

NORTH CAROLINA Journal of Education.

VOL. III.

GREENSBORO, N. C., JUNE, 1900.

NUMBER 11.

Four Things To Do.

DR. EDWIN ANDERSON ALDERMAN, PRESIDENT OF THE UNIVERSITY OF NORTH CAROLINA.

A democracy is the highest expression of the evolution of forms of government, and the education of the whole people is the finest expression of the purpose of a democracy. It is like-wise the supremest need. Democracy is to prove its right to exist as the ultimate form of government. That the child has a right to be educated, so far as it seems best to the State, and that it is the State's duty to guard and maintain that right, is now, in North Carolina, an axiom in public policy. Fifteen years ago this was a proposition to be debated, but today it is a truism and measures the growth of the public conscience and the sweep of public vision during that period of time. The Church approves it, the statesman proclaims it, the rich man sees its force in society, the poor man thanks God for it. Sophisms and doctrinaire theories have at last fallen away at the touch of it, and the new century begins with the people of this State asking this plain question; how shall we build a worthy system of public education? We have struggled with the question for sixty years against the mighty odds of slavery, poverty, and racial entanglement. It is nice work for democracies at best. Let us make no patch work job of it now. The hour has come to set our hands to large policies and enduring systems. Men speak of primary, secondary and higher education. These are mere names for processes that merge and are one.

The first thing to do is to recognize that the unity of the whole is simply an agent to make society better and fitter and abler to create, to live and to become wider and nobler. Primary education is necessary and good. Secondary education is necessary and better, and higher education is necessary and best. The State that lets the grass grow in the path between the school house and the University misses the deepest point of education. Higher education is the dynamo. Primary schools are the single lamps. The dynamo sends the vital current to glow in a thousand shining threads, and millions of



EDWIN ANDERSON ALDERMAN.
PRESIDENT OF THE TULANE UNIVERSITY OF LOUISIANA; RECENT
PRESIDENT OF THE UNIVERSITY OF NORTH CAROLINA.

men walk in straighter paths under the blessed light.

The second thing is, to recognize that educational policies require deft and scientific construction and application. The educational statesman has become a necessity. Constitutions are not made nor codes of law upbuilt by lay men, but by men who know the story of human achievement in law and government. Thomas Jefferson knew this, and therefore he studied education as he studied political philosophy. Archibald Murphy knew this, and he went about his celebrated report in that knowledge. May the Governor of North Carolina and our lawmakers know this as well, and appoint a commission of wise, learned and discreet men who shall be given time and power to digest the great problem, to the end that something enduring may be brought to pass. Nothing enduring is likely to be brought to pass in the fierce activities of a too short legislative session.

Concluded on 3rd page.

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North Carolina Journal of Education.

Entered as Second-Class Matter at the Post Office at Greensboro, North Carolina.

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Because of the change in the business management of this journal, it becomes especially desirable to close at once all outstanding accounts with subscribers. Therefore all delinquent subscribers are requested to remit without delay for all back subscriptions. The amount due is indicated on the bill enclosed in this number.

Owing to the increase in the cost of paper and all printing material it is necessary to adhere strictly to the published price, \$1.00 a year, except when subscriptions are given with large clubs. It will be the purpose of the management to make the paper worth many times the subscription price. Write us for club discounts.

Respectfully,

T. GILBERT PEARSON.

We note with pleasure the growth of the Asheville Summer School and Conservatory. The announcement for the third session, July 2 to Aug. 25, shows full courses in music, painting, drawing, designing, pedagogy, language, expression, physical culture, stenography and typewriting, photography, hygiene. Every one knows of the delightful summer climate of Asheville, and the well-earned reputation of this school will bring to it a larger number of teachers than ever before.

Four Things to Do.

Continued from 1st page.

The third thing to take to heart is that great ends are accomplished by great means, that great results flow from great sacrifices. A four months primary school for the children of North Carolina is a pitiful and inadequate ideal. The expenditure of sixty thousand dollars annually in North Carolina for higher education is a pitiful and inadequate ideal. A nine months school in the one direction and an expenditure of \$150,000 annually in the other are necessary before great and splendid results can come. We can do this in North Carolina. It may mean some temporary sacrifice like unto that which a mother makes while her boys and girls rise into trained manhood and womanhood. As a stunting inheritance from war and its deprivations, we have grown used to the employment of small means for great ends. But the day of large things has come. States to the North of us and States to the South of us feel it in the bone and marrow of their lives and are shaping it into laws. North Carolina cannot afford to lag, and she will not lag.

The fourth thing to recognize is that this dear, dignified, self-contained Commonwealth does not move quickly, but does move, when aroused, with a certain grand, onward steadfastness. The thing to do is to arouse North Carolina and make her feel things in heart and nerve and blood. Then she will act, and never re-act. The old State, when truly moved, has a majestic way of whirling in and staying in to the finish. Charles B. Aycock is doing this service for North Carolina on the hustings today, and the University crowns him for his pioneer spirit. Our people will still submit to be talked to, and a thousand men must talk to them in every county to bring forth these desired results. It has seemed to me to be my duty to set my hand to work elsewhere in this Southern land. I go to wide and honorable labor, I believe, but the fine impulses of my heart and brain shall always stretch their hands hitherward in desire to help and up-build. My first vote was for public education. My first speech was for public education. My last word shall be for public education, and my last

wish, the wish that God may put it into the brain and purpose of the people of my native State, so fit and capable and beautiful for training the people whom I have served and whose love and confidence I have tested, to see to it that their children shall have as large an opportunity for self-development as the children of any other American community.

N. E. A.

Never before has the National Educational Association, the largest and most important gathering of teachers in the world, met at a point so near to the teachers of the Carolinas, and thousands of teachers should take advantage of this opportunity to meet the leading teachers of America and to hear the discussions on the most important and most vital educational questions of the day. For teachers who have never visited Charleston the trip itself, with the opportunity to visit Fort Sumter, the Jetties, Sullivan's Island, Fort Moultrie, the Isle of Palms, Summerville, the tea farm, the phosphate mines, etc., will be worth more than the cost.

The railroads will make a one-fare rate (with \$2.00 coupon for membership fee). Hotels, boarding houses and private homes offer accommodations at reasonable rates. See condensed programme elsewhere.

The Southern General Assembly of the Presbyterian Church is undertaking to raise \$1,000,000 as a twentieth century fund for the establishment and endowment of educational institutions. This is another indication of the revival of interest in education in the South. The great movement of the twentieth century is to be one for the full and complete education of all the people, and organizations of every kind will vie with each other in their efforts to do the most and best in this direction.

Through the generosity of C. G. Wright, one of the most enthusiastic advocates of public education in North Carolina, the room occupied by the library of the Greensboro public schools has been tastefully papered and otherwise fitted up for this use. It is now a beautiful and attractive room, such as all the rooms in a public school building should be.

We have just received from the B. F. Johnson Publishing Company a set of Fraction Charts, by

M. C. S. Noble, professor of Pedagogy, University of North Carolina. The charts are so arranged and printed as to afford the greatest help in presenting this subject in a concrete way, and the teacher who will use the three charts of the set as suggested by the author will find them an invaluable aid. A description of the charts is not necessary here, since the matter of them was published in recent numbers of this journal.

We believe nothing else so helpful to the teacher of this difficult part of arithmetic has yet been published, and we shall expect to see them in general use in the school-rooms everywhere.

In a letter to County Superintendents and School Directors, urging them to have county institutes held as provided by law, Supt. Mebane well says that in each county an "institute once a year ought to be an established fact." No better use can be made of the small amount of money necessary to pay expenses.

Washington and Lee's Good Luck.

Washington and Lee University has just received from the estate of Prof. Vincent L. Bradford, Philadelphia, \$100,000, a law library of 1,000 volumes or more, with an annuity of \$400 for maintenance, and a very valuable collection of oil paintings, with an annuity of \$500 for the care and maintenance of the gallery.

City and State, a weekly journal published in Philadelphia, has undertaken to raise \$100,000 to add to the endowment of this institution. The aim is to have this amount in hand ready to turn over to the university as a Christmas present next Christmas.

Compulsory School Attendance.

The sentiment for compulsory school attendance is growing rapidly in North Carolina, and the General Assembly will be asked at its next session to enact some attendance law. The extent to which this sentiment has already grown is indicated by the fact, that, of 691 farmers, manufacturers and laborers replying to a recent circular letter of inquiry sent out by the Commissioner of Labor, 564 favor some form of compulsory school attendance. Ten years ago this 82 per cent. would have opposed any form of compulsion.

Every teacher and every one who loves his State should work to this end. It may be new

question for us here in North Carolina, but it does not come to us as an untried experiment. The results in dozens of countries and states, in many of which school attendance has been compulsory for fifty years or more, prove conclusively the soundness and practicability of the principle.

A list published in the February, '99, number of this journal shows that 32 states of the union, containing 64 per cent of our entire population, have laws compelling school attendance from eight to thirty weeks each year for an average period of eight years; while Italy, Switzerland, Austria-Hungary, France, all the German and Scandinavian states, England, Scotland, British America, and nearly all the English colonies, require from four to ten months each year for a like period. These states and countries contain a total population of 253 millions,—80 per cent. of all the people we call progressive, and more than half of all that are called enlightened. What these 253 millions of the most progressive people of the modern world have found wise and helpful, will probably not prove otherwise for the two millions of North Carolina. We believe no state having once tried the plan of putting all her children in school has abandoned it.

At least one thing is certain: seventy-day schools with an average attendance of only one-third the school population will never educate the people. Something must be done, and it is difficult to imagine a remedy worse than this disease.

Probably the information contained in Mr. Dickerman's article on the Daniel Hand Fund will be as new to most of the readers of this journal as it was to the editor a few weeks ago when he met Mr. Dickerman and heard of this fund for the first time. Isn't it strange that a fund almost as large as the productive part of the Peabody Fund should not even have been heard of among us? And stranger still when it is remembered that it was given by a man who spent a good part of his life in the South, making his fortune here.

The suggestion that the advice of Southern educators should be sought in the expenditure of the proceeds of this fund is worthy of consideration. What a vast amount of good might be accomplished by the thousands of dollars derived annually from the fund, if it were judiciously used to stimulate communities of colored people to greater exertions for self-help and for the elementary and industrial education of colored children in the vil-

lages and country districts, where the schools have less money than in the towns and cities! A few dollars given annually to each of a thousand such communities on condition that two should be raised locally for each dollar given would soon build up a thousand self-supporting schools, to continue unaided while a thousand other communities were being helped and stimulated.

\$25 in Prizes.

President Geo. T. Winston, of the North Carolina College of Agricultural and Mechanic Arts, offers a prize of \$15 to the teacher or pupil in North Carolina who shall write the best criticism of the Introduction of Peele's "Lives of Distinguished North Carolinians," and also a prize of \$10 to any teacher or pupil who shall select, adopt or compose the best declamation on any of the "Distinguished North Carolinians" whose lives are sketched in this book, using the matter contained in the Lives. The competition, which is not open to teachers and students in institutions conferring degrees, will close June 1, 1901.

The plan of a county teachers' institute adopted by Superintendent Venable, of Buncombe, should be put into operation in every county in which there is a city or town with graded schools.

On Monday evening, April 30, Miss Irene McLoud, one of the teachers of the first grade in the Asheville schools, lectured on first grade work as it is done in these schools, telling what is done, why it is done, and how it is done. On the next day the teachers attending the institute visited the first grade rooms and observed the work done, asking such questions as they chose. On Tuesday afternoon Miss Bernard, another first grade teacher, lectured, and then another day was spent observing the work of this grade. This programme was continued every day for two weeks, two lectures and two days of observation being given to each grade from the first to the fourth. In the evenings Superintendents Venable and Eggleston, Principal Tighe and others discussed important school topics. County teachers, city teachers and school officers were all pleased with the results. This should indeed be an improvement over thirty hours of talk by one man in a hot court-house.

Trinity College is collecting a very full and valuable library of early English Literature.

Again has a board of trustees shown its wisdom and the strength of the new ideal in education by electing to the presidency of the University of North Carolina a professional teacher, one whose life-work has been in the schools. It is now established in North Carolina that teaching is a profession, that college presidencies are, primarily, places of labor and trust requiring broad knowledge and high professional skill, that whatever honor and emolument may attach to them belong by right to those who have shown themselves worthy by their labors as teachers rather than in other walks of life. The election of Francis Preston Venable seems to us eminently wise. Scholarly, progressive, in sympathy with the best in modern educational thought, in the full vigor of manhood, thoroughly identified with the University, Dr. Venable will no doubt do it good service in his new relation as he has ever done in the old.

