the manual training course in the Calumet schools, the writer called into council Mr. William R. Bradford, head of the Manual Training Department, and Miss Laura A. Stowell, head of the Domestic Economy Department, who are both connected with the Calumet Public Schools. The following course is the combined result of the planning and testing at Calumet, supplemented by the hints obtained through visitation of and correspondence with other manual training schools. It is not presented as entirely satisfactory, but as a step towards the realization of a better course:

EXPLANATORY

Our manual training shops are located in one building near the centre of the school district. The boys begin shop-work with wood-working tools in the fifth grade. Fifth and sixth grade boys in outlying districts are given knife work in their respective school-rooms. Portable desk tops with tools were secured through Chandler & Barber of Boston, Mass., at a cost of less than two dollars per top with tools complete. The boys of two rooms are grouped together and the girls in the same way. While the boys are engaged in the knife work, the girls are devoting their time to sewing.

OUTLINE OF MANUAL TRAINING COURSE

Fifth and Sixth Grades not in Central Buildings.

Pupils in outlying schools who are in fifth or sixth grades are furnished with portable desk tops and tools with which to do knife work. They are also furnished small blue prints for the articles they are to make. As the work progresses, original designs are required to stimulate and encourage the pupils. The choice of exercises is to be made by the teacher in charge.

Exercises — Plant label, key tag, pencil sharpener, thread winder, match striker, bracket shelf, corner bracket, yarn winder, kite string reel, match box, letter opener, etc.

Fifth Grade

Instruction is given in wood-working tools: names, parts, uses, and how best cared for. Simple exercises are required in lining with pencil, knife, gauge, try-square, and T bevel. Plain joints are made with special reference to diversity and the skillful use of tools: *e.g.*, the halved splice, splayed splice, half dove-tail, single mortise tenon joint, and pencil sharpener.

Time — Two fifty-minute periods per week.

Sixth Grade

Attention is devoted largely to joint work of a more difficult character than in fifth grade, such as stretcher joint, full dove-tail, dove-tail drawer corner, box corner and full dove-tail box, with wood whistle, box kite, weather vane and crumb tray as side inducements. Turnery is also introduced, by first giving a few exercises in

beads, cores, grooves and tapers before undertaking the making of a darning ball, mallet, key hanger, glove mender, bill file, napkin ring, including a general knowledge of the care, use and abuse of the speed lathe.

Time — Two fifty-minute periods per week.

Seventh Grade

Advanced joinery is pursued and things of real value are produced with some reference to the artistic. Likewise fancy turnery, face plate exercises, including chucking and inlaid work, are taken up. Articles made are, foot-stools, clothes bars, chairs, piano benches, pedestals, cabinets, tables, jardinières, etc.

Time — Two fifty-minute periods per week.

Eighth Grade

Some fancy turnery and inlaid work is continued, including general drill in accuracy, preparatory to pattern making as the chief work. Begin with simple exercises, such as draft, finish shrinkage of metals and other materials, together with the best methods of construction and finishing. Patterns are made for gears, pulleys, shaft-hangers, core boxes, hand wheels, etc.

Time — Two fifty-minute periods per week.

First Year High School

First Semester

Drawing study is introduced early in the course because it is found that, apart from the use made of it in the laboratories or shops, it is a most excellent means of developing and sharpening the faculty of observation. The subject is treated in its broadest sense to enable

pupils to determine special preferences and aptitudes they may possess. The lines of work are as follows: Freehand drawing, mechanical and ornamental lettering, geometric construction, section lining symbols of materials, simple projection, drawing to scale, drawing instruments and their uses.

Time — Ten periods per week.

Second Semester

Blacksmith Shop — Proper tending of forge, how to clean, start fire, hold heats, the different heats, as welding and dazzling, the advantages of working iron while hot as well as the damaging results of working when cold, single hand work and with helper, shop equipment and cause for special construction, as the forge with its tuyere and blast, with descriptions and uses of hammers, sledges, flatters, fullers, swages, punches, cutters, heading tools and tongs, characteristics of metals, as cast, machine and tool steel, with the processes of annealing and tempering, together with welding and flux used, bending, twisting, brazing and soldering.

Exercises — Wedges, staples, S-hooks, skip-keys, draw-bar-clamps, car handles, collar bolts, skip washers, pendulums, and many tools made for shops.

Time — Ten periods per week.

Second Year High School

First Semester

Machine Shop — Directions are given to familiarize the pupils with some of the various machines, usually the drill press, speed or engine lathe, including proper names for parts, with the elements of success and possible

mistakes pertaining to the special operation at hand. The class of work selected for beginners will be such as requires the least amount of accuracy, or where slight errors would not destroy its usefulness. All the operations are practical and include chipping, centering, drilling, turning, planing, and the general care and fitting of tools, proper oiling, and cleaning. A few of the articles made at this time are: Distance bars, pawl pins, rocker pins, hammers, jamb nuts, chucks, etc.

Time — Ten periods per week.

Second Semester

Drawing — Geometric solids, such as cubes, cylinders, spheres, pyramids, etc. Elements of projection, isometric drawing, cabinet drawing, perspective drawing, artistic designing, shading and architectural drawing, including plans, elevations, perspective and details, diverse forms of workings, drawings, embracing tracing, blue printing, dimensioning and reading of drawings.

Time — Ten periods per week.

Junior Year High School

First Semester

Blacksmith Shop — Much of the iron and steel work as mentioned previously will be continued at this time, followed by foundry practice with small patterns, involving the mixing and tempering of sand, ramming, parting, venting, rapping and drawing patterns, together with allied information, cores of green and dry sand, the best mixtures for the latter, how made, vented and baked, mixtures of brass, cast iron, useful alloys of copper, tin and zinc. Tool making is again taken up, giving special attention to finishing, tempering and coloring.

Exercises — Lathe tools, diamond point, parting, facing, threading, etc., shop tools, hammers, sledges, cold and hot chisels, tongs, pliers, pinchers, wrenches, etc., supplemented with ornamental iron work, brackets, hat tree, umbrella holder, tabouret, and fireplace fixtures.

Time — Ten periods per week.

Second Semester

Machine Shop — After a satisfactory review, the more advanced work is taken up, such as chipping, filing and scraping a rectangle to perfect surfaces and specified dimensions, or a valve seat may be substituted for the purpose, laying out, boring and tapping, making of jigs and templates and their uses, and some of the better class of lathe and planer work. In addition to articles mentioned, this time may be devoted to the making of rotating bars, cross heads, boring and facing feed screws, oil and grease cups, unions, studding boxes, etc.

Time — Ten periods per week.

Senior Year High School

First Semester

Drawing — Architectural drawing may be continued, followed by mechanical drawing assembled and in detail, closely observing the rules for lining, letters, figures and arrow heads. Machine design is only given in a general way and treated as time and preparation will permit. Some picture work is also done in the way of enlarging engines, machines, boats, etc. In conclusion, the pupils are given short methods for the production of artistic designs, and the forms for the rapid transfer of drawings, such as are used for the Patent Office.

Time — Ten periods per week

Second Semester

Machine Shop — Review of former subjects is always advantageous, and in connection with those mentioned, supplementary exercises will be furnished with instructions and practice in the better class of machine work, requiring thread and screw cutting, taper burning, fitting, finishing and exsecting. Some exercises that have been used, as, plumb bobs, planer jacks, sizing gauges, centre punches, clamp hand screws, dogs, etc.

OUTLINE OF DOMESTIC SCIENCE COURSE

Fifth Grade

Basting and seams, training the eye to accuracy, application on samplers and on a diminutive garment.

Time — Two fifty-minute periods per week.

Sixth Grade

Review of most difficult sampler and addition of more difficult stitches, such as gathering, patching, sewing on and joining of lace and embroidery, application on samplers and a more complicated garment.

Time — Two fifty-minute periods per week.

Seventh and Eighth Grades

Review of most difficult samplers in sixth year and addition of stitches, such as hemming, buttonholes, blind stitches, darning, feather stitches, etc., application on samplers and garments for themselves, such as corset covers, kimonas, fancy aprons, sewing bags, etc.

Time — Two fifty-minute periods per week.

First Year High School

Machine sewing and care of machine, economical cutting from patterns, making of set of undergarments and shirt-waist suit, study of textiles.

Time — Ten periods per week.

Second Year High School

Taking of accurate measurements, drafting of fitted lining, shirt waist and outside skirt, cutting from drafts and making of shirt waist and dress with or without lining.

Time — Ten periods per week.