Every teacher in the state should write a letter to his or her representatives in the legislature asking them to vote for the passage of the bill providing for the establishment of the Vance textile school. If we are to become a cotton-manufacturing state, such a school will be worth to us many times its cost. Write at once.

St. Mary's College, burned May 19, will be rebuilt at once. The loss is estimated at \$100,000, with only \$15,000 insurance. Not only Catholics, but friends of education in all denominations, should respond liberally to the appeals for help made by the college.

The Hemenway School, Wilmington, recently celebrated "Carolina Day," the entire programme having reference to North Carolina. It is proposed to repeat this annually. A most excellent idea, and worthy of adoption in every school in the State.

If plans now being matured do not fail, the South may soon have one of the largest and best equipped technological schools in the world. We hope to be able to give more information about these plans later.

The entertainment given by the children of the Statesville graded schools netted nearly \$100, which will be used in buying books for the school library.

Wake Forest College will have its gymnasium fully equipped for next session.

It is pleasing to note that several graduating classes will this year have made valuable gifts to their schools. At Red Springs Seminary the graduating class donated \$1,500 towards a new building; at the University a cast of the Venus de Milo; at Asheville the class graduating from the public high school presented the school with a heroic cast of Minerva.

At its next meeting, the school board of Charlotte will probably add drawing to the course of study in the Charlotte public schools and elect a special teacher and director to supervise this work.

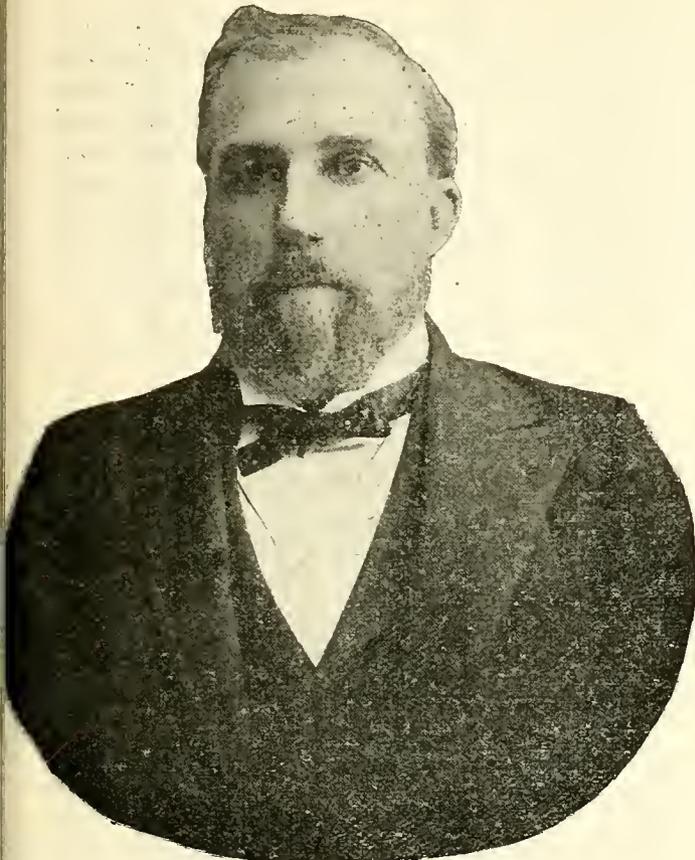
More interest is shown in public high schools in our cities than ever before. At some places courses of study are being remodeled, enriched and extended; in others separate high school buildings are being planned—all of which we like to hear.

George Watts, Esq., of Durham, N. C., has just given \$35,000 to Union Theological Seminary at Richmond, Va. B. F. Duke has just given Trinity College a library building to cost about \$30,000 and to be erected at once. The spirit of giving for education is growing among us.

Messrs. Anderson and Mitchell, principals and founders of the Asheville School, four miles west of Asheville, intend to make it in every way an ideal preparatory school, fitting boys for any of the Northern colleges. The grounds include more than 400 acres, and the buildings are to be substantial and of pleasing architecture. The fee for living and tuition will be \$600 a year.

It would be difficult to find more beautiful school-rooms than those of the public schools of Asheville. Large, high-pitched, well lighted, tinted walls, pictures and statuary tastefully disposed in rooms and halls, these school buildings are suitable homes for the children during school hours. Pictures and statuary to the value of more than \$500 have been added since last fall. Nor has less attention been given to health and comfort. Heating, ventilation, cloak-rooms, umbrella-stands, water, closets and other necessities and conveniences have received attention. The result is the people are beginning to be proud of their school houses and are willing to do all that is needful.

Fayetteville is taking steps to increase her public school fund and facilities.



D. MATT. THOMPSON.

PRESIDENT NORTH CAROLINA TEACHERS' ASSEMBLY: SUPERINTENDENT STATESVILLE CITY SCHOOLS.

Seventeenth Annual Session of the North Carolina Teachers' Assembly, Morehead City, June 12-17, 1900.

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J. B. Carlyle, Wake Forest College.

One fare for round trip on all railroads in the state. Membership fee of \$2.00 will be collected by agents selling tickets, \$1.00 of which will be refunded to female members at Morehead City.

This is the best opportunity of the year for recreation and profit combined. All teachers who can possibly do so should take advantage of it. For programme, see the April-May JOURNAL.

Returning, teachers may stop over at Chapel Hill for summer school, or at Greensboro for commencement of State Normal and Industrial College, June 17-20.

In education intellectual, moral, religious, or any other kind, high or low it is not that which shows how to save or make money that counts, but solely that which shows how to save and make men.—*City and State.*



C. H. MEBANE.

SECRETARY NORTH CAROLINA TEACHERS' ASSEMBLY: STATE SUPERINTENDENT OF PUBLIC INSTRUCTION OF NORTH CAROLINA.

Material and Spiritual.

PROF. J. Y. JOYNER, STATE NORMAL AND INDUSTRIAL
COLLEGE GREENSBORO, N. C.

Every observant person must have noticed with some concern the prevailing materialistic and utilitarian tendencies of our age. In no other land are these tendencies stronger or more marked than in our own. Here in this new world there was so much to be done, so many material resources to be developed, so many material obstacles to be surmounted, so many physical and natural forces to be subdued, or harnessed and utilized, forests to be felled, mountains to be mined and tunneled, prairies and wildernesses to be transformed into arable fields and smiling homes, cities to be built, railroads to be constructed—in a word, the multitudinous herculean practical tasks incident to the building of a mighty nation amid the wilds of a new world, that America's first and loudest call was for the man who could do something, for what the world pleases to term the practical man. Not unnaturally, then, in our life and in our education we have laid such emphasis upon the practical, the materialistic, the utilitarian, that we are in danger, I fear, of forgetting that there is another side of life, a diviner side, that needs to be emphasized, to be developed with this as its counterpart, that the proper adjustment of all life may be preserved, that the divine harmony of all life may not be disturbed.

It would not undervalue the practical, the utilitarian; but an undue exaltation of this side of life, and an undue undervaluation of the other is leading to the chaining down of most of the minds of every community to low, perishable interests; is leading to the setting up of false standards of advancement in life; is leading to an undue multiplication of mammon worshipers and time servers.

Over the idea that it is great to know and great to do, should preside, in our life and in our education, the grander idea that it is greater to be. Over the idea that it is important to clothe the back and feed and warm the body and keep caste in society, should preside the grander idea that it is more important to develop the eternal, the divine, in man,—the jewel without price, the personal soul. How beautifully has the inimitable Ruskin expressed this lofty ideal in these poetical words: "He only is advancing in life whose heart is growing softer, whose brain quicker, whose blood warmer, whose spirit is entering into everlasting peace."

This is the sort of advancement in life that should

be made the supreme aim of all our education. The Record reads that in Creation's morn the Lord God formed man of the dust of the ground (matter, material) and breathed into his nostrils the breath of life (spirare, spirit, spiritual, breath of God in man) and man became a living soul. Matter and soul—material and spiritual—the two sides of man's nature—the two sides of man's life! What God has joined together let man dare not put asunder.

"Let knowledge grow from more to more
But more of reverence in us dwell,
That mind and soul, according well,
May make one music as before
But vaster."

It is this other side of life, this diviner side of man's nature the development of which I desire to emphasize. What name shall I give to it? There is no other word that half so well describes it as the word spiritual, which seems divinely coined for it.

By spiritual I would have you understand then much more than is usually included in the restricted religious or doctrinal application of the word. I would have you understand it as including the emotional, the susceptible, the sympathetic, the intuitive, the intangible, the aesthetic, the imaginative—all that is likest God in man—the breath of the God-life that was breathed into man's nostrils at his creation.

They tell us that we of this sunny Southland, in the twilight of this closing century, are standing at the dawn of an era of marvellous material and industrial development. I believe it. I hail with joy its coming. I bid god-speed to every sort of education that will hasten it. It means wealth, it means power to the land of our birth, the land of our love. But I would not have us forget, in our mad pursuit of this, that there is another sort of progress that we must seek through another sort of education. Along with progress in money must go progress in men; along with progress in plenty must go progress in peace; along with progress in luxury must go progress in life. In the dazzling light of this material development we, of the New Industrial South, must not forget

"How wide the limits stand
Between a splendid and a happy land."

Man can not live without bread, nor can he live by bread alone.

"Tis life for which we pant;
More life and fuller that we want,"

We want the education that will give the knowledge and develop the power to utilize our vast material resources and create wealth; but we must never neglect the education that will develop the power to use wealth, to enjoy what wealth can give, and to enjoy what God has given without wealth. For in material wealth the few alone may hope to be rich, the many must still be poor; but in the deathless riches of mind and soul—of life—that education can give, the many may be rich, the few alone need remain poor.

“Who loves not knowledge? Who shall rail
At her beauty? May she mix
With men and prosper! Who shall fix
Her pillars? Let her work prevail.

But on her forehead sits a fire:
She sets her forward countenance
And leaps into the future chance,
Submitting all things to desire.

Half grown as yet, a child, and vain,
She can not fight the fear of death.
What is she, cut from love and faith,
But some wild Pallas from the brain

Of Demons, fiery hot to burst
All barriers in the onward race
For power? Let her know her place:
She is the second, not the first.

A higher hand must make her mild,
If all be not in vain; and guide
Her footsteps, moving side by side
With wisdom, like the younger child.”

In the development of the aesthetic, the imaginative, the emotional—in a word the spiritual—must be found the higher hand that shall make the other mild, if all be not in vain.

The Broader Education.

SUPERINTENDENT E. P. MANGUM, WILSON PUBLIC SCHOOLS.

With all the advances that have been made along educational lines, there is still a mistaken idea, on the part of many teachers and parents, as to what is meant by the education of a child.

The mental, moral and physical powers that go to make up a human being must receive, each in its due proportion, the training necessary to develop fully its nature. Any system of education that overlooks either one of these sides of the triangular nature of man is a deficient system, and can not accomplish the best results.

The responsibility for the full and proper development of this three-sided nature rests chiefly upon

the parent and the teacher, and yet the influence of the many associations, both public and private, to which the child is daily and almost hourly subjected, can not be lightly passed by. The formation of habits of life and action do not, as a rule, receive the attention that is necessary for the best results. Character is made up of many factors, and too often it is the case that those factors that are having the most weight in molding character receive the least attention from those whose duty it is to guide the child and direct him in the ways of life.

The teacher receives the child under his charge, and, if he is a true teacher, recognizes at once the great responsibility that is placed upon him. He knows that he has the power to develop not only the mental powers, but also the moral and physical powers of his pupil, and every effort is put forth to accomplish his aim. A true teacher will always keep his ideal before him and bend every energy to its realization. If he does not do this, his work will be a failure from the very beginning, for aimless work is labor thrown away. The teacher knows that there is much more before him than the mere teaching of the text-book and all that pertains thereto. He knows the silent influence of his personality upon the nature with which he daily comes in contact, and must be ever watchful and careful of every word and act of his life, both in and out of the school-room. He knows that the chief strength of the greatest teachers of all ages lay not in the extent of their erudition, great though it may have been; but in that indefinable something which flows as a vital current between teacher and pupil, and is a blessing or a curse to the pupil according to the ideal which is the guiding star of that teacher's life. The character of the teacher's work is determined by the ideas that he has of that work, and the results will never be any higher than these ideas.

If we can awaken in our pupils the fires of manhood and womanhood, then have we opened the gates to all that is best and noblest in life, and progress in other matters will come as a matter of necessity.