Third Year High School

Cooking — Building and care of fire and oven temperatures, sources and composition of foods, food values and classification of foods, lectures on Elementary Chemistry and Elementary Physiology in their relation to cookery, elementary study of plant life, chemical changes in processes of cooking, marketing for special study of cuts of meats and tests for fish, carving, laboratory work, in which each student prepares representative foods, such as: Beverages, cereals, eggs, meats, soups, gelatine, foods, fish, vegetables, sauces, breads (baking powder and yeast), cakes, puddings, salads, frozen foods.

Time — Ten periods per week.

CHAPTER XV

THE BUILDING OF CHARACTER

CHILD STUDY

The highest standard that can be set up in measuring the teacher's efficiency in the school-room is that of results in the building of good character. No lower standard for measuring the teacher's usefulness and success is now acceptable. It matters little whether or not the view is held that the child must build his own character, that no one can build it for him, yet the teacher's responsibility is great because she must furnish the most favorable conditions, the right atmosphere so essential to the development and growth of character.

With character building as the chief aim, it must be granted that there can be no successful teaching and training of the child, without a fair knowledge of child nature. It must also be conceded that the knowledge gained of child nature from recollections of our own childhood, is insufficient, and does not in any way differentiate the teacher, whose special work it is to train the child, from the members of other professions. It ought to be evident that every line of child study can be made to contribute some good results, if wisely and sympathetically pursued. It ought to be equally evident that there is greater danger confronting the teacher who presumes to enter upon, or continue her delicate work of

moulding young lives, without thorough and constant study of the child, than there possibly can be in taking up any practical line of child study. It can also be affirmed with some emphasis, that the teacher who cannot interest herself in the study of child nature, and excuses herself from systematic, thorough, constant and loving study of her pupils, manifests such a lamentable lack of interest and sympathy that her efficiency may well be questioned.

THE CHILD'S POSSIBILITIES

Behold the child as he enters your school-room on his first day of school! What does he bring? What is wrapped up in that little body of his? What possibilities of growth, development, achievement lie before him? Peer into the future. Do you see the coming man? Can you draw aside the veil and catch a glimpse of what he may become, how he may serve his generation? Only as you study him. As he sits before you, looking confidently up into your face, do you realize that he was created in God's image, with the possibilities of walking in close companionship with God, thinking as Kepler did, God's thoughts over after him, or that he may become an Ishmaelite with his hand against every man, the companion of the murderer or the frequenter of the brothel? Do you recognize, as he thus sits before you, that there are heights that are heaven high to which he may ascend, or depths hell deep to which he may descend? If you realize this, then comes the almost agonizing question, have I, as his teacher, any share in this tremendous responsibility, of determining what he may become?

“Do his future happiness and usefulness, or his misery and viciousness in the slightest measure depend upon anything that I may wisely or unwisely do, or even ignorantly leave undone?”

Is it a sufficient answer to say that the teacher cannot be expected to overcome the influences of home training, of parental mismanagement or neglect? Even the unsympathetic law says that the teacher is *in loco parentis*. Can we plead that ancestral traits, or the influence of heredity cannot be modified by wise and thoughtful training? Even the wild, disorderly, turbulent youth, Bismarck, became the Iron Chancellor of Germany. Can we advocate that adverse circumstances or environment are insuperable? Even the ex-slave, Fred Douglass, became one of the foremost orators of this country. Dare we attempt to place positive limits to the development of the human soul? No, rather let ours be the larger faith that sets no bounds to human development, that sees limitless possibilities before every human soul, and holds that our highest privilege as teachers is to inspire and stimulate in our pupils this larger faith in self and in the possibilities of human development.

But in reaching the conclusion that we share in part the grave responsibility of determining what our pupils become, must we not also conclude that we must more than ever study each pupil's traits, tendencies, inclinations, thoughts, feelings, actions, in short, every manifestation which will give us a clue to his real self, so that we may skillfully and sympathetically aid him in realizing his highest and best self? And here lies the chief reason for child study — the highest self realization, the fullest possible development of your pupils. A second, but

secondary reason, is that of your own development as a teacher, that you may more quickly see and more wisely utilize every influence, even though it be slight, which tends towards your pupil's highest self realization.

HOW STUDIED

How shall the children be studied? In general, sympathetically, lovingly, intelligently, thoughtfully. But this is exactly the spirit which characterizes the true teacher in all her school work. If this spirit does not permeate all her work, she has evidently mistaken her calling. Child study insists that its students be animated by this sympathetic, earnest, thoughtful spirit, and would bar out of the school-room every teacher who is not thus inspired. It is encouraging also to note that the demand for the sympathetic, earnest, thoughtful teacher is rapidly increasing through the emphasis that child study has placed upon these qualifications.

The children should also be studied as individuals and not *en masse*. It is the individual insight that is so much needed, and which gained has given such an impulse to better teaching in recent years.

I remember, when a boy, of undertaking to find in a bunch of striped grass, two blades exactly striped alike. There were thousands of blades growing out of that same tuft, from the same fertile soil, moistened by the same refreshing rains, invigorated by the same joyous sunshine and the same delightful breezes, yet search till weariness came, I could find no two blades exactly alike. Each had its peculiar stripes, its supreme purpose, its marked characteristics, its power to stamp these characteristics upon the material it fed upon. And these

eternal differences which distinguish one plant from another of the same or different species is the plant's individuality.

We see peculiar differences of individuality stamped by the Creator upon everything, and the human soul, created with God-like powers, manifests in the most striking manner this same law of individuality. But what a contrast between the plant and the child. While the plant has in a certain sense choice, the child has choice in a much larger and infinitely more dangerous sense. The child has conscious life, has conscious choice, has conscious purpose. He knows himself as living. He knows himself as choosing. He knows himself as purposing, planning, working out his own destiny.

This mystery of conscious life is regarded by Dr. Taylor as the most fascinating, the subtlest, the sublimest phenomenon in the universe. "The force of gravitation that holds the stars in their courses, the fervent heat that melts down mountains and tosses them into the sky, the bolt of lightning that shivers the towering monarchs of the forest, powerful though they be, know not themselves nor direct a single one of their myriad activities. The strange and wonderful attribute, conscious life, is reserved for the child, the man."

The plant's food is appropriated from its immediate surroundings and is limited, but the child's food for body and soul is varied as the universe, his power of assimilation limitless, his choice supreme. He can say, "I will not," and defy the power of man, devil, angel or God himself to change his decision, and yet he can be wooed into gentle submission by the whisperings of sympathy and love. Who, therefore, dares undertake the

grave responsibility of educating, of training a child without the fullest preparation?

Again the children must be studied as individuals because they differ so widely. Some are apt, others dull. Some are quick, others sluggish. Some have defective senses, others phlegmatic. Some docile, others intractable. Some angelic, others depraved, but all are created in God's image, and there is therefore hope that wise training, under a sympathetic, conscientious, intelligent, skillful, consecrated teacher, will lift each to a higher plane of living, and nearer God. But woe to the teacher who does not rise to the level of her grave responsibilities!

MANNER OF CHARACTER BUILDING

The formation of right habits of thinking, feeling and acting is the practical side of character building. Right thinking, right feeling, right conduct cannot be successfully fostered in an unsympathetic atmosphere. Interest, and enthusiasm, and sympathy, and faith, emanating from the genuine teacher, and filling the school-room with their stimulating influence, and inspiring pupils to their noblest efforts—these are far more potent to mould and fashion character than rigid discipline and formal knowledge. The teacher who exercised the most helpful influence over the lives of each of us, the one to whom we are most deeply indebted, the one whom we hold in most grateful remembrance, is the teacher who manifested the deepest personal interest in our welfare, came into the closest sympathy with us, trusted us, believed in us, and had large faith in us and in our possibilities of growth. Because she came into this close, loving sympathy, because she showed by word and

deed her belief that we could master a hard lesson or problem, we, when confidence in ourselves was shaken, were inspired to renewed effort and gained the rich reward of victory and more confidence in self.

On the other hand, we have also unfortunately had the opposite experience. We can recall an early teacher, faithful, sincere, and conscientious, who had unwittingly shown by her manner that she had lost faith in our ability to master a certain subject, who so surrounded us with this atmosphere of doubt and distrust of self, that it made it utterly impossible for us at that time to master that particular subject. How many failures of this kind occur daily in our school-rooms? How many faithful efforts on the part of pupils are thus robbed of success, and failure ensued by such unwise and unsympathetic treatment? How much of "born short" can thus be accounted for because of this serious failure on the part of teachers to appreciate the sensitiveness of child nature? Can it be measured?

Fortunately, teachers are becoming more thoughtful, more considerate and wiser in their treatment of the children. Greater sympathy and tact are manifest. They have been made more fully aware of the grave responsibilities that rest upon those who train the young. Their appreciation of even slight influences, which may be utilized in the development of right traits of character, or the suppression of wrong tendencies, has been greatly increased.

AN INCIDENT IN CHARACTER BUILDING

The following incident, which occurred in the presence of the writer, and in a first primary school-room, pre-

sided over by one of those teachers who appreciate the subtle influences which tend to build up right character, illustrates how such influences may be utilized.

The members of a reading class were engaged in picking out words on the blackboard with a pointer. Anna was called on to point out the word "drum." The little girl at once rushed for the board, without giving the matter any thought. The teacher, however, recognizing that Anna was naturally reckless and rash, and also recognizing that Anna was unwittingly emphasizing and strengthening this trait to her serious disadvantage, quietly grasped the end of the pointer as she came forward and said to her, "Wait a moment, Anna. Take a good look before you point out the word." Anna, thus restrained and cautioned, was led to select the right word. Had she been left to herself, she would have dashed at the board, and thrust the pointer at the first word that would have caught her eye. If left to herself, she would have helped to fasten upon herself the habit of thoughtlessness, of dashing at things without due consideration. Her wise teacher, however, promptly checked that tendency, and turned Anna's energies from the channel of thoughtlessness into the channel of thoughtfulness, from hasty, impulsive, inconsiderate action to the beginning of deliberate, cool, considerate action.

It does not seem possible that such thoughtful, wise treatment of a child can be regarded by any intelligent human being as a matter of small consequence. Such treatment, or its lack, is fraught with the most momentous consequences to the child. It may involve the success or failure of that child's future life.

VALUE OF CHILD STUDY

Child study, by its fostering a keener and more sympathetic insight into child nature, develops this deeper appreciation of the teacher's responsibilities, this greater sensibility to the subtle influences which contribute to the building of strong character, and thus enhances the tactful teacher's services above all price.

Child study has thrown much additional light upon the subtle, slight influences which mould character and has revealed, made clearer, causes which were known to be operating, but were not understood. The profession long since recognized the strong moulding influence of the genuine teacher, and this fact has been current in the familiar pedagogical adage, "As is the teacher, so is the school." But it has been left to modern child study to make clear that this old adage has its tremendous significance in the fact that the child's nervous and muscular systems, so strangely and delicately united, furnish such a plastic physical basis that upon it is written or impressed, to a greater or less degree, every influence with which the child comes in contact, be it in the school-room or elsewhere.

And so we have come to understand more clearly that the old adage has a tremendous significance, and that the teacher has tremendous responsibilities as she stands before her pupils. Here is the tendency. Stammering teacher, stammering pupils; awkward teacher, awkward pupils; nervous teacher, nervous pupils; irritable teacher, irritable pupils; careless teacher, careless pupils; noisy teacher, noisy pupils; impatient teacher, impatient pupils. Are we teachers guilty of manifesting or exemplifying any

of these traits of character? In heaven's name let us put forth every effort to free our pupils from such harmful, blighting influences.

But fortunately on the other hand, it is equally true that neat teacher, neat pupils; polite teacher, polite pupils; cheerful teacher, cheerful pupils; thoughtful teacher, thoughtful pupils; patient teacher, patient pupils; enthusiastic teacher, enthusiastic pupils; conscientious teacher, conscientious pupils. This is the tendency. Blessed are the schools over which teachers possessing such virtues as these preside. Their reward shall be great.

THE PHYSICAL BASIS OF CHARACTER

References have already been made to the physical basis of character. That such a physical basis exists, is quite widely accepted. It means nothing more nor less than the wonderful combination of nerves and muscles which so mysteriously controls each living human body. To use a familiar illustration: You hear the fire alarm whistle. Instantly you jump to your feet and rush to a window to discover where the fire is. Trace the process. The sound waves from the whistle passed through the air to your ear, your sensory nerve-fibres transmitted the impressions to the auditory centre of the brain, where, by some mysterious process, it was transformed into a motor wave, and was sent out over motor nerve-fibres which acted directly upon the muscles of your lower limbs and brought you to your feet.

Such stimulation, having once forced itself over this course, its repetition wears, so to speak, a smoother path and a quicker response follows. Thus the old soldier,

by obedience to commands, has furrowed the spirit of obedience into every fibre of his being. It is therefore held that this union of the nervous and muscular system forms a physical basis upon which every voluntary act, whether good or evil, wears a smoother path for another of like character, and renders it more difficult for one of opposite nature to get the right of way.

Dr. Halleck holds that right training in habits of neatness will so affect the physical basis of character that the child, on catching sight of a misplaced article, puts it in its place as naturally as a bird dog points toward the bird for which the hunter is looking.

The young man who has heeded the voice of his conscience has honesty grooved into his nervous system, and cannot do a dishonest act. You remember the incident of the dishonest weaver, whose bolt of cloth had shrunk in the fulling process, and wishing to make it the required length for his customer by stretching it, he handed Adam, his apprentice, one end of the cloth while he took the other end, and then said, "Pull, Adam, pull hard." But Adam replied, "I can't pull." His muscular and nervous systems had honesty so thoroughly grooved into them through honest living, that they practically could not respond where dishonesty was involved.

The child that has cheerfully obeyed his teacher has the spirit of obedience grooved into his nervous system, and disobedience can scarcely get the right of way. The child that has closely applied himself to his work has grooved into his nervous system the spirit of application, and shiftlessness can scarcely get the right of way. But sad to state, the opposite is also true, and severe should be the condemnation that should rest upon the teacher

who permits the spirit of disobedience or of shiftlessness to groove itself into the nervous system of any child under her care.

This is the wide-open door to ruin, and many a child enters upon it through the culpable inadvertence or criminal negligence of some one in charge of a school-room. The Great Teacher, the gentlest of men, felt justified in pronouncing upon such the following severe condemnation:

“But whoso shall offend one of these little ones which believe in Me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the depths of the sea.” And all thoughtful parents are about ready to respond to this severe arraignment of the careless or thoughtless school keeper. Amen and amen!

In these opening years of the twentieth century, it is coming to be recognized that the services of the tactful teacher who possesses a keen and sympathetic insight into child nature, a deep appreciation of the teacher's responsibilities, a discriminating sensitiveness to the subtle, silent influences which contribute to the building of strong character, are above all price. Seek to become such wise builders of character, and your reward will be sure.

CHAPTER XVI

A STUDY IN STUDY

GREAT LOSS OF TIME IN STUDY

“At least three-fourths of all the time spent by a boy of twelve in trying to learn a hard lesson out of a book, is time thrown away.” — *G. Stanley Hall*.

This is the cool, deliberate statement of Dr. Hall, the father of the child study movement in this country. This is the positive conviction held by the most thorough and astute student of children's characteristics and habits that this country has produced. Coming from the highest authority, isn't it a startling utterance? Shouldn't it challenge the attention of every teacher? Is it true?

Let us carefully scan it again: “At least three-fourths of all the time,” sometimes more than three-fourths of all the time, at best “three-fourths of all the time spent by a boy of twelve in trying to learn a hard lesson out of a book, is time thrown away.” If Stanley Hall is right, and I believe that nearly every observing teacher will agree that he is, what a tremendous waste of time and opportunity is constantly going on in every school-room, in the very presence and under the open gaze of the guardians of those school-rooms.

Educators and teachers have patiently worked out great improvements in text-books, in methods of teaching, in management and organization and have greatly enriched

the school curriculum, but have done practically nothing to overcome the greatest loss in the entire school system, the loss of that three-fourths of the time of the study period. This is one of the most surprising conditions to be found in our otherwise rather highly perfected school system. I want to set teachers to thinking over the solution of this great problem: How can we teachers lessen this tremendous loss of time which is constantly going on in our school rooms?

Perhaps some teachers may be a little skeptical as to the correctness of Dr. Hall's statement. Perhaps they may think he wanted to be sensational, or at least radical. True, he strikes out straight from the shoulder, but he carefully weighs his words and makes no hasty generalizations.

HOW TIME IS LOST

When Dr. Hall declares that at least three-fourths of the study period is time thrown away, I interpret that he doesn't mean that there is a deliberate idling or intentional dawdling away of three-fourths of the time, but that through unconscious mind-wandering, wool-gathering, letting thoughts foreign to the subject drift through their minds, day dreaming, castle building, lack of concentration, inability to separate the essentials from non-essentials, the unwise attempts of memorizing the words of the text without proper assimilation of the thought, the many evils resulting from undigested rote-learning, the formation of these and other bad habits of study, these cause the losses to mount up to such tremendous and appalling proportions.