As a rule, the child is turned over to the teacher for all instruction in all things, and the teacher is held responsible for the development of the child along all lines, and is often made to feel that he alone is responsible. The burden of education must, of necessity, I suppose, rest forever upon the teacher, and yet there is another side to the matter that receives far too little attention, and is even more

far-reaching in its influence than all the efforts of the most conscientious teacher. This is the influence of the home in all that it means as it touches the character of the child. Respect for authority, obedience to law and regulations, the realization of individual duty as well as individual rights, regular and prompt attention to the little affairs of home, in short, a training in all the elements of education that are found outside of the ordinary text-book, is as much a part of the home as of the school. The work of the teacher is absolutely of no avail without the most earnest and constant assistances of the parent along these lines. We can never hope to see our schools doing their full work until we see parents upholding the position of the true teacher in the fullest sense of the word.

Yet the teacher must realize that he has before him this fight for life, and that he must carry it on almost alone. Hence the necessity that he keep before him the highest conception of the character and the extent of his labors, watching, if possible, more carefully the silent and unconscious education that he is giving, than he does that which is guided by the books that he uses. The moral education is, after all, that which is to determine the character of the works that we have done, and he who labors with great ideals before him benefits and elevates himself while helping others.

Vienna as a Type City.

F. P. GULLIVER, ST. MARK'S SCHOOL, SOUTHBORO, MASS.,
[IN JOURNAL OF SCHOOL GEOGRAPHY.]

Where the folding and uplift of the Alps decrease toward the east, and where the Carpathian mountains die out toward the west, there is found a sag in that great mountain chain, which forms the natural boundary between northern and southern Europe. This sag is the best line of communication between north and south that exists from central Russia on the northeast to southern France on the southwest; and it is a more important route for man since the Danube here traverses this mountain barrier, running from the northern side of the Alps to the southern side of the Carpathians, being the only river which thus crosses this natural barrier to the free intercourse between different nations.

Settlement at a point of such value for commerce in times of peace was of course made in very early times. The earliest recorded town was Vindomina built by the Celts and taken by the Romans early in the first century. Although, as will be shown

latter, the present city shows in a very marked degree that its present form is largely influenced by the fortifications, it seems most probable that the location was selected as a trading station, rather than as a point of defence. If selected as a trading station it must have been defended in times of war, so it is evident that the two causes, trade and defence, must have played a very important part in the development of the city of Vienna.

Along this trade route between northern and southern nations there must have been much traveling, and thus nations shut off from each other by natural boundaries here came into contact with one another, differences arose, and battles were fought for the control of this great line of transportation. It has been one of the important battle grounds of the Germanic tribes of the north and the Romance people of the south. The Romans took the Celtic town of Vindomina and built in its place Vindobona, which flourished for four centuries, when in the fifth century the Huns took the place, and in the sixth century the Avars established themselves here and remained for two hundred years until Charlemagne retook the place and made it one of the important fortifications on the borders of his empire. The history of Vienna from this time up to the thirteenth century is closely interwoven with that of all Europe, and it was a particularly important place in connection with the Crusades.

Before 1300 an encircling ring of fortifications was completed around the city as it existed at that date. This consisted of rampart, fosse, and glacis, and was about two miles in length. At that date the whole city was comprised within its circle, and now that the city has far outgrown its first walls, this early portion of it is still called "the inner city." In 1858 to 1860 these fortifications were removed and the broad "Ringstrasse" was laid out around the inner city, a magnificent street with an average width of one hundred and fifty feet; and upon this have been built many of the finest buildings of the modern city, the royal opera house, the royal theatre, the university, the city hall, and museums, churches and palaces.

The Danube where it comes out from the Alps upon the edge of the Hungarian plain is too heavily laden with rock waste to stand any diminution of its grade, so it begins to drop its silt wherever it can, and thus it comes about that it has a very wandering course where Vienna is located. On account of the danger of flooding by this wandering stream, the town was first located on a little branch

of the river, a mile southwest of the main channel. For a long time all extension of the city took place to the west, so as to avoid the swamps and old stream beds between the first city and the main channel of the river where all the boats occupied in trade must have gone. Indeed it was not until the Danube was controlled in its course through the city by artificial embankments, built between 1870 and 1880, that it was really safe to extend the city in this direction. Within the past twenty years there has been considerable growth in this direction, and from the old stream beds and marshes has been built the Prater, one of the finest city parks in the world.

The general physiographic conditions which controlled the location of Vienna have been shown: how a natural line of transportation and trade exists between the Alps and the Carpathians on the Danube, how a settlement for trade thus started upon a plain must be defended by walls against the attack of enemies, and how it must be built at a little distance from a river constantly spilling over its banks. Now let us consider the changes which have taken place in this city as it existed in 1300, with its two miles of walls and fortifications completely shutting in the buildings of that date.

Main roads extended from the city to the north, west, south and south-east, but there were none to the east and north-east on account of the interlacing system of channels of the Danube. Along these main lines of transportation the peasants travelled from the various villages and farms to the city, and entered the city with the products of the land through gates, which were generally named from the nearest important town to which the highway led. These gates were shut at night to ensure the safety of the city. Various village centers sprang up along these roads, some within a short distance of the city, so that as the city became thickly settled, these villages grew and formed a belt of houses outside the walls. In the sixteenth and seventeenth centuries the Turks attacked Vienna, and these outside villages suffered so severely that after the repulse of the Turks, the inner ring of fortifications was rebuilt with projecting bastions and a broader space surrounding them, and then around the outlying settlements on the west and south was constructed a second ring of protecting walls and earth-works. The latter were built far enough beyond the villages to allow room for considerable growth, but when Napoleon took the city a hundred years later, in 1809, settlements had gone beyond this second ring.

Industries sprung up in villages outside of the city, a tile factory here, a carriage manufactory there, a place for the manufacture of leather goods, for which Vienna is famous, residence centres on the heights to the west, and the royal palace and park at Schönbrunn and now the city has grown to meet all these, and includes them within its limits.

For modern warfare these two rings of fortifications were useless, so the city very wisely turned them into two ring streets, which add immensely to the convenience and attractiveness of the city. Now that the questions of mere sustenance and defence are giving way before the intellectual advance of peoples, this inner Ringstrasse with its centres for education; art, music, drama, and representative government gives a grand object lesson to the world to lay aside its fighting and to strive for what is more worthy of the ambitions of civilized man.

Railroads have thus far played an unimportant part in the development of Vienna, but those to the south across the plain, and those to the east over the straightened Danube already show lines of villages extending beyond the city.

The people of Vienna as seen in its streets express in a concise manner the geographic and historic development of the city. The Germanic and Romance types of faces walking side by side, and there a group of Hungarians and typical Slavic faces, and now and then down the street some soldiers marching in red fez caps and baggy trousers, which makes one think of the Turkish invasions, but which show some of the former subjects of the Sultan now under the Austrian flag. The Germans are here much more vivacious than in the northern cities, and show the softening influence of the southern climes and peoples, though they have not lost the great love of the family and the family life, which is the strength of their northern cousins.

What has been done above for Vienna may be done for any city. The physiographic features which control the location of the city can be easily determined; the actual growth from time to time may be shown and connected with its causes, facts of history may be rationally connected with geography so as to round out the pupil's idea of the city, various industries may be treated in connection with the growth of the city under consideration, and the men and women who make up the city may be shown to have characteristics accordant with the development of the city.



DANIEL HAND:
FOUNDER OF THE DANIEL HAND EDUCATIONAL FUND (\$1,500,000) FOR
COLORED PEOPLE.

The Daniel Hand Educational Fund and Its Origin.

G. S. DICKERMAN, NEW HAVEN, CONN.

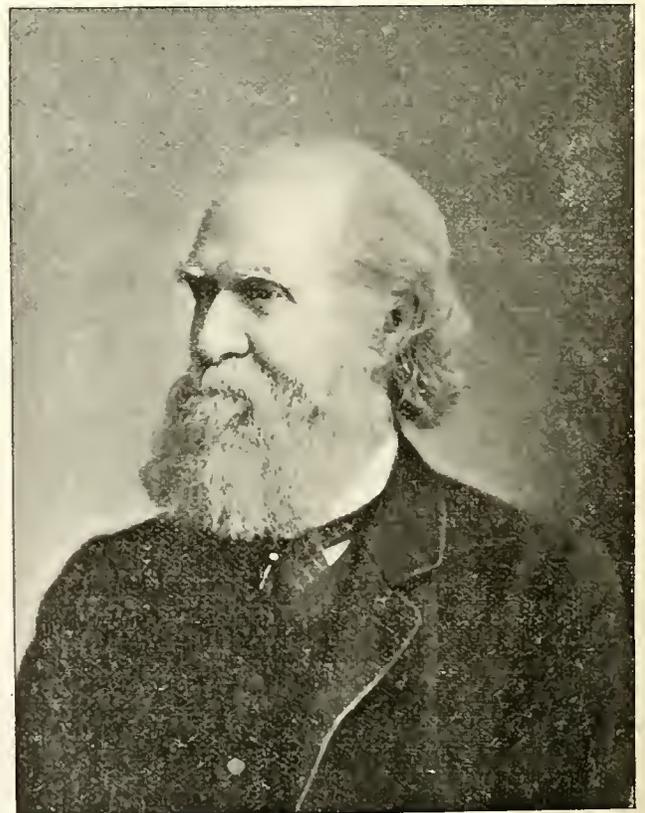
It is nearly twelve years since an October day in 1888 when the friends of education were made glad by the news that a gentleman of wealth had given a million dollars for a fund to maintain common schools among the colored people of the South; and it is over eight years since the further announcement was made that this gentleman had added about half a million more to this fund by bequests of his will. The gratification caused by these announcements was enhanced, as many will remember, by an account of the way in which the estate had been accumulated and secured to the donor of the fund; and here the name of another gentleman was heard whose fine sense of commercial honor in the care of a business trust called forth expressions of universal admiration.

In view of the fresh and widely extending interest now shown in the practical education of the colored people it seems an opportune time to review the story of the Hand Fund and observe how the

proceeds of this great charity are applied to the people for whom it was established. The story is of a property made in the South, by southern business men, in the exercise of business sagacity, and finally devised to go back to the South in such a way as it was hoped would best promote the interests of the whole southern people.

Daniel Hand was the son of a New England farmer. He was born in Madison, Connecticut, July 16, 1801, and grew up on the farm till he was sixteen years of age. He then went to Augusta, Georgia, in the year 1818, and became a clerk in the store of his uncle, Daniel Meigs, who was an old merchant of that place and of Savannah. Augusta was then a small place of about 1500 inhabitants but affording the special business advantages of a thriving center in a new and fast developing region. The young man made the most of his position and in due time succeeded to his uncle's business. For a number of years he was in partnership with Erastus C. Scranton, who also came from Madison and afterward returned to Connecticut, where he was the mayor of New Haven in 1865.

It was during this partnership and in the fall of



GEORGE WALTON WILLIAMS, CHARLESTON, S. C.
HIS INTEGRITY AND ABILITY MADE POSSIBLE THE DANIEL HAND FUND

1838 that a boy of seventeen made his appearance at the store and asked for employment. He had come on foot a hundred and fifty miles from his home in the mountains of northern Georgia, had been seven days on the road and had spent less than one dollar of the ten with which he had started. Such boys usually get the place they are after, and he did. This was George Walton Williams, who was henceforth to be associated with Mr. Hand in a personal intimacy that was to continue for over fifty years.

Mr. Williams was born in Burke county, North Carolina, December 17, 1820. His father, Major Edward Williams, was a native of Easton, Massachusetts, where he grew up to the business of a tanner, but "becoming tired of the rocks," went in 1799, at the age of twenty, to Charleston South Carolina. Two years later he removed to the mountains of Western North Carolina and went into business there with Mr. Daniel Brown, a Pennsylvania Quaker, whose wife was a Virginian. Soon afterwards he married Mary Brown, his partner's daughter, and of their children George W. was the fourth and youngest son. In 1822 the family removed to Nacoochee, Georgia, and this was the house from which the son went to Augusta.