One most serious side of this problem is, that much of

this loss is experienced by boys and girls who are earnestly striving to master a subject. They have no desire or intention of throwing away time. They are conscientiously striving to utilize their time to the best advantage in attaining a firm grasp of the subject under consideration, but they do not understand the dangers and temptations which confront them in their earnest attempts to master a subject.

Why are there so few pupils in our schools who know how to thoroughly master a subject? Certainly they are not indifferent. They want this power to concentrate all their energies on the task in hand. Why have so many of them fastened upon themselves bad habits of study? They haven't thus handicapped themselves intentionally. It must be that we teachers could have saved them, at least, in part, from dropping into these bad habits of study had we put them on their guard. Certainly we ought to have pointed out to them that the paths of inattention, of mind-wandering, of lack of concentration, are easily established by a few careless journeys into such territory. These paths lie in the direction of least resistance and are even more harmful than they are seductive.

ART OF STUDY IMPORTANT

The art of study is one of the greatest arts, and its mastery, or failure to master it, is fraught with momentous consequences to the pupil. There are those right beginnings, or ways of approach, which lead the pupil on to conscious power and mastery, and there are those misguided and futile efforts which end only in weariness and defeat.

How a pupil studies is a matter of much greater moment

than what he studies. Manner is permanent, matter is transient. Habits cling throughout life and shape it. Knowledge is often carelessly gained and easily lost. For a pupil to form bad habits of study in early school life, to drop into habits of dawdling over a subject, to fail to develop his powers of concentration, is to render subsequent school life a drudgery instead of an inspiration, and bars the doors to intellectual pursuits after school days have passed.

And yet we have conducted the recitation as if knowledge, subject matter, was the chief aim. Tests in recitation are all directed to ascertain how much the pupil knows of the subject, or perhaps more correctly, to a discovery of how much of the language of the text-book has been memorized, while the more vital process of how he gained his knowledge is ignored.

Another defect in the method of conducting the recitation, or even the study periods which are spent with the teacher, is that we are constantly leading the pupil, constantly directing him at every step whether he is right or wrong, never leaving him to direct his own steps, never affording him the opportunities of self-direction, never developing sufficiently in him the power of initiative. Should it then be a matter of surprise that when he is left to himself to master the meaning of the paragraphs in his text-book, where he must explore the way alone, that he dawdles and gets nowhere?

“Dawdles and gets nowhere?” That was a thoughtless statement. He does get somewhere. He is beating out for himself the paths which will forever lead him away from the student's goal. A radical change is needed. Pupils must be thrown more upon their own resources,

learn how to break up a somewhat complex thought into simpler ones, by actually doing it for themselves.

Dr. Frank McMurry related that he one day taught a fourth year class in literature. He suddenly inquired, "Do you ever stop to talk over what you read?" "No," replied several; "Yes," said a few, "sometimes we do." "All right," said he. "Let us stop here and talk a few minutes. Eddie, what have you to say?" "O, we don't talk; the teacher does the talking," replied Eddie, with a most nonchalant air. Dr. McMurry adds, "How typical of the school! How lamentable!"

The efficient teacher must develop greater ability in herself to keep still and let the pupil do more thinking and talking, even though he does it slowly and lamely at first. The power of initiative, of self direction, must be developed and then he can engage in successful, independent study.

HOW TRAIN TO STUDY

Are we not ready to admit candidly that we have fallen far short of our duty in the matter of training, training into right habits of study, and concede that this is one of the most important problems that confronts us? Shall we not begin some systematic efforts to solve this problem? Shall pupils be permitted unwittingly to fasten upon themselves those habits of study which will severely handicap them through life, simply because no guiding hand pointed out the dangers of dawdling, of wool-gathering, of superficial and listless work?

How shall we teach our pupils right habits of study? Certainly not by ignoring this important matter, as we have so largely done in the past. Is it not the plain duty

of every teacher to take up a thorough study of how her pupils are studying, to discover what bad habits are mocking them in efforts at mastery, and to train them into a better use of their mental powers?

My purpose in discussing this subject is not to suggest the best way to begin such study, but to direct the attention of teachers to this great waste, arouse their interest in it, start them to thinking about it, and how to lessen this great loss. The way to begin may not be clear at first, but if they will only make some simple investigations of their own, take their pupils into their confidence and ask them to co-operate in overcoming this tremendous waste of their energy, not only will the way open up for forming better habits of study, but both teacher and pupils will be brought into closer touch and sympathy with each other.

ONE WAY TO BEGIN

In harmony with the thought just suggested, one day not long since, I walked into one of my B Seventh Grade rooms and found they were just ready to take up the study of the preposition. There were forty-two pupils in the room, averaging about thirteen years of age and possessing, as a class, about average ability.

I said to the teacher, "May I take charge of your pupils a little while and see how we can study a lesson together?" The teacher gave ready consent.

I explained to the pupils that I wanted to take up with them a little investigation of how they were studying. I believed that they were at least average pupils, but that they were unconsciously wasting a great deal of time and energy in preparing their lessons. I wanted to take them

into my confidence and we would candidly investigate what caused this waste. Surely they were willing to co-operate, when the purpose was to improve their power of attention and concentration, and to get a quicker and firmer grasp upon their subjects of study. I told them that those wonderful minds which they had would often slip away from them and were gone far away outside the school-room, and wasted much time before they even knew it. They were likely to become regular truants if they didn't watch them.

"You know we have a truant officer who goes after the boys and girls when their bodies are absent from the school-room and brings them back. We know that they can't do their work, can't keep up with their classes, that they are losing all that time when their bodies are out of school. So the truant officer chases after them, sometimes arrests them or otherwise punishes them for wasting their school time. But do you know that even when your bodies are in the school-room, your minds are sometimes playing truant, and are not doing any more school work than if your bodies were truant or absent also? Who is to capture your truant minds? Not the truant officer, for he counts noses not minds. Not even the teacher, always, for your eyes are upon the book, while your thoughts are miles away. You must be the truant officer, if you wish to master your topic and yourself. The teacher can make a pretty good guess about the amount of mind-truancy you have indulged in from your lack of mastery of the subject.

"But not simply do you need to guard against the mind-wandering outside of the school-room, in order to learn to master a subject, but you need to be on the alert to pre-

vent the interruption of your thoughts by little noises and distractions which come up in the school-room. You can only get to the bottom of a subject by shutting out everything from your mind that is foreign to the subject and getting down and digging, and digging hard. When you find your mind slipping away to something else, summon up your will power and order it immediately to return to its work. You can bring it to heel and make it serve you faithfully and efficiently, if you only persistently and promptly go after it. But you must be constantly on the alert.

“Now we wish to study a little together, and I want you to watch yourselves as to how you study. Be perfectly honest about it. No censure will be given. I want you to detect for yourselves your own bad habits in wasting time, and then set about correcting them. If you correct these, you will then be on the road to successful and pleasurable study.

STUDY OF PREPOSITION

“Let us take up the study of the preposition. I’ll give you five minutes to study the page which describes and finally leads up to a definition of the preposition. I want you to do your best to keep your minds on the subject. Don’t let anything come in to divert or distract your attention. Be, however, on the alert to catch your mind wandering and bring it back as quickly as possible. Make it stick to your subject. Now this will be difficult and at first will in itself tend to distract your mind from concentrated study. However, you are trying to find out what are the things that distract and divert from thorough study.

"I will indicate when your five minutes are over and then I want you to write out in the next five minutes, How I Tried to Study the Preposition. Mention the distractions and indicate how much time you think you lost."

With these instructions they went to work in a most earnest and determined manner. The spirit of hearty co-operation was delightful. A few obtrusive noises occurred outside the room, pupils passing in the hall, a few low words of conversation between the teacher and myself, crossing the room by the teacher and superintendent and the whistle of a passing engine.

MANNER OF STUDY

In regard to the manner of study, ten tried to memorize the words of the book, six hoped to master the subject by reading it over several times, six tried to test their knowledge and also fix the thoughts of the lesson by asking themselves questions, three made definitions of their own, one wrote, "I put my hands upon my face," and another, "I kind of blocked my ears."

As to the causes which induced mind-wandering and waste of time, twenty-two out of the forty-two lost time from the noise made in the hall by passing pupils and wondering where those pupils were going, etc. This was the most distracting of all the noises. Seven suffered loss of time because the teacher and superintendent crossed the room once. Four were diverted by thinking of the test in geography which was to be given later. Three lost time thinking over what they were to write later. Three found themselves losing time wondering if their five minutes were nearly up. Other causes of

lost time discovered were: "The whistle of the engine." "Thinking of the books I left at home." "Loud talking of teacher across the hall." "A crash upstairs." "Moving of some one's feet." "Looked up to see the time." "Looked up to see if others were studying." "Thinking of vacation next week." "Thinking this was a strange exercise." "Wondering what the superintendent was doing." "Wondering what the superintendent was writing about." "Wondering if the superintendent was going to keep us longer than the usual time." "Thinking about a funny sentence to write about how we study."

TYPICAL PAPERS

The following papers, the first three written by boys, and the second three by girls, are typical and suggestive:

"How I Studied the Preposition"

"I wasted about one and a half minutes while I was studying the preposition.

I read one sentence and then I thought what Miss P— was doing up by the desk, then I studied about a line, then I thought who those pupils were in the hall.

I studied the rest of that page.

When I got to the other side of the page I read this sentence: The savages fought with fury: I thought how the savages fought and how many men they killed."

"How I Studied the Preposition"

"First of all I read some of it over, then began to think what kind of word would illustrate. Then I was interrupted by some one moving across the hall. Then my

mind began to think who was that and from which room. And there I lost a minute. Then I began to study again and question myself about the preposition. As I looked off my lesson I looked at the floor and thought to myself about the ink spots. Then I began to study the definitions of the book and to memorize the words."

"How I Tried to Study the Lesson in Preposition"

"When I began to study, I studied for about half a minute, then I heard Miss P— walk down to the front of the room and I looked up. Then I began again, but as soon as I began to study, the pupils from the grading room came by and I looked up again. Then after I had studied it awhile I could not study it so hard as before. Then the first thing I knew I was wondering what a funny lesson we were having. Then I tried to study but before I had studied a line I looked at the clock. When I studied —"

"How I Studied the Preposition"

"I studied about a page when I looked up to see if the other girls and boys around me were studying or had their eyes on their books. Then I studied a little longer when I heard some one walking in the hall. I looked up to see if they were coming in our room. I kept on studying a little while longer when I heard some one walking in our room, so I looked up and saw Miss P— was walking to the desk. Once I looked up to see what the superintendent was doing. These were the three times I looked off my book. I wasted about two minutes, and three minutes of hard study."

How I Tried to Study a Preposition"

"I started to study real hard. I studied to where it says a preposition is a very important word, when I heard a noise in the hall. I didn't mean to, but before I thought I had my mind upon the noise in the hall. I then began to study again. I got a little farther when I heard somebody across the hall talking and by this time I had lost about one and one-half minutes' study, although when I started I meant to study all the while. I didn't get as much out of my lesson as I should, because I let my mind wander away at every sound I heard. While I was studying I tried to learn word for word."

How I Studied the Preposition"

"I went to work as soon as we were told.

A few interruptions were made by the pupils in the hall, but I did not pay any attention to them, I simply went to work as hard as I could study.

I did not look off my book once or lose one second, but went on studying my language lesson for the six minutes which the superintendent gave us without paying any attention to anything going around us in the room or school hall, but I used up the six minutes in good study."

AMOUNT OF TIME LOST

In regard to the amount of time lost, thirteen out of the forty-two did not give any figures. Of the twenty-nine who reported, one gave no time lost; five, one-half minute; eight, one minute; seven, one and one-half minutes; five, two minutes; and two, three minutes.

Total loss, thirty-seven minutes, an average of one and three-tenths minutes per pupil, or about twenty-six per cent. In spite of the fact that they were watching themselves closely and were applying themselves in an unusual degree (one boy wrote that he learned more in those five minutes than in fifteen other minutes), they lost more than one-fourth of those brief five minutes.

Now this investigation discloses only the loss of time in the study period from mind-wandering, and places it at more than one-fourth, when conditions are most favorable for study. Add to this the losses which result from the unwise attempts at memorizing the words of the text, without properly assimilating the thought, from inability to separate essentials from non-essentials, from superficial work, from many other bad habits of study which severely handicap the average pupil, and the sum total points to the conclusion that Dr. Hall was right when he declared, "At least three-fourths of all the time spent by a boy of twelve in trying to learn a hard lesson out of a book, is time thrown away." Is there any more important problem up for solution before the teachers of this country, than the one, How to lessen the great waste of time in the study period?

CHAPTER XVII

A LEAF FROM A SUPERINTENDENT'S DIARY

As a superintendent of public schools, and a citizen of the commonwealth of Michigan, I have great faith in the possibilities of our public schools transforming, under ordinary conditions, all classes of children into good citizens.

CONDITION OF NEGLECTED CHILDREN

Let me bring before you, in a few words, a little more definitely, what that transforming process is, with that unfortunate class of pupils whose home life is largely made up of parental indifference and neglect. Note the condition of such pupils as they enter the school-room for the first time and come under the humanizing, civilizing influence of the sympathetic, skillful teacher. This class is a worse element in disorganization than the awkward squad in a company of soldiers, for not only are they awkward, but they are also filthy: hands and face begrimed with dirt, hair unkempt, clothing torn, altogether in outward appearance, repulsive. Still worse, however, they are rude, vulgar, disrespectful, untruthful, quarrelsome, intensely selfish, impatient of any restraint, disobedient, without self-control, many of them veritable Ishmaelites, with hand against every other hand. Pity them, yes, pity them, for they are simply the natural

results of parental indifference and neglect, supplemented by the vices of street education.

Does this sympathetic, skillful teacher, this great civilizing factor, this presiding genius of the school-room, turn away in disgust from these filthy children, as this barbarous mob invades her room the first day of school? Oh, no! She has looked beyond each dirty face, down into the soul of the child, and caught there a slight reflection of God's image. She sees there in the development of that soul, wonderful possibilities. This boy may be a Gladstone, or a Jack the Ripper. This girl may become a Florence Nightingale, or a Juke — the prolific mother of criminals. With the thought before her that her intelligent, faithful effort, or the lack of it, may determine which of these widely different careers the child shall enter upon, the conscientious teacher, profoundly impressed with her grave responsibilities, is inspired to put forth every effort. When the weal or woe of, not only these children, but also the weal or woe of the city, aye, even that of the commonwealth is at stake, this faithful, loyal teacher dare not, can not, will not falter.

THEIR TRANSFORMATION

Note the wonderful transformation which this class of unkempt children gradually undergoes under the intelligent, sympathetic teacher. Long before the pupil reaches the high school, he is neat and cleanly. His awkwardness and rudeness have disappeared, he walks erect with a manly air, "and looks the whole world in the face." He is no longer vulgar and quarrelsome, but polite and courteous. His intense selfishness has been modified by the wholesome doctrine, constantly im-

pressed upon him, that others in the school-room have rights which he is bound to respect, and in addition he begins to have glimpses of the great truth that selfishness doesn't pay, but that his own best interests are best conserved when he is working for the general good. Disobedience, therefore, disappears, hearty co-operation and wise self-direction and self-control take its place. If this transformation were not constantly going on, and had not become such a familiar sight, it would excite greater admiration and wonder.

Every observing citizen of the United States can furnish convincing proofs of this wonderful transformation of many neglected children into good citizens, through the uplifting influence of the public schools, when ordinary conditions prevail. I gladly bear testimony to their magnificent achievements. But what shall be done when environment, a potent factor in the training of the child, is directly opposed to every influence which the school seeks to arouse and develop? Are the schools to continue the unequal struggle without making the attempt to change the adverse environment?

Permit me to illustrate what I mean by presenting a few brief chapters from the history of a Sioux City boy's life as it came under my observation.

HARRY BROWN'S EARLY HISTORY

We will call him Harry Brown, but that is not his real name. Harry, when I first knew him, was about eleven years of age. His father was a Spaniard, and his mother had been dead about two years. She left two little motherless children to the care of Harry, and the scant mercies of a cold world. The father sometimes provided

for the three children and sometimes he did not. Harry thus, at a tender age, was forced at times to make a living for this family, and could not always succeed by honest means. His very love for his dependent brothers drove him into dishonest acts.