Mr. Williams was a clerk for four years, till he reached the age of twenty-one, when he bought Mr. Scranton's interest and the firm became Hand & Williams. At this juncture the young partner became convinced that the sale of intoxicating liquors, a lucrative part of the business, was wrong and ought to be given up. Mr. Hand thought that such a step would be very hazardous but after considerable discussion assented to it and the sale was abandoned. So far from losing by this change the profits steadily increased and continued to do so for ten years. Then, with the surplus of capital at their disposal it was decided, in 1852, to open a house in Charleston, under the name of George W. Williams & Co. This new enterprise developed so rapidly as to engross the chief interest of Mr. Hand as well as of Mr. Williams, and the business at Augusta was turned over to a junior partner, Mr. C. H. Wilcox. Mr. Hand now lived in the North and attended to those transactions which needed to be carried on in New York, while Mr. Williams remained in the South and had the direct management of operations on the ground.

This was the situation in the years immediately preceding the war between the states. As that event drew on, Mr. Hand, being opposed to seces-

sion and afraid of the results of the war, decided to remain in New York, and in 1861 withdrew from the firm. His life time earnings however, amounting to \$230,000, were in Charleston and had to take the chances.

With the progress of hostilities, gold debts due the firm by the million went into Confederate money. The sequestration act was passed, and, as Mr. Hand was no longer a citizen of the South, measures were taken by the authorities in power to sequester his interest in the firm of George W. Williams & Co. It was Mr. Williams' problem to guard the fortune of his old partner which had been left in his care. With characteristic sagacity and promptness he put Mr. Hand back into the firm and proceeded with the business on the old basis; then he despatched a messenger to the North urging Mr. Hand to come to the South without delay. The summons was obeyed. Failing to get through the lines at Baltimore, Mr. Hand took the western route and succeeded in reaching New Orleans.

There he was arrested and imprisoned as a "Lincoln spy." Mr. Williams telegraphed the Louisiana governor vouching for his integrity, and he was allowed to go, under promises to report at the headquarters of the Confederacy in Richmond. On the way there he stopped at Augusta to spend a night, when a mob was raised about his hotel, and the mayor took him to jail for safety. This brought Mr. Williams up from Charleston to share the jail with him till a release could be effected. Arriving at Richmond he was confined in Libby prison for nearly a month to await his trial as a spy, and finally, having received a fair hearing, he was set free with the one only condition that he would not go beyond the lines of the Confederacy.

Meanwhile a suit was entered upon in Charleston to sequester Mr. Hand's interest in the firm of George W. Williams & Co. The best counsel was employed by Mr. Williams for the defence and after a sharp contest which lasted several days the case was decided in Mr. Hand's favor, thus saving his property from confiscation.

As South Carolina at that time did not afford a congenial atmosphere for a man of union sentiments, it was thought best for Mr. Hand to go to the mountains of Western North Carolina to await the movement of events. Mr. Williams divided with him what gold he had, and Mr. Hand gave over to Mr. Williams all his personal property, as well as his real estate, to be held, managed and considered as if it were his own. The senior part-

ner then went to Asheville and lived there in seclusion till the end of the war. The quietness of his life in this place is indicated by the following incident. A visitor who was spending a few days there in the present season of 1900, made inquiry of a number of the old war time residents of Asheville concerning him and was surprised to find that they knew nothing about him. One gentleman of prominence in the community was personally acquainted with George W. Williams but never had heard of Daniel Hand.

With this retirement of Mr. Hand to the mountains the whole responsibility for the business passed to Mr. Williams, and this for that long war period of trying exigencies. During the early stages of the war, northern and western houses sent to the firm large quantities of goods with full knowledge that the laws of the Confederacy were against collecting such debts. They relied entirely upon the honor of the firm. Two cargoes of coffee were imported from South America, one of which succeeded in running the blockade, though chased by Federal gunboats to the gates of the city. Mr. Williams drew one check on the Bank of Liverpool for fifty thousand dollars in gold to buy clothing for the soldiers of the South and was paid in Confederate currency. These debts of honor Mr. Williams felt it his duty to pay. He started money North by way of Atlanta and Louisville, but was threatened with prosecution. He then remitted \$400,000 sterling exchange to Liverpool and London to provide for their payment. When the war was over the debts were paid in full with interest.

With the progress of the war the fortune in Mr. Williams' hands was fast going into Confederate securities. He looked around for other investments that he might save something out of the coming wreck. Cotton could be bought at from seven to ten cents a pound, and he obtained fifteen thousand bales. There was a panic at the North in Southern state and city securities, and he put \$500,000 into these. As Confederate currency declined and cotton advanced he sold his cotton and bought farm lands in Georgia, also a hundred thousand acres of timber land at one dollar per acre. He invested besides \$500,000 in real estate at Charleston and in the interior of South Carolina.

Upon the surrender of Charleston to the Federal troops Mr. Hand immediately went down from Asheville to confer with Mr. Williams and then, leaving everything to his care, departed for the North, where he passed the remainder of his life.

He never returned to the South again, even for a visit, but his thoughts were there constantly and he watched the movement of events with untiring interest in the welfare of the Southern people.

Mr. Hand's surrender of his business concerns to Mr. Williams was most complete. In a letter to Mr. Williams, of December 10, 1866, he writes: "I am entirely content to place my interests in your individual charge and protection; do for me as you do for yourself, and as if I were your brother." Again, in the January following, he says: "You are so much better acquainted with our affairs and all that pertains to them than I am or ever can be, it would be folly for me to pretend to advise. I know you will use your best judgment." Similar expressions occur often in a correspondence which bears on every page the proof of mutual confidence and unvarying personal esteem. Whenever Mr. Hand wished for funds, either for his own use or for the many generous expenditures he continually made in behalf of others, he wrote for the sums required and they were at once sent, but the bulk of what he had originally left in Charleston remained absorbed in the business and in investments of uncertain value.

In 1879 events occurred which involved Mr. Williams in serious embarrassment and threatened his financial ruin. The letters of Mr. Hand at this time are especially interesting. No allusion whatever is made to any pecuniary interests that he himself had at stake, but his whole solicitude is for Mr. Williams and his family. A sample is the following, written after the worst was over. "Your family more than compensates you for all you have lost through others or may lose. The complications through which you are struggling are great and trying, but I trust you will emerge without loss of reputation or stain upon your well established good name. It seems to me great wealth often occasions more evil than good in families of distinction. I am glad you are giving thoughtful care to your health. You can hardly overestimate its importance to you and yours."

The close bond of friendship between these two business men may be explained perhaps in part by the fact that Mr. Hand was bereft of his wife and only surviving child at very near the time when young Williams entered his employ. It was quite natural in his loneliness that he should have turned to the attractive young man for companionship and that this attachment should have ripened with the vicissitudes of later years.

A letter of March 29, 1881, intimates the desirability of a division of their property as follows: "In regard to the business suggestions in my last letter, they were chiefly made on your account rather than my own. As I view it the whole matter is practically with you alone. No one else can form any adequate or just estimate or opinion in the case, not excepting myself. Were all the statements and items in your books before me, I could make no use of them, to any good purpose. So I wish you to continue to do at present and in future as in the past: act for me as you do for yourself and as you deem best in all cases, that I may receive in due time what you regard as fairly coming to me from our joint assets. At your convenience will you give me your own irresponsible estimate of the probable outcome in the future? This need not embrace any catalogue of the items as I cannot judge of those. I shall be happy to welcome you here at any and all times as may consist with your business leisure and convenience. As regards my health, I do not realize any dangerous disease, but my powers are lowered, weakened and in a large measure have left me, especially my legs and feet, my head, ears and eyes: my deafness separates me from society almost entirely. We expect brother and sister next week."

A few weeks after receiving this letter Mr. Williams was in Guilford to show his account. It was nearly forty years after the partnership was formed in Augusta when the combined fortunes of the two merchants were less than \$5,000. It was twenty years since the breaking out of the war, the resumption of the divided partnership, the suit in court, and the committal of the senior partner's affairs to the younger partner. And now this merchant of the South, having himself but recently escaped from the brink of bankruptcy, stood before his old employer to make a settlement. He showed between a million and a half and two million dollars in solid securities standing to Mr. Hand's account.

Mr. Hand was amazed. An eye-witness describes the scene. The call of Mr. Williams happened to be at the time of a family gathering. The two friends greeted one another at the porch and conversed together for a while, and then the old gentleman came in to tell the family circle what he had heard. Reverting to the war times, he exclaimed. "I never expected to receive a cent. I always knew Mr. Williams would do the best he could, but this is the most extraordinary thing I ever heard of."

Previous to this interview Mr. Hand knew of course that he would receive a considerable estate from his investment, but he had no idea of the amount. He had made a will in 1872 bequeathing sums amounting in the aggregate to some \$600,000, of which \$100,000 was uncertain. This indicates his estimate of the estate at that time. Probably this estimate was not greatly changed till the interview with Mr. Williams.

The original will was altered from time to time by the addition of codicils to the number of fourteen, the last of which was written January 12, 1889. The document, therefore, covers a period of over sixteen years, and enables us to trace the development of Mr. Hand's purpose as finally embodied in his philanthropic bequest.

His habit of mind was that of a political student and his daily companion to the close of life was the *New York Tribune*. His letters show, as already intimated, that he was intensely interested in the progress of the South. He writes, December 23, 1883. "The great common interest of the South is a vast and engrossing subject, and also the reasonable probabilities of the colored people there for the future. I do not see that either party has any plan or policy on the subject. Yet there is no subject of more importance before the American people. The government, having made them citizens, is now bound to protect and guide them as such. The late decision of the U. S. court limiting their supposed rights is of the utmost importance to both sides and especially to them. They are wholly dependent upon the white people of the states where they are, and must continue so for a long time to come; and there is no real conflict of interests. They are to remain the peasantry of the south, and are invaluable as such. A few will rise above that, but not many."

Again he writes in 1889, the year following his gift of the Fund: "My interests in the South and my attachment to the southern people are inseparable from my life. I was there in trying times but not an unkind or injurious word was spoken to me in all those dreadful years. I see it stated that Georgia has recently doubled its common school term from three to six months, and that it applies to all, which is above all praise and all price. The color question will solve itself slowly, but surely and to the advantage of all. Its security is in the Christian religion and the humanity of the people to all, for all." This is the language of Mr. Hand's last letter to Mr. Williams.

The will as first drawn contained charitable bequests to the amount of \$450,000 or more to found six scholarships to be called after his name, one assigned to the Presbyterian Church to educate young men for the ministry, three to as many New England colleges for a like purpose, and the others to two institutions in the South to train colored pupils to become "Public Teachers." Two years later these bequests were greatly modified and the new feature was introduced of a fund in support of primary or common school education for the colored people of the southern states." Finally, all of the whole property, excepting certain inconsiderable legacies to members of his family, passed to the fund last named.

The original intention was for the North to share in the beneficence more than the South and white students more than colored, while the aid was specifically for students in advanced courses. But in the end the whole was given for the colored race and was defined as for elementary education. We can easily believe that Mr. Hand was led to these changes by the feeling that a property secured to him in such a way should be returned to the South, and that it would do the most good there if employed in the manner proposed.

An endowment like this is of value in more ways than one. Its pecuniary value to the cause of education is manifest but it has a moral value reaching to all phases of human life. It tells of what wealth can do, but it tells of a manhood that is above wealth, that uses wealth as its tool and casts it aside in a moment rather than suffer a shadow to fall upon the glistening raiment of personal integrity. In a country like ours and in a period of engrossing material pursuits no lesson is more needed than this, and it is beyond all price that this fund, in its perpetual ministry of instruction, is to stand as a memorial of the relations for half a century of these two business men, Daniel Hand and George W. Williams.

The administration of the Hand Fund is by the Executive Officers of the American Missionary Association, a board elected by Congregational Christians who meet each October in an Annual Meeting. It is a suggestive fact that while Mr. Hand was a member of a church belonging to the Southern Presbyterian body in Augusta, and Mr. Williams was, and is still, a member of a Southern Methodist church in Charleston, the custody of this fund is given practically to a body of churches whose membership is almost wholly in the North.

Under such circumstances there is no little danger that appropriations may be made in ways which are not the wisest or most effective for the accomplishment of the ends in view. People whose whole life has been passed in the North cannot be the best judges of how to promote general education in the South, especially among the negroes. The knowledge which comes from having lived in the South is indispensable: and in every Southern community there are high-minded men and women who are quite as deeply interested in the welfare of their colored neighbors as the best people of the North. Their interest is deeper because it is personal, not theoretic and for away. They have been facing the facts in the case all their life and they have been doing their best to deal with them in a common sense way and in a Christian way. Northern people who wish to do the best possible service for the Negroes cannot wisely proceed without the counsel and participation of such companions as these in their work.