Harry's face, when I first saw him in school, attracted me, although it was swarthy and dirty and his hair unkempt. I inquired about him, and learned from his teachers, who were deeply interested in him, that he inherited his father's hot, Spanish temperament, and would fly into a passion whenever his wishes were crossed. He was constantly in collision with his playmates, and his ebullitions of temper were a constant menace to the good order of the school grounds. His teachers sought in every way to develop in him self-control. At times he would take pride in showing how well he could conduct himself, and when his teachers began to congratulate themselves that their long exercise of sympathy and patience was finally to bear fruit, he would suddenly drop all attempts at restraint and apparently abandon himself to the flood of rebellious feelings which overwhelmed him.

Such outbursts as these disclosed to us the sad fact that Harry's will power, never well developed in the direction of withstanding these floods of passion, had been weakened by that cursed cigarette habit. The motherless, practically homeless child, had fastened upon himself that demoralizing habit, not knowing its deadly influence upon his tender nerves and upon his will power.

We pointed out to him the serious harm that must come to him from the use, not simply of cigarettes, but of tobacco in any form, and secured his consent to try

to break up the bad habit by the use of an antidote for tobacco. He agreed to take the antidote according to directions, provided we would secure it for him, and we did so; but all to no purpose. We tried to appeal to his better nature, pointed out that it was an expensive, filthy, harmful, demoralizing habit, all of which he promptly admitted, but when the final appeal came to him to rise up in his strength and break away from it, the poor boy replied, "I can't." Saddest confession that a human being can make, and yet in his case it was literally true.

Inheriting a passionate, vacillating temperament, with the little will power, power of self-control which he inherited, weakened, undermined by the deadly cigarette habit, what was there left to build upon? How could right character be built with no foundation — condemned like a rudderless ship to drift, drift, the sport of every adverse breath or wave of passion?

Some weeks after this sad confession, Harry was requested to remain for a talk with his teacher at the close of school. Thinking that possibly some punishment for his serious misconduct might be inflicted, although this was not this teacher's thought, as she approached he made a dive for the door, and quickly disappeared. Nothing could be learned of him for some days, when the startling announcement was made in the morning paper that Harry had shot and killed a boy while the two were skating on the Floyd River. There were some circumstances which seemed to indicate that it was not accidental, and so Harry was arrested. We hastened to look him up where he was confined, and made every effort, while he was in court, to have him sent to the state in-

dustrial school. It was very evident that Harry's chances of reform outside the industrial school were hopeless. The father strenuously opposed the plan of sending him to the industrial school, although apparently indifferent in every other direction as to what Harry might or might not do.

PREJUDICE AGAINST INDUSTRIAL SCHOOL

It is to be regretted that so many people have such a horror of an industrial school. They regard it as they regard a jail, a place simply for criminals. While it is true that there are children there who are criminals, yet the management in family groups is such as to surround them with wholesome, uplifting influences, and the dangers of demoralization are carefully guarded against. Such is the care in industrial schools, and so well administered is the discipline, that eighty per cent of the boys sent there become good citizens. It would be difficult to find even one per cent of those who were abandoned to the demoralization of street education who became good citizens. Or, to put it otherwise, the boy placed in the industrial school at a reasonable age, has eighty times as many chances of becoming a good citizen as the one abandoned to the vices of street education.

This prejudice against the industrial school influenced also Harry's attorney, as well as the judge, and we found that our efforts to send him there were doomed to end in failure. Harry was finally cleared of the charge, and set free to drift rapidly into the criminal class through the seductive and demoralizing influences of street education. The public schools had lost their hold upon him, and he became a willing and eager attendant upon the

schools of vice in that city, which, sad to relate, are open day and night and ever ready to allure the unwary from the paths of right. How long, O Lord, how long shall designing men be permitted to trap the boys and girls into lives of sin and crime through these schools of vice? Why are we not as eager and devoted in our efforts to bring to naught their devilish machinations as they are to entrap the unwary? Is it because there is no direct financial reward to us in the saving of the boys and girls from these schools of vice? Shall we concede that the keepers of these dens of infamy shall be protected, and permitted to carry on their debauching of the boys and girls because forsooth they contribute to the city treasury? Since when have we become so mercenary as to barter the possible loss of the innocence and virtue of the children for filthy lucre? Out upon these worse than heathenish ideas!

REFORM VS. INFORM

Leaving out the moral obliquity of such a method of administration, it ought to be recognized that from a mercenary standpoint it doesn't pay. As an eminent Englishman, who recently visited this country, said of us, "A free land must choose between the teacher and the demagogue — if the school-master is not paid, now, there will be the judge and the jailer to pay later." According to statistics vouched for by an expert accountant, the cost of convictions in seventeen criminal cases in Woodbury County, Iowa, for the year 1894 amounted to \$91,115. I found that the total amount paid for teachers in the Sioux City Schools for the same year was \$87,201. In other words, Woodbury County in

1894 paid out more for the attempted reformation of seventeen criminals than Sioux City did for the instruction and training of over five thousand children. It is true that '94 was an exceptional year, as regards the cost of criminal prosecutions, but take the total cost of criminal cases in Woodbury County for the four years beginning in '91, and it has amounted, according to this same expert accountant, to \$202,817, or an average of \$50,704.25 per year. The total number of convictions for the same four years was 105, or an average of twenty-six and one-quarter each year. This would make the average cost of the education of a criminal for one year in the District Court School, with the lawyers as teachers and the judge as superintendent of instruction, \$1931.59, almost \$2000 per capita — and a miserably poor caput at that.

Now take again the figures for '94, when the cost of criminal prosecution ran highest. The cost of instruction of the five thousand children then in the schools of Sioux City was \$87,201. This would make the average cost of the education of a boy for one year in the Sioux City schools \$17.44 — call it for short \$18 per capita — and each caput worth a score of the other kind made over in the District Court. It indicates that it is more than a hundred times as expensive to reform the criminal as it is to inform the boy. I am confident that the people generally do not understand how much cheaper it is to equip our schools generously and thoroughly, and thus be able to train up all boys and girls in the way they should go, so that when they are old they will not depart from it. The old adage, "An ounce of prevention is worth a pound of cure," has nowhere better exempli-

fication than here. We ought to place tremendous emphasis on the economy of rightly educating, informing, so as to avoid the necessity of reforming later at such enormous expense.

It's worse than "penny wise and pound foolish" to equip the schools for the right education and training of the children and then permit some of the children to absent themselves to be educated in the schools of vice fostered by a "wide open policy." In the interests of better citizenship, we must loudly and emphatically protest against such folly.

HARRY'S RAPID DESCENT

But to return to Harry. We left him out of the public schools, but in the schools of vice, rapidly drifting into the criminal class. Occasionally I would catch a glimpse of him in some obscure quarter of the city, but seldom would he permit me to get near enough to him to engage him in some friendly conversation. Instead of the honest, straightforward look which characterized him when I first met him, in its place could be seen the uneasy, furtive glances by which the sullied soul strives to conceal its tarnished condition from the world's gaze. He could not be induced to re-enter school, but chose rather to continue his education in the alluring schools of vice.

The rest is soon told. A few months later, I saw by the morning paper that Harry had been arrested for stealing coal. I hurried to the police station, thinking now I could have him sent to the state industrial school, but learned, to my regret, that he was too old to be admitted there. Harry confessed his guilt, said he had stolen the coal for the purpose of selling it and thus securing

some money to spend. The judge promptly sentenced him to thirty days in jail. I concluded to make one more effort to reclaim him. Harry seemed deeply affected by the deplorable situation in which he found himself. He vowed by everything that was good that, if he were given another chance, he would reform. I was convinced, however, that he could not reform without getting out of the city, and away from his unfortunate environment, so I agreed to intercede for him, if he would positively promise me to leave the city immediately and go to live with a farmer not far from the city, who knew him and was willing to assist him. He eagerly accepted my offer, and gave earnest assurances that he would go out into the country, remain there, and make a new start for a better life.

The judge was soon interested in the case, and was willing to co-operate. He said, however, that the coal dealer, from whom Harry had stolen the coal, must also be won over to the plan, and we went to see him. At first he was unwilling to let Harry go, because he had already lost heavily from such depredations upon his coal, and wished to make a wholesome example of Harry. When assured that the record of the police court would show that Harry was convicted, he finally consented and the judge suspended the sentence of thirty days in jail, on condition that he remain outside the city limits. If he returned, he would be promptly made to serve out his sentence.

Accordingly Harry was released. I left the police court, patting myself on the back with the thought that at last I had done Harry some real good, and had opened the way for him to lead an honest life. But alas! that

weakened will of Harry's failed to serve him. Within a month, to my surprise and deep regret, Harry was again in the police court on the old charge of stealing coal. The judge promptly sentenced him to an additional thirty days, which with the former sentence made sixty days to serve.