This is especially true in the employment of such a trust as the Hand Fund involves. If it is possible to conceive of conditions inhering in a trust which should carry the profoundest moral obligations of absolute confidence in the integrity and sound judgement of Southern Christian men, those conditions all meet in this case. It was by a re-establishment of formal partnership that Mr. Hand's estate in Charleston was saved to him by the southern merchant; and can this fund, proceeding directly from such a source, be returned in the wisest beneficences to the Southern people with no intimations ever being received from George W. Williams and men like him as to how it may be most judiciously applied?

The language of Mr. Hand's letters to Mr. Williams may be wisely recalled as offering a suggestion of perpetual significance to the holders of this trust. "I am entirely content to place my interests in your individual charge and protection; do for me as you do for yourself and as if I were your brother." "You are so much better acquainted with all our affairs and all that pertains to them than I am, or ever can be, it would be folly for me to pretend to advise. I know you will use your best judgment." The event shows that Mr. Hand's confidence in Mr. Williams was not misplaced. Can the executors of his bequest do better than to heed his example? There are some who believe that such a partnership in beneficent work for the colored people would increase its effectiveness a hundred fold.

Poe's "The Philosophy of Composition."

JAMES P. KINARD, PROFESSOR OF ENGLISH, WINTHROP
NORMAL AND INDUSTRIAL COLLEGE.

To get a peep into the work-shop of literary genius is a world-old desire. Poe recognized this, and, in "The Philosophy of Composition," he has attempted to give a complete exposition of the manner in which he composed his best known poem. It would be a comfort to believe that the production of a work of genius is as simple a matter as Poe makes it out to be, that so much could be done so easily; but alas! one cannot help fearing that the poet, perhaps unconsciously, has misled us; that what he tells us so plainly and so simply is, for the greater part, only an analysis of the poem after it had "come" to him, and that, too, in the old way in which the spirit of inspiration always comes, the process of which must ever be a sealed book to ordinary mortals, and probably to genius itself.

One thing, however, is certain: A reading of "The Philosophy of Composition" will lend a new interest to "The Raven." The poem, when considered in the light of the author's own words, will range itself with the more orderly productions of sane intelligence, and will not be regarded, as it too often is, as a thing of sound, signifying nothing.

In the following selections I have endeavored to leave out nothing that seemed needful to a full understanding of the author, and in no case have I changed a single word.

* * * * *

"I have often thought how interesting a magazine paper might be written by any author who would—that is to say, who could—detail, step by step, the processes by which any one of his compositions attained its ultimate point of completion. Why such a paper has never been given to the world, I am much at a loss to say; but, perhaps, the authorial vanity has had more to do with the omission than any one other cause.

* * * * *

"I am aware, on the other hand, that the case is by no means common in which an author is at all in condition to retrace the steps by which his conclusions have been attained.

* * * * *

"For my own part, I have neither sympathy with the repugnance alluded to, nor at any time the least difficulty in recalling to mind the progressive steps of any of my compositions; and since the in-

terest in an analysis, or reconstruction, such as I have considered a *desideratum*, is quite independent of any real or fancied interest in the thing analyzed, it will not be regarded as a breach of decorum on my part to show the *modus operandi* by which some one of my own works was put together. I select "The Raven" as most generally known. It is my design to render it manifest that no one point in its composition is referable either to accident or intuition; that the work proceeded, step by step, to its completion with the precision and rigid consequence of a mathematical problem.

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"The initial consideration was that of extent. If any literary work is too long to be read at one sitting, we must be content to dispense with the immensely important effect derivable from unity of impression; for if two sittings be required, the affairs of the world interfere, and everything like totality is at once destroyed. * * * I reached at once what I considered the proper length for my intended poem—a length of about one hundred lines. It is, in fact, one hundred and eight.

"My next thought concerned the choice of an impression, or effect, to be conveyed. * * * I designate beauty as the province of the poem, merely because it is an obvious rule of Art that effects should be made to spring from direct causes. * * * Regarding, then, Beauty as my province, my next question referred to the *tone* of its highest manifestation; and all experience has shown that this tone is one of sadness. Beauty of whatever kind, in its supreme development, invariably excites the sensitive soul to tears. Melancholy is thus the most legitimate of all the poetical tones.

"The length, the province, the tone, being thus determined, I betook myself to ordinary induction, with the view of obtaining some artistic piquancy which might serve me as a keynote in the construction of the poem—some pivot upon which the whole structure might turn. In carefully thinking over all the usual artistic effects—or more properly *points*, in the theatrical sense—I did not fail to perceive immediately that no one had been so universally employed as that of the *refrain*. * * * I determined to produce continuously novel effects by the variation of *the application* of the *refrain*—the *refrain* itself remaining, for the most part, unvaried.

"These points being settled, I next bethought me of the *nature* of my *refrain*. Since its applica-

tion was to be repeatedly varied, it was clear that the *refrain* itself must be brief, for there would have been an insurmountable difficulty in frequent variations of application in any sentence of length. In proportion to the brevity of the sentence, would, of course, be the facility of the variation. This led me at once to a single word as the best refrain.

"The question now arose as to the *character* of the word. Having made up my mind to a *refrain*, the division of the poem into stanzans was, of course, a corollary: the *refrain* forming the close to each stanza. That such a close, to have force, must be sonorous and susceptible of protracted emphasis, admitted no doubt; and these considerations inevitably led me to the long *o* as the most sonorous vowel in connection with *r* as the most producible consonant.

"The sound of the *refrain* being thus determined, it became necessary to select a word embodying this sound and at the same time in the fullest possible keeping with that melancholy which I had predetermined as the tone of the poem. In such a search it would have been absolutely impossible to overlook the word "Nevermore." In fact, it was the very first which presented itself.

"The next desideratum was a pretext for the continuous use of the one word "Nevermore." In observing the difficulty which I at once found in inventing a sufficiently plausible reason for its continuous repetition, I did not fail to perceive that this difficulty arose solely from the pre-assumption that the word was to be so continuously or monotonously spoken by a *human* being; I did not fail to perceive, in short, that the difficulty lay in the reconciliation of this monotony with the exercise of reason on the part of the creature repeating the word. Here, then, immediately arose the idea of a *non-reasoning* creature capable of speech; and, very naturally, a parrot, in the first instance, suggested itself, but was superseded forthwith by a Raven, as equally capable of speech, and infinitely more in keeping with the intended *tone*.

"I had now gone so far as the conception of a Raven—the bird of ill-omen—monotonously repeating the one word, "Nevermore," at the conclusion of each stanza, in a poem of melancholy tone, and in length about one hundred lines. Now, never losing sight of the object, *supremeness*, or perfection, at all points, I asked myself—"Of all melancholy topics, what, according to the *universal* understanding of mankind, is the *most* melancholy?" Death—was the obvious reply.

'And when,' I said, 'is this most melancholy of topics most poetical?' From what I have already explained at some length, the answer here is also obvious—"When it most closely allies itself to *Beauty*; the death, then, of a beautiful woman is, unquestionably, the most poetical topic in the world—and equally is it beyond doubt that the lips best suited for such a topic are those of a bereaved lover.'

"I had now to combine the two ideas, of a lover lamenting his deceased mistress and a Raven continuously repeating the word "Nevermore." I had to combine these, bearing in mind my design of varying at every turn the *application* of the word repeated; but the only intelligible mode of such combination is that of imagining the Raven employing the word in answer to the queries of the lover. And here it was that I saw at once the opportunity afforded for the effect on which I had been depending—that is to say, the effect of the *variation of application*. I saw that I could make the first query propounded by the lover—the first query to which the Raven should reply "Nevermore"—that I could make this first query a common-place one, the second less so, the third still less, and so on, until at length the lover, startled from his original nonchalance by the melancholy character of the word itself, by its frequent repetition and by a consideration of the ominous reputation of the fowl that uttered it, is at length excited to superstition, and wildly propounds queries of a far different character—queries whose solution he has passionately at heart—propounds them half in superstition and half in that species of despair which delights in self-torture—propounds them, not altogether because he believes in the prophetic or demoniac character of the bird (which, reason assures him, is merely repeating a lesson learned by rote), but because he experiences a frenzied pleasure in so modelling his questions as to receive from the *expected* "Nevermore" the most delicious, because the most intolerable sorrow. Perceiving the opportunity thus afforded me—or, more strictly, thus forced upon me in the progress of the construction—I first established in mind the climax, or concluding query—that query to which "Nevermore" should be in the last place an answer—that query in reply to which this word "Nevermore" should involve the utmost conceivable amount of sorrow and despair.

"Here, then, the poem may be said to have its beginning—at the end, where all works of art

should begin; for it was here, at this point of my preconsiderations, that I first put pen to paper in the composition of the stanza:—

“Prophet,” said I, “thing of evil—prophet still, if bird or devil!

By that Heaven that bends above us, by that God we both adore,

Tell this soul with sorrow laden if, within the distant aidenn,
It shall clasp a sainted maiden whom the angels name Lenore:

Clasp a rare and radiant maiden whom the angels name Lenore!”

Quoth the Raven, “Nevermore.”

“I composed this stanza, at this point, first, that by establishing the climax I might the better vary and graduate, as regards seriousness and importance, the preceding queries of the lover, and, secondly, that I might definitely settle the rhythm, the metre, and the length and general arrangement of the stanza, as well as graduate the stanzas which were to precede so that none of them might surpass this in rhythmical effect. Had I been able, in the subsequent composition, to construct more vigorous stanzas, I should, without scruple, have purposely enfeebled them, so as not to interfere with the climacteric effect.

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“The next point to be considered was the mode of bringing together the lover and the Raven; and the first branch of this consideration was the *locale*. * * * I determined, then, to place the lover in his chamber—in a chamber rendered sacred to him by memories of her who had frequented it.

* * * * *

“The *locale* being thus determined, I had now to introduce the bird, and the thought of introducing him through the window was inevitable. The idea of making the lover suppose in the first instance that the flapping of the wings of the bird against the shutter is a “tapping” at the door, originated in a wish to increase, by prolonging, the reader’s curiosity, and in a desire to admit the incidental effect arising from the lover’s throwing open the door, finding all dark, and then adopting the half-fancy that it was the spirit of his mistress that knocked.

“I made the night tempestuous, first, to account for the Raven’s seeking admission, and secondly, for the effect of contrast with the (physical) serenity within the chamber.

“I made the bird alight on the bust of Pallas, also for the effect of contrast between the marble and

the plumage—it being understood that the bust was absolutely *suggested* by the bird; the bust of *Pallas* being chosen, first, as most in keeping with the scholarship of the lover, and, secondly, for the sonorousness of the word, *Pallas*, itself.

“About the middle of the poem, also, I have availed myself of the force of contrast with a view of deepening the ultimate impression. For example, an air of the fantastic, approaching as nearly to the ludicrous as was admissable, is given to the Raven’s entrance. He comes in “with many a flirt and flutter.” * * * In the two stanzas which follow, the design is more obviously carried out. * * * The effect of the *denouement* being thus provided for, I immediately drop the fantastic for a tone of profound seriousness.

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“With the *denouement* proper—with the Raven’s reply, “Nevermore,” to the lover’s final demand if he shall meet his mistress in another world—the poem, in its obvious phase, that of a simple narrative, may be said to have its completion. So far, everything is within the limit of the accountable, the real. * * * But in subjects so handled, however skilfully, or with however vivid an array of incident, there is always a certain hardness or nakedness, which repels the artistical eye. Two things are invariably required: first, some amount of complexity, or more properly, adaptation; and, secondly, some amount of suggestiveness, some undercurrent, however indefinite, of meaning.

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“Holding these opinions, I added the two concluding stanzas of the poem—their suggestiveness being thus made to pervade all the narrative which has preceded them. The undercurrent of meaning is rendered first apparent in the lines—

“Take thy beak from out *my heart*, and take thy form from off my door!”

Quoth the Raven, “Nevermore!”

“It will be observed that the words, ‘from out my heart,’ involve the first metaphorical expression in the poem. They, with the answer, “Nevermore,” dispose the mind to seek a moral in all that has been previously narrated. The reader begins now to regard the Raven as emblematical—but it is not until the very last line of the very last stanza that the intention of making him emblematical of *Mournful and Never-ending Remembrance* is permitted distinctly to be seen.”

Pages from a Teacher's Note-Book. I.

PRINCIPAL R. J. TIGHE, ASHEVILLE CITY SCHOOLS.

ARITHMETIC.—INTEREST.

AIM: To determine the relationship of Interest to Percentage, and, hence, to apply as many old principles as possible.

STEP I. We have seen that Profit and Loss, Commission, Insurance, Taxes, etc., are all based on Percentage, i. e., reckoned at a certain rate on 100. Suppose A rents a house and lot worth \$4,000 for \$280 per year, what per cent does he make on his investment? Capital invested in a mill \$50,000, and yearly income from same \$5,000; what yearly per cent of gain? Name terms in percentage. Apply to above examples and others.

STEP II. Suppose A had rented his \$4,000 to B for \$280 a year, instead of buying and renting the house, would there have been any difference in the result, i. e., in the rate of income on the \$4,000? If C receives 10% rental on \$50,000 loaned what will be his income per year? For two years? For two years and six months? Same process with several examples to show relation between renting property and money.

Develop relation between Base and Principal, Rate and Rate of Interest, and Percentage and Interest. One new element—Time.

A loaned B \$600 for one year at 6%. Find interest. At 7% for one year six months, etc. Recall first principle in Percentage. Drill on other examples. A receives \$36 interest on a certain sum loaned B at 6% for one year. Required amount loaned, or principal. Recall principle in Percentage to cover this case. Other examples under this principle. Loaned \$600 for one year for \$36 interest. Required the rate. Show relation to corresponding principle in Percentage. Other examples under this case. Develop Amount and its relation to corresponding case in Percentage.

STEP III. What is the origin of the term "interest?" Of usury? Make definitions for Principal, Rate, Interest, Amount and Time. Compare with those given in text-books. Memorize the best. Also, write principles or rules for finding Interest, Principal, Rate, Amount and Time. Compare with those given in text-books and memorize best. What is the relationship of Interest to Percentage?

STEP IV. The principles being understood numerous examples should be given under each

case, not separately but promiscuously, to establish greater independence of thought and knowledge of principles. Pupil should also compose examples to cover the several cases. Drill constantly upon relation of problem to principle, and fix principles by continued application with analysis.

NOTE. It is not intended that this outline should be covered in one recitation period. One or two periods can be profitably spent on steps I, II, and III. Step IV may require a week or more, to do thorough work. The plan should be to develop clearly in class, without any previous study of the subject, the relation between Percentage and Interest,—to do this thoroughly, fix the principles, and afterwards give as much home-work as may be necessary. This will avoid at the outset many of the mistakes, failures and discouragements, by assimilating the new knowledge by means of the old. And this is also true of all other subjects in Arithmetic, and likewise in all departments of knowledge to be taught.

An Old Barred Owl.

PROFESSOR T. GILBERT PEARSON, GUILFORD COLLEGE, N. C.

No one knew exactly how old he was, but there was an idea prevalent in the neighborhood that "the big swamp owl" which lived in the large woods down along the bottom-land had been enjoying the pleasures of life for fully ten years. Of course there were other owls about, and there was no absolute proof that this particular bird was responsible for all the crimes which were placed to its account.

The people of the surrounding country, however, were possessed of the strong conviction that this old robber deliberately planned and regularly carried out his raids on their poultry yards whenever such an enterprise seemed good to him, and that he alone of all the owls was guilty of such deeds. Whenever the midnight air was rent by the agonized cry of a hen from the direction of the hen-house, the infuriated farmer would spring from his bed and rush out, gun in hand, vowing the most dreadful vengeance on "that old swamp owl."

There was no chicken, guinea nor turkey in the whole region that lost its life by night, or failed to return after a day spent afield, but that its disappearance was regarded as being due to this bird's inroads. He was consequently hated and dreaded

by all the chicken raisers of the region, and angry farmers on more than one occasion, at the solicitation of their wives, made expeditions into the bottom-land woods to hunt out and kill, if possible, this great source of annoyance. Such efforts were always futile, although charges of lead were often shot into the opening of the large cavity in the big hickory where he was supposed to pass the day.

The view of the matter from the owl's standpoint was a little different. True he visited a hen-roost once in a great while and took a half-grown chicken, as did also his mate. The great horned owl which lived over in the upland wood and called *who! who! who!* across the fields to them sometimes on rainy days, was also not free from guilt. He, too, would make an occasional night attack on some sleeping hen and carry her off to his little owlets in their rude nest which had been used and abandoned by a hawk the year before. Minks, foxes, coons, opossums and skunks also knew the flavor of the flesh of the barnyard fowl. But unless one of these intruders was actually caught in the act, the credit for the outrage was always given to the big-eyed bird in the bottom-land woods.

Among the enemies which the farmer has to contend with are the rabbits. They get into his garden and eat the vegetables, and they gnaw the young fruit trees to a dangerous degree. The barred owls doubtless had no conscious desire to render a service to the owner of the fields over which they hunted, but they did it, nevertheless, by the number of cotton-tails which they annually destroyed.

It was not safe for a rabbit to expose itself in the locality inhabited by the owls. Many a luckless one venturing out of cover into the fields never returned, save as borne aloft through the air by his arch enemy; for, suddenly, and without warning, there would bear down upon him, silently as a shadow, the big gray bird. Fearful pains would seize his body as the long talons closed upon him, he would catch the fierce glare of two great brown eyes, there would be a brief struggle, and all would be over.

The crawfish which had their holes in the damp ground along the creek, came out much at night and ran about, but many of them never came back, for they went to feed the same hungry mouths which ate the rabbits. Scores of frogs on the creek-banks also lost their lives by the same terrible enemy.

Up in the apple orchard a little screech owl had its nest in the cavity of an old fruit tree each spring for two or three years. She and her mate would sometimes go up to the farm house and perch in the trees about the yard and call to each other in their strange shivering tones, which caused the young women in the house to wish that all owls were dead.

One autumn they were particularly noisy, for they had brought their children up from the orchard and seemed to be giving them lessons in owl music. Perhaps the big fellow from the bottom land while roving about the fields heard them. Be that as it may, one morning the feathers of a little screecher were scattered about the lawn, and from the bark of a large limb over the gravel walk some of them still fluttered.

A favorite article of food with this barred owl family was the flesh of the meadow mouse. These creatures they captured in great numbers about the farm. Grasshoppers also was a popular diet for them.

The barred owls were very noisy neighbors and at times they were even quite boisterous. They appeared to shout and laugh and say many queer things to each other, for instance, *wah, wah; ha, ha; ha, who, ah!*—or words to that effect. One farmer's wife declared that if ever her hired girl left, "that night the old swainp owl was sure to holler, 'who, who! who, who cooks for YOU ALL?'" But in May, when the three white eggs in the hollow up the big hickory had hatched, the parents did not often call; for they were then very much occupied with feeding the young birds.

It was about this time that the man who owned the farm on which the owls lived, learned of a plan that he thought might rid him of them forever. Out in the field, a hundred yards from the woods, he planted a pole. It was twelve feet high and was sawed level on top. On this he set and chained a small steel-trap.

A night or two later while out looking for meadow mice the mother owl alighted on the pole, when, with a snap, the steel jaws came together, catching and holding her fast in their grasp. The trap, with its victim, fell from the pole, but the chain, which was fastened within a foot of the top, held securely. There through the night she hung, head downward, swaying in the wind and beating her wings against the pole in her vain efforts to escape. All night with dizzy, throbbing brain she swung and beat the air and fought for freedom.

In the morning the happy farmer came and put an end to her suffering. He reset the trap and returned joyfully to the house with the dead bird.

The caring for the young now devolved upon the father. Three hungry mouths to fill besides his own! What a busy time he had of it, how diligently he must have pursued the meadow mice and frogs! But he carefully avoided that fatal pole. One night he decided to try the poultry yard again. Surely all the destruction of mice and rabbits which he had wrought must be worth another fowl.

Near the chicken house some guineas were roosting in a tree. Silently he swooped down upon one of these. A moment later they were both upon the ground, but before the guinea had expired it had given vent to several heart-rending screams which had set the whole roost to cackling. The owl was on the point of rising with his prey, when he caught sight of a man near the garden gate. There was a flash and the roar of a gun. At this he fled, badly frightened, to the woods.

An hour later when all was quiet he returned to the spot where he had dropped his burden. For some reason it was under a strong box, which was propped up by some sticks. But the babies in the woods were hungry, so under the box he cautiously went. The guinea seemed tied to a stick. He gave it a pull, when suddenly down came the box, and he was a prisoner.

Great was the rejoicing in the neighborhood the next morning when it became known that "the old swamp owl" had been captured, and many of the neighbors came to see him. A small box slatted on two sides served as his prison.

Three days later I saw the feathered outlaw, which was still confined without food or water. His large wing and tail feathers were worn and broken from beating the prison bars in his efforts to escape, and he must have been weak with fasting. When I took him in my hands his great brown eyes rolled and slowly batted in helpless defiance. He sought to reach me with his dangerous bill, and his struggles for freedom were by no means feeble.

I begged for his life, pleading that the good which he did by destroying vermin far outweighed in value the few chickens he had killed. But no, I was told that he had been robbing hen roosts for years, and had at length been caught, red-handed, in the act, and so he must die. "I got the hen-owl some time ago," his captor said, "and now I've

got the old he one, and I reckon that will pretty well break up their chicken stealing." So the deed was done, and the farmer congratulated himself that he had rid the neighborhood of one of its greatest enemies.

Now the crawfishes and frogs along the creek have less to fear, the little owls whoop at pleasure in the trees about the house, the meadow mice scamper about the fields the livelong night, and the rabbits play in the moonlight and gnaw the farmers' fruit trees with impunity, for the call of the great horned owl over in the big timber across the fields is never answered from the silent bottomlands,—"the old swamp owl" is gone.

About Teachers.

C. S. COLER, SUPERINTENDENT GRADED SCHOOLS,
CONCORD, N. C.

"As is the teacher, so is the school." If the teacher loves nature, his pupils will soon learn to observe and love nature. If he loves good books, his school will soon be absorbed in books.

If he loves society and amusements, the attention of his school will soon be directed to the same things. If he is totally absorbed, as too many teachers are, in his own profession, he will soon be running a sort of normal school rather than a school for building up character and for fitting children for the life's work that will soon be upon them.

Certain it is that the teacher will impress his predominant thought upon the school, and that what we put into our schools we shall soon have in character and in society.

Character, Citizenship, Life Work, these are the ideas to be kept uppermost in the mind of the teacher of public schools.

It is not his purpose to make lawyers, teachers, carpenters, ministers, merchants, Baptists, Catholics, Methodists, of his pupils, but rather, by proper instruction and discipline, to build up a force of character that may seek any worthy end that may be desired, and that may be able to accomplish any great and noble purpose.

The teacher who does not aim as high as this, is aiming too low for the work that is intrusted to his care.

Teachers have rights, as well as other people. They have a right to be treated with respect and consideration.

They have a right to demand that parents send children to school regularly and promptly, that

they furnish them with the necessary books, that they keep them clean, and that they teach them to observe the courtesies and manners of civilized life.

Teachers have a right to demand that parents, school officers, city officers, and even the church do their respective duties in all that pertain to the training of the young.

The public school is not a remedy for all the evils under the sun, nor is it responsible for much of the conduct of the "rising generation." Teachers must have clearer ideas of their work and duties.

Too many teachers work at random. If we see a sculptor with marble and chisel before him, we at once infer that he has a definite idea of what he wishes to produce.

If we see an artist with brush and colors ready for work we feel assured that he has definite conception of the picture he wishes to paint. If we see a carpenter at work with materials and tools, we are sure that he has a well defined plan of the structure he would build.

But it is not always so with the teacher. Too often he works without any plan whatever. If development of character, if preparation for citizenship and for the work of life, are leading purposes of the public school, it must follow that teachers should have clear and well defined ideas on these subjects.

"Let not unskillful hands attempt to play the harp whose tones are left forever in the strings."

For, as Webster puts it, "If we work upon marble it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, instill into them just principles, we are then engraving that upon tablets which no time will efface, but which will brighten and brighten to all eternity."

Art Exhibit in the Asheville Schools.

SUPERINTENDENT J. D. EGGLESTON.

The Art Exhibition given in April proved a great success. Financially we netted only about \$100, owing to the constant rains; but the interest and enthusiasm aroused was tremendous, especially among the children of the city, for whose special benefit the exhibition was given.