I went to see him and found him in jail, the companion of criminals. When questioned about going out into the country, he frankly admitted he hadn't left the city. When asked why he didn't keep his promise, he indifferently answered that he didn't know. Need I say that I found myself thoroughly disheartened in my further efforts to assist Harry? I tried to hold up before him higher ideals of life, but all the while I was pleading with him, there was impressed upon me the hopelessness of accomplishing anything of permanent good, because there were no foundations upon which to build.

As I left him, deeply depressed with my inability to help him, I said, "When you have served out your sentence here, if you think of anything I can do for you, call at my home and I will try to help you." But Harry never called.

HARRY'S UTTER FAILURE

This is the brief statement of Harry Brown's sad failure to realize for himself the career of usefulness which was open to him. He possessed natural abilities and had placed within reach golden opportunities, which if properly cultivated and utilized, would have won for him an honorable position among the world's workers. But he was unhorsed at the outset of life's race.

He failed miserably, failed utterly, failed hopelessly,

and found himself an outcast, a criminal, the slave of his base desires, the miserable victim of his suicidal selfishness, instead of a useful, honorable citizen, filled and thrilled with noble aspirations and finding his highest development and enjoyment in serving others.

“Of all sad words of tongue or pen,
The saddest are these, It might have been.”

What a terrible loss such a life failure is to the individual, to the community, to the world, can only be properly estimated by Him who came that we might have life and might have it more abundantly, through this uplifting service of others.

Need I state my purpose in presenting to the teachers of this great country these brief but sad chapters from Harry's life? Harry did not plan to have his life's prospects thus blasted. We must concede to him a normal desire to succeed, to realize at least a fair degree of enjoyment and success. To assume otherwise is to charge him with entertaining such illogical ideas as would lay him open to the charge of insanity, or of being a moral pervert. Harry Brown was neither insane nor a pervert, and yet Harry Browns are to be found in every city of this great country. On what or on whom does this terrible responsibility rest? Here is a question of tremendous import to every one who loves his fellow man.

CAUSES OF FAILURE

When we begin to analyze the probable causes which have contributed to this direful result, we at once think of the influences of heredity, environment and home training. Harry was handicapped without doubt in life's

race, by the Spanish blood coursing through his arteries, but if he had not weakened his will power by the insidious poison of cigarettes, he might have fought out a winning campaign against his hot temper and gained the victory of self-control over his naturally passionate nature.

Will we place the whole responsibility of Harry's sad failure to gain the mastery over self at his door? Not if you leave the decision to me. While Harry has much of responsibility, yet there is also an awful responsibility to be laid at the door of parental neglect. Right character, by divine appointment, must be largely moulded, shaped, built up in the home. The schools can do much, but the home should always prove the greatest factor in character building. Terrible must be the condemnation visited upon the parents who fail to meet their grave responsibilities in this direction.

Some blame must also rest upon the city or state authorities which foster or even permit the awful schools of vice found in almost every city.

TEACHERS' RESPONSIBILITIES

But I also hold, while dividing this terrible responsibility, that we teachers might lessen the number of Harry Browns if we only knew boy nature better. It is not enough that we are filled with an earnest desire to help them to avoid making such terrible mistakes, that I assume we all have, but we must have with it a keen appreciation of the boy's point of view, come into closer companionship with him, and skillfully and patiently arouse the desire for self-mastery, inspire confidence in himself, and in his power to grow and grasp his opportunities.

I am ready to lift my hat admiringly to the primary teacher who is able to win her forty or fifty children and transform them into willing subjects, ready to respond to her slightest wish. She has great power and is exercising a moulding influence upon these young lives that cannot be measured. God bless her in her noble work!

But I am even more ready to lift my hat with a profounder bow to the grammar grade teacher who can rescue the Harry Browns from their intense selfishness and perverted tastes and inspire in them a genuine craving for the things which stand for growth, for worthy accomplishment, for usefulness, and for saner, nobler living. While according high praise to the wonderful influence of the masterful primary teacher, I believe it is fitting to accord a higher pæan of praise to the grammar grade teacher who wins Harry Browns from the error of their ways.

I am, however, thoroughly aware of the fact that the grammar grade teacher is severely handicapped in reclaiming Harry Browns. That winning her way into a closer companionship with these unfortunate, misguided boys, that individual study of their perverted tastes and interests is almost impossible when she has fifty pupils to train up and inspire. How long will it take an intelligent public to learn that such overcrowding of school-rooms causes irreparable loss to the individual pupil, to the community and to the state?

WHO IS TO BLAME?

And now, let me press these questions upon you. Who is to blame that Harry Browns are to be found in every

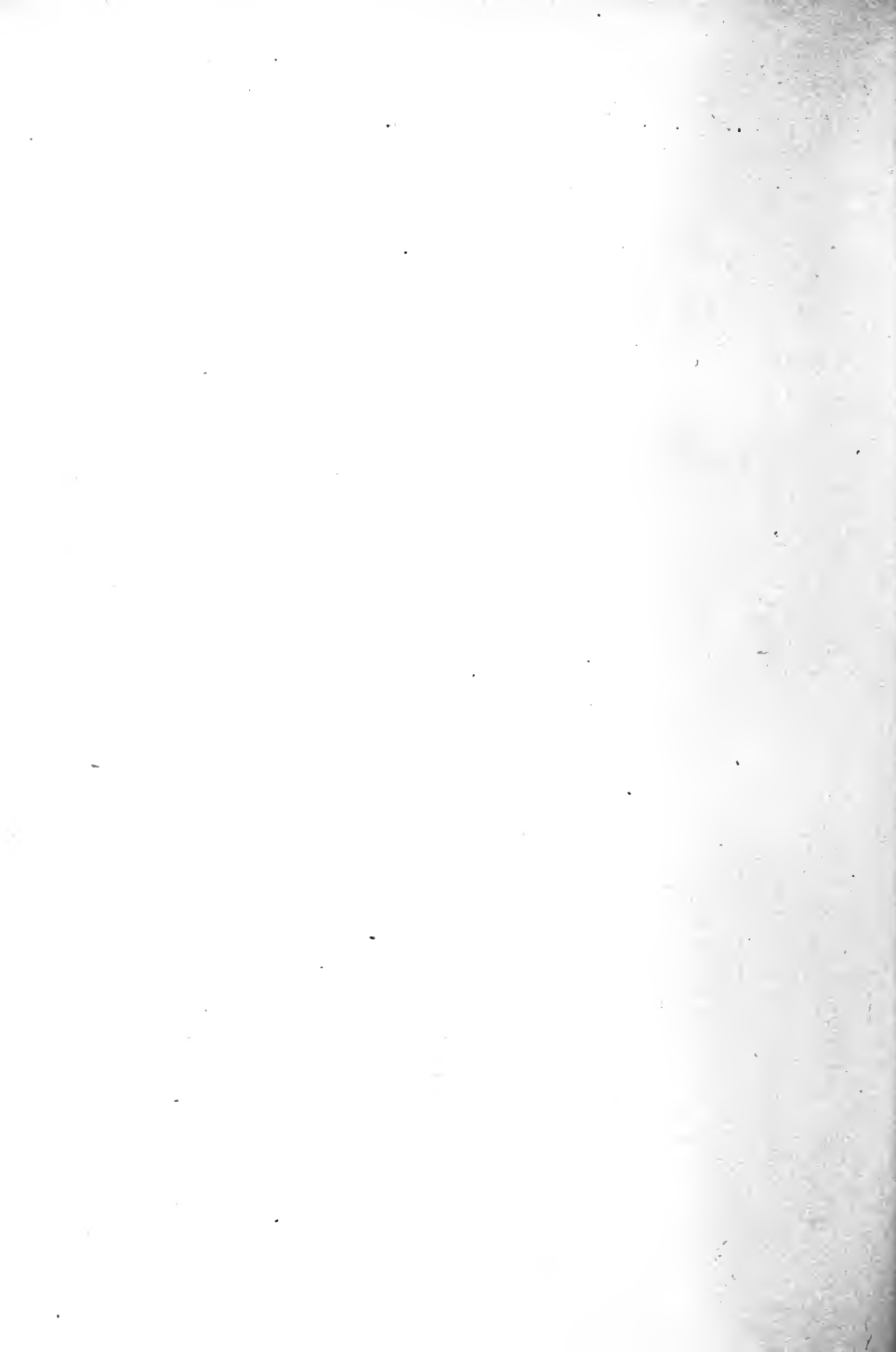
city throughout this country of ours? Shall we largely place the blame upon the parents? Shall we hold the boy himself chiefly responsible? Shall we charge it up chiefly to heredity or environment? Shall we locate a share of this grave responsibility with the prevailing inane method of city government? Shall we admit that a small share, at least, of this grave responsibility rests upon the teacher? Wherever we may locate the blame, the pressing question still is, "How shall we as teachers, or as citizens, lessen the number of Harry Browns?"