As literature and art are the interpretations of life, it cannot be denied that the best method of linking the life of the past with that of the present is to make the children familiar with the literature

and art of the past. The literature we have; the art we should have. We secured from the Helman-Taylor Art Company a well selected list of pictures representing the various schools of art. In number there were about 125, and among them such masters as Botticelli, Leonardo Da Vinci, Michael Angelo, Titian, Raphael, Correggio, Gudio Reni, to represent Italian art; Greuze, Le Brun, Corot, Troyon, Millet, Rosa Bonheur, Bouguereau, Breton, Adan, Bastien-Lepage, Dupre, Lerolle, David, to represent French art; Rubens, Van Dyck, Velasquez, Murillo, Alma-Tadema, representing Spanish art; Van Ruysdael, Rembrandt, for the Dutch school; Richter, Hofmann, Van Marck, for the German school; Reynolds, Landseer, Leighton, Moore, Leader, Burne-Jones, representing British art; and Sargent, representing the American school. Others I do not recall. There were also various pictures of sculpture and architecture, ancient, mediæval and modern; and several pieces of statuary loaned by the ihg school.

We charged an admission fee of 25 cents for adults and 10 cents for children. The children of the Factory school and the colored children were admitted without charge, and payments by all children were made voluntary. Almost all the children managed to find the requisite dime. Preliminary study was made by the teachers. Many of the pictures were familiar to teachers and pupils through the famous Perry Pictures, so much used in our schools. Each teacher came with her grade and pointed out the pictures which she thought would be of most interest to her children. The enlarged prints of their favorites gave the children added pleasure, for a good picture grows on a child even more than on an adult. We had handbooks, at five cents each, for the benefit of those who wished to see the pictures in an intelligent way. In some of the grades the children made out in advance a catalogue of the pictures they proposed to see. No attempt was made to see everything, but after a systematic study the children were permitted to look for themselves and enjoy without restraint. They were asked to vote on the pictures they would like to have in their rooms, and usually their selections were excellent; but their choice was not necessarily followed. Most of them wrote compositions, after the exhibition, on what they had seen and what they liked, and why. If any reader thinks the children did not see the pictures and get deep meanings from them, he should read some of these expressions of their thoughts.

The results? Who can measure them? It was my good fortune to be in the hall when many of the children of the city came in and feasted their eyes and souls. The eagerness and interest were at times positively pathetic; and when the pupils of the Home Industrial gathered around their teachers, after spending at least two hours in the constant study and discussion of these masterpieces, and plead for more time, I could not help breaking the law and telling them they could come back and stay as long as they pleased without paying another cent. And come they did! Several of the grades stayed two hours each and left with great reluctance. One of the pictures that deeply impressed the children from the Factory school was that wonderfully vivid portrayal by Adan of the farmer returning at "close of day" from his day's work. After looking at it for some time, one of the 3rd grade girls said, "I like that picture. That man looks so plum tired out!" The next day her teacher noticing that she was in a dreamy mood and little inclined to the work in hand, said "Mollie, what is the matter with you? What are you thinking about?" She replied, "Miss C., I was wondering if that man's children carried him his dinner at noon?"

Of course there was some objection raised by a few parents at the idea of spending ten cents "just to see pictures", but we took care in advance to arouse the interest of the children, and when this is done the rest is easy. It was announced in advance that the dimes of the children would be spent for pictures for their grades in exact proportion as they contributed. The door receipts paid all expenses. Thus the children saw the beautiful pictures and will have many of them placed in the schoolrooms at a cost to them of only ten cents. In the future how much easier it will be to arouse their interest in the subject of school decoration! How much more will be their interest in literature, history and geography.

As the editor asked for an article of "not over 600 words", and as I have already exceeded that limit, I haven't the space to tell some of the humorous and pathetic comments made during the ten days of the exhibition. Permit this one: A little boy not quite three years old was looking at a seven-foot statue of Minerva. As soon as he spied the snake he moved back and whispered to his aunt, "Auntie, does that lady know that snake is there?"

Education is any knowledge that tends to broaden one's views.—*President Hadley.*

A Primary Geography Class.

MISS LEAH JONES, NEW BERN, N. C.

I had a class of twenty little girls and boys about six years old, who had never been to school before, not even to a kindergarten. The very first day I took them to the sand pan. The railroad ran by our school grounds; so, as I had some nice little sticks, the very first thing we did was to lay the railroad track. Then I took the children out of doors, and we examined closely the Academy Green, found out whether or not it was longer than it was wide, noticed the position of the school house, the number of walks and paths, their sizes, directions, etc. Then we went back to the sand pan, where, with their aid and direction, I laid off the Green, putting in the walks and using tiny blocks for the houses. Then I asked them on which side of the green was the railroad. Of course, "On that side" was the only answer they could give me, and they were unable to tell which side "that side" was.

So I told them to watch the sun very closely that afternoon, and see in which direction it left us, and to notice the first thing in the morning, and see from which direction it came. This lesson was repeated a number of days till they became more familiar with the green, trying to make it alone, and drawing it on their tablets, I varying my questions and expanding my talks just the least little bit, and being very careful about the form of their answers; for the teacher who fails to make a language lesson of every exercise has not yet learned her own A B C in primary work.

By this time the children were thoroughly convinced that the sun came from the same direction every morning and went in the opposite direction every evening. Some of them had been inquiring at home, and had found out that where it rose was called the east, and where it set the west. Then I taught them the other two points, and how to find them, wherever they might be. I asked them again on which side of the green was the railroad, and they readily told me.

That opened up work for us for several days. I told the children that whatever touched a place on any side was said to bound it on that side. Then we bounded their seats, the school-room the Green; and, after a few days, I asked each of them to find out how his own home was bounded, and tell me. From that they went on, until they could bound all the churches and public lots in the town.

I wished next to teach them the relation of places to each other. So I asked: "Where are you?" "Exactly where?" and kept questioning until I received the answer: "I am in my seat." Then: "Where is your seat?" "My seat is in the school-room." "Where is the school-room?" "The school-room is in the school-house." And so on. They readily saw that a number of seats were in the room, a number of rooms in the house, a number of houses on the block, a number of blocks in the town; so that it was easy for me to explain to them the counties, states, etc., until they understood how New Bern was in Craven county, Craven county in North Carolina, North Carolina in the United States, the United States in North America, which is one of the great divisions of the world.

I next wanted to give the children an idea of the earth's surface, so I carried rocks, turf, coal, etc., to the sand pan, where I made mountains, hills and valleys, leaving a part of the pan bare to be filled with water to represent the ocean. Then I took a large sprinkler and let it rain, and rain, and rain. And they saw how some of the water soaked into the soil, while some ran down in little streams, and the little streams ran together, making larger streams until they became rivers; and how the rivers cut deep into the soil, sometimes leaving bare rocks; how they would rush rapidly over the steep places and flow smoothly over the gentle slopes; how the streams carried the soil from the hill countries down to the low plains, etc. We made tunnels, dug mines, built bridges, sailed boats, and worked in that sand pan until they knew all about mountains, hills and valleys; brooklets, rivers, lakes and seas; oceans, islands, capes and bays,—in fact, all the natural divisions of land and water. They began looking for pictures of these things, and I gave them "Frye's Primary Geography," just for the pictures.

Now we were ready for maps. They had been drawing the green, the school-room floor, their homes. I told them that these drawings were maps of those places. We discussed photographs, and saw how a very small picture could be just as much like a person as a very large one; that every feature would be there, and in the right place,—only the features would be smaller and nearer together in the small picture. We knew, too, that some pictures showed only the side face, some the full face and some the whole body. So I told them that a map was just an exact picture, more

or less full, of some part of the world,—and I set about proving it. I had a number of maps of New Bern, ten inches square, and I gave one to each child. Then half of us (the other half went next day) took our hats and cloaks and started out to see if our maps were correct. As I said, we were on the railroad. So we first went to the sidewalk, placed our maps on the ground in the proper position, and found out just where we were. Then we followed the railroad to the river, stopping at every crossing, placing our maps, and finding ourselves. The Trent river bounds New Bern on the south, so we turned toward the east and followed it, finding every dock and wharf faithfully marked on our maps. We soon came to its junction with the Neuse, which bounds New Bern on the east, so we went up the bank of the Neuse some distance, till, being convinced that, if our maps were perfectly correct so far they must be correct throughout, we made a cross-cut through the town, back to the school. After that I could put into their hands any map, and they could understand it and work with it.

After some days' work on the map of North Carolina, in the sand pan and on their tablets, I put into the hands of each child a globe,—one of those little pasteboard globes six inches in diameter and properly inclined on its axis. For now they were to learn that the world is round, its relations to the sun, moon and stars, and the relations of the different parts of the world to each other. I first told them that the world was round, then showed them the five oceans, noted the difference in coloring for land and water. Showed them North America, and asked who could find any islands, peninsulas, straits, etc., paying no attention to names. Then I told them of the north and south poles, that the earth turns over every day, and that it turns toward the sun, which, so far as we can perceive, stands still. To prove this, I lit a candle and turned a globe over and over toward it. They soon understood day and night, and, by moving the globe around the candle, still keeping it turning, I was able to make clear to them the causes of the seasons, as well as the long days of summer and the short days of winter.

Right here we must take plenty of time. Don't hurry. You cannot be too clear or give too many proofs. They are hunting for new places on the globes and spelling out the names. Answer their questions but don't go into those things too hurriedly. To explain the moon, I took a hand

mirror and from the window caught the rays of the sun and threw the reflection.

At this point, I began my history lessons, and, though I had two separate periods for history, it would often have been hard for a visitor to tell which class was in progress. These two subjects are so inseparable that you must pardon a few history lessons just here.

For my first lesson I drew on the board a picture of the little boy, Columbus, watching the ships entering and leaving the harbor of Genoa. I told the children about the little boy and his home, let them find where he lived and on what sea he looked out. I told them the kind of people he lived among, their manners and customs. Then I told them how the wise men of those days thought the world was square and knew nothing of the great land in which we live. How, as Columbus grew to be a man, he still watched the ships come and go; and how, as he watched them, the thought came to him that the world must be round and could be sailed around. We stopped here to move a toy ship around a large globe to see if we thought Columbus was right. I told them how the great men laughed at him and how he went from city to city, but could find no people ready to help him nor any sailors willing to go with such a crazy man;—till at last, Queen Isabella pawned her jewels to buy him some boats and hire men for him. We had a picture of the Santa Maria. We found Spain, noticed that it was a large peninsula, and bounded it; found Palos, and how Columbus would have to go from his home to get there. Then we traced him across the Atlantic, found the Indians and their strange, new country, followed him back and forth till he was carried to Spain in chains, and then on to his death and last resting place.

I then told the children that after Columbus did not fall off the world, there were many who were anxious to come to this new country, and who did come. So we learned about the Jamestown colony and Capt. John Smith and Pocahontas. This took us first to England. Then we learned about the Pilgrims and the first Thanksgiving, the Quakers, our own Lost Colony and Virginia Dare, and the settlement of New Bern. I told the children that, during all this time, France and Holland and Spain had been sending colonies and explorers over (all these countries being hunted, bounded and described), but that England had kept on sending till there were thirteen colonies. I told

them how these colonies had struggled and fought the Indians, but had worked hard and finally prospered, until England grew hard on them, would not let them manufacture their own goods nor buy nor sell from or to any country but England, taxed them without giving them any voice in the government. The colonists said this was tyranny, and they would not stand it. I told them of the "Boston Tea Party," of Paul Revere, of the "Liberty Bell," and of the long war. They learned the word patriot, and we put up a large cardboard on which we pasted all the pictures of patriots that we could find.

After the close of the war, we took up government, and put up a board for rulers. And thus we went on.

During this time, in the geography class, we had been drawing maps of these new places, and finding other places. We had found the great deserts, made one in the sand pan, with the little oasis. The children became greatly interested in Cuba, and realized that we are making history all the time. They followed Dewey to Manila, and could trace quickly every possible route from this country there.

This was my first experience in strictly primary work. It was delightful, and the method accomplished far more than I had hoped; for by the end of the second year, besides being perfectly familiar with what I have gone over, the children could draw well the maps of North Carolina, North America, South America, Africa and Australia, could trace the route from any seaport town to another, and could find, almost instantly, any of the principal seas, bays, gulfs, peninsulas, islands, straits and capes of the world. They knew the length, the breadth, and the coastline of their own state. They could locate its principal sounds, capes, lakes; its capital and principal state institutions, besides having some idea of its climate and forests. Of course their work had been greatly aided by their supplementary reading and literature.

The great work of a governor is to fashion the carriage and form the mind, to settle in his pupil good habits and the principles of virtue and wisdom; to give him, little by little, a view of mankind, and work him into a love and imitation of what is excellent and praiseworthy, and, in the prosecution of it, to give him vigor, activity and industry.—*John Locke.*

A Discussion of Certain Ideas of School Discipline.

J. D. EGGLESTON, JR., SUPERINTENDENT ASHEVILLE CITY SCHOOLS.

III. SPONTANEITY, PRESCRIPTION, AND PERSONALITY.

In a former article I protested against the too prevalent habit among Americans of decrying "the school of the past" in toto, and with a superciliousness and lack of discrimination that shows little modesty and less sense. One of the features of the past was the personality of the teacher, and in our modern system of rush and push, and in the terrible economy we are practicing in putting from fifty to eighty children to a room, and lock-stepping them to that myth known as "the average child," we are, I fear, removing them from the power of that personality. Should we remove them from it?

This brings us face to face with another phase of this subject. If the creed of those for whom Dr. Dewey has so ably spoken is to be accepted, then this personality has been greatly overrated. It will be necessary to go back a little, and see what Dr. Dewey's definition of the school is. Granting his premises, his conclusions are inevitable. Speaking of the school, Dr. Dewey says that, as he believes it "is primarily a social institution," "education . . . is a process of living and not a preparation for future living." He then says that "the school . . . should simplify existing social life," but does not stop to show how the school is to do this. He then makes this statement: "I believe that the school life should grow gradually out of the home life" Here is his next step:

"I believe that under existing conditions far too much of the stimulus and control proceeds from the teacher, because of neglect of the idea of the school as a form of social life.

"I believe that the teacher's place and work in the school is to be interpreted from this same basis. The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences.

"I believe that the discipline of the school should proceed from the life of the school as a whole, and not directly from the teacher.

"I believe the teacher's business is simply to determine, on the basis of larger experience and

riper wisdom, how the discipline of life shall come to the child."

We readily grant Dr. Dewey's first proposition that "too much of the stimulus and control proceeds from the teacher," but if the school life is to grow out of the home life, out of whose home life should it grow? We all know that the average home cannot be taken as a model from which to continue the school, even granting Dr. Dewey's contention as to the community life of the school. Rather, it is essential that the school implant ideals that will carry their refining influences back to the homes. Who will be so rash as to say that the average home, without the influence of the school, is a training school for an ideal citizenship? Whose home? We know that there are many homes where cuffs and blows reign, rather than gentleness and kindness. In a room of fifty children, how many come from homes where love and peace and happiness reign in a perennial trinity? Worse still, the sad fact confronts us that many of those who formerly took some trouble to train their children, have, since the school has come so prominently into our social life, thrown over the entire responsibility of training and guidance to the teacher. I say "sad fact," because no training can or should take the place of proper home training.

Some of us cannot agree with Dr. Dewey that "education . . . is a process of living, and not a preparation for future living." *It must be both.* He has swung too far in this statement. If all the education of childhood, in school and out, is not both "a process of living" and "a preparation for future living," what in the name of reason is it? What is the school for? To develop character and to prepare the child to meet the requirements of life, now and in the future. There should be physical and mental training, the very best of each; but that school is, in my judgment, a failure in that which is most important if it does not have a direct influence in helping the good influences and emotions of a child to result in actions, and these to grow into fixed habits.

Superintendent L. H. Jones, of the Cleveland, Ohio, schools, says: "Character . . . is admittedly the highest end of education." Dr. William T. Harris says practically the same thing, and Dr. Dewey tells us that "if we can only secure right habits of action and thought, with reference to the true, the good, and the beautiful, the emotions will for the most part take care of themselves." How

can this be done without direct training and guidance? And if this is not "a preparation for future living" as well as "a process of living," what shall we call it?

We are told that the teacher is in the school "as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences." Next, that "the discipline of the school should proceed from the life of the school as a whole, and not directly from the teacher." Next, that "the teacher's business is simply to determine how the discipline of life shall come to the child." Now, a creed should be as exact as language can make it; there should be no statement that does not at once reconcile itself with every other statement, whether it precedes or follows. In the statements which have been quoted, Dr. Dewey does not seem to me to have been so exact. How would he reconcile the last statement quoted with his definition of a school?

Dr. Dewey may not mean to do so, but he greatly underrates the personality of the teacher. That discipline which leads a child to discipline or govern or master himself is the kind that should be kept in view constantly by teacher and parent. Is not a strong personality wanted here? Children spend most of their time doing two things, discovering and imitating. In the first, without direct guidance or direction, what can they do? In the second, what more important than the strong personality that should be an example for imitation? Had I to choose, I would not hesitate to send a child to a school where strong personality of an upright character would influence the child, even though the knowledge of the contents of the books were not acquired, rather than send him to one skilled in mental training, but colorless so far as moral influences were concerned. I utterly decry the unnecessary autocracy against which Dr. Dewey is evidently speaking, but it will be an ill day when we cast to the winds the experience and wisdom of a superior mind and character, and leave to the children the main development of "the life of the school."

In discussing the transcendent importance of developing the "divinely implanted soul," John S. Clark well says: "Above all do we need the help of the finest obtainable personality in the teacher;" and Dr. Spring, writing of Mark Hopkins, says, "Now, whatever may be said of pedagogical ideals and apparatus, there is one fact in education that

has remained essentially unchanged from age to age. This fact is the personal—the native, the indefinable something in the teacher that wins and inspires the pupil." The famous saying of President Garfield is too well known to quote, and Emerson has said that "it matters little what you learn, the question is with whom you learn."

An illustration may be pardoned. The two men outside of my family who had most to do with influencing me for good were the school teacher of my boyhood days and one of the college professors under whom I learned little in book knowledge. They influenced me not because of anything they taught me in the classroom, but because they had personalities that I loved and admired intensely. The one, James R. Thornton, is living—a splendid type of Christian manhood; the other, Lewis H. Holladay, is gone. Let me speak of the latter briefly as an illustration of what I mean by the personality of the teacher.

Always retiring and modest—and as quiet as he was permitted to be—he had this quality of personality to such an extent that it permeated everything with which he had anything to do. For myself, I could not dissociate the college from Professor Holladay, and vice versa. So marvelous was his influence among the college students that the institution and the man separated were to me unthinkable. I cannot say that no student ever failed to love, admire and respect him, but I never knew one that did not have these feelings for him. I have often asked myself, how he had such an influence. One might ask the same question about Agassiz, or Arnold of Rugby, or James H. Carlisle of Wofford. It was not what the man knew; it was what he was. He was a man of brilliant attainments. His record at college, I have been told, has never been equalled, and one of his classmates said to me a few years ago that a member of his class did not ask from a professor the solution of the most abstruse problem or the translation of the most difficult problem in Latin or Greek if Louis Holladay was near.

But it was not these attainments that gave him his influence. He was greater than all these. No boy in trouble ever found a kindlier sympathy awaiting him—yea, even seeking him out—than Professor Holladay's. He could rebuke most sternly, but the culprit knew that the rebuke was just, and that it was given in sorrow, and without a trace of harshness or bitterness. As a youth at college, I often said to myself with joy, "I believe

Professor Holladay likes me;" and I doubt not but every other boy thought and felt the same thing for himself.

We are not too old to know the power of love in the teacher of the past. In the present rush for mere knowledge, the modern teacher is too prone to forget this greatest attainment, if indeed he has ever given it a thought; and too seldom does some powerful Great Heart like Lewis Holladay cross the path of our lives, breathe inspiration into our sleeping souls, and pass away, while we who had the precious privilege of having known and loved him, erect in our hearts imperishable monuments to his memory.

This is the kind of personality we need in every school-room. Has not the experience of all of us been the same? Were not the teachers that influenced us most the ones that we loved and admired most? And nothing wins the love of a child and holds it except that rare mingling of patience and gentleness and love with justice and firmness and self-mastery that makes the ideal personality. A child may hate a rough autocracy, but he has the most unutterable contempt for a gelatinous goodness.

To sum up: In our search for better things let us not give place—no, not for a moment—to any will-o'-the-wisp theory which, professing to be a shining light to guide us into the very temple of Truth, will lead us into the miasmatic swamps of Folly. We cannot afford to be led into such a quagmire because some have rushed in and at every turn of their course stuck up large sign-boards on which they have written in bold letters: "This way is Progress!"

To quote Dr. Seerley: "We are too long in the wilderness of theory and experiment, following imprudently any *ignis fatuus* appearing on our horizon. Some things ought to be settled; some ideas ought to be true; some theories ought to be practical and conclusive."

Is there not some danger that we will on the one hand waste our time and the precious time of the children by childishly running after every new toy of opinion and every bright-colored butterfly of theory that meets our vision, and on the other hand stop any real progress that we may be making by becoming absorbed, like the Hindoo philosopher, in the contemplation of our own navels? In all things, it is important that we remain tied to the peg of common sense.

I may ask here if it is not a very necessary thing

for a child to learn at school to have a wholesome respect for law. It is equally necessary that the laws be just and reasonable, and justly and reasonably administered. A judge who, in administering the law, would show bad temper, use harsh words and tones, scold and show a disposition to "get even," or use sarcasm towards the prisoner at the bar, would not be thought fit for the bench. A teacher cannot afford to be less impartial, less just or less dignified than the judge. The child who does not learn the reasonableness and the necessity of law in the school-room goes from the school-room unfitted for citizenship, and dangerously near moral anarchy.

Let us hear in sane language the conclusion of the whole matter from one to whom thousands of teachers look up with love and admiration and reverence. Dr. Wm. T. Harris says: "School education and all education is a delicate matter of adjustment, inasmuch as it deals with two factors, spontaneity and prescription. The latter tends to determine the whole individual by the requirements of the social whole. The former tends to make the child a bundle of caprice and arbitrariness by giving full course to his spontaneity or self-activity. The concrete rule of pedagogy is, to keep in view both sides, and to encourage the child to self-activity only as the same is rational, that is to say, . . . it enforces prescription upon a child only in so far as the same is healthful for the development of his self-activity."

**National Educational Association, Charleston,
S. C., July 7-13, 1900.**

PROGRAMMES—GENERAL SESSIONS.

(All general sessions in the Thompson Auditorium.)

TUESDAY AFTERNOON, JULY 10—OPENING SESSION.

Addresses of Welcome :

His Excellency Miles B. McSweeney, Governor of South Carolina.

Hon. John J. McMahan, State Superintendent of Public Instruction.

Hon. J. Adger Smyth, Mayor of Charleston.

Henry P. Archer, Superintendent of Charleston schools.

Responses :

Dr. Wm. T. Harris, Commissioner of Education of the United States.

Dr. E. Oram Lyte, Principal of First Pennsylvania State Normal School.

J. W. Carr, Superintendent of City Schools, Anderson, Ind.

J. A. Foshay, Superintendent of City Schools, Los Angeles, Cal.

Presiden's Address—President O. T. Corson.

TUESDAY EVENING, JULY 10.

The Small College :

- I. Its Work in the Past—President W. O. Thompson, Ohio State University.
- II. Its Prospects—President W. R. Harper, University of Chicago.

WEDNESDAY MORNING, JULY 11.

Contributions of Religious Organizations to the Cause of Education.

- I. By the Baptist Church—President Oscar H. Cooper, Baylor University, Texas.
- II. By the Methodist Church—Rev. H. M. Du Bose, D. D., General Secretary of the Epworth League, M. E. Church, South.
- III. By the Catholic Church—Dr. Conde B. Pallen, St. Louis, Mo.

WEDNESDAY EVENING, JULY 11.

- I. Booker T. Washington, President of Normal and Industrial Institute, Tuskegee, Ala.
- II. President Joseph Swain, University of Indiana.

THURSDAY MORNING, JULY 12.

The Problem of the Grades.

- I. The Problem of Discipline—Miss Gertrude Edmund, Principal of Teachers' Training School, Lowell, Mass.
- II. The Problem of Classification and Promotion—Miss Elizabeth Buchanan, Kansas City, Mo.

- III. The Problem of Instruction—Mrs. Alice Woodworth Cooley, Supervisor of Primary Grades, Minneapolis, Minn.

THURSDAY EVENING, JULY 12.

It is expected that the programme for this evening will include an address by President McKinley and others, if the President finds it possible and consistent with the duties of his office to be present.

FRIDAY MORNING, JULY 13.

Some Relations of Literature to Education.

1. The Influence of Poetry on Education from the Basis of Aesthetics—President Wm. M. Beardshear, State College of Agriculture and Mechanic Arts, Ames, Ia.
2. The Value of English Literature in Ethical Training—By Principal Reuben Post Halleck, Boys' High School, Louisville, Ky.
3. Educational Values in Literature—By Dr. Martin G. Brumbaugh, Professor of Pedagogy, University of Pennsylvania, Philadelphia, Pa.

FRIDAY EVENING, JULY 13.

Addresses.

1. What