One of the purposes which prompted the writing of the foregoing chapters of this book, was to emphasize the value of individual study of pupils as a means of coming into closer and more vital touch and sympathy with them and thus lessen the number of Harry Browns.

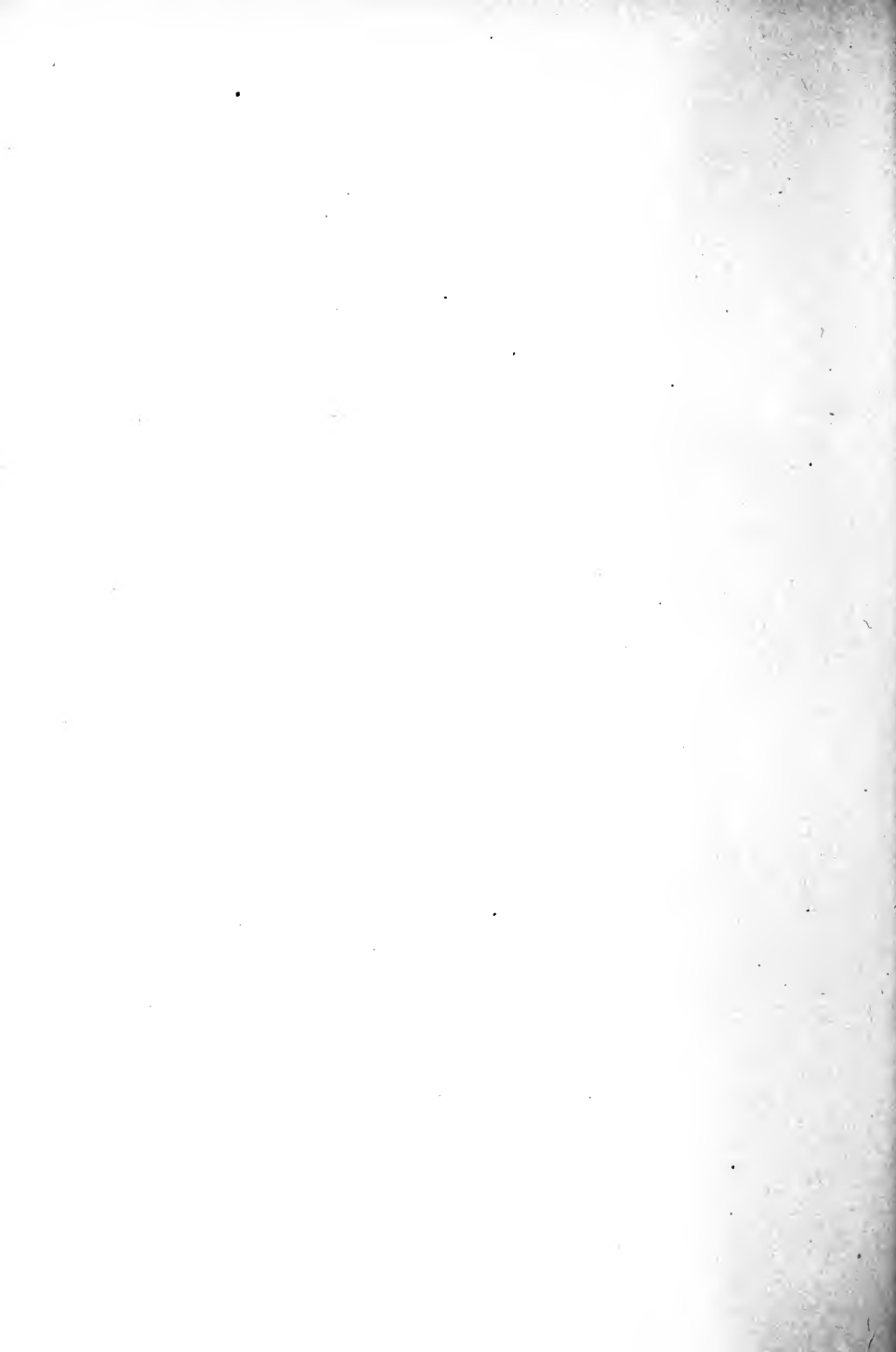


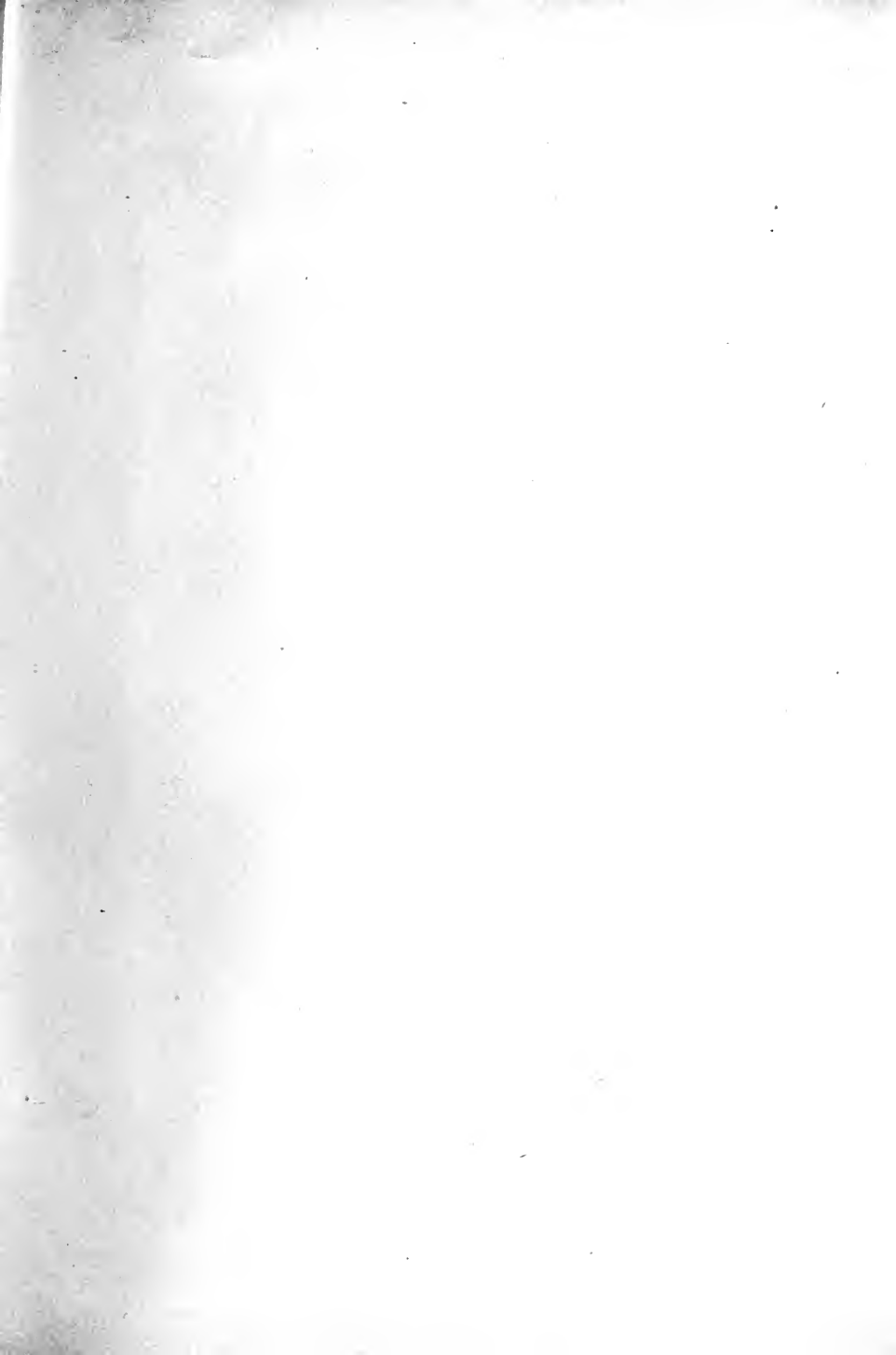












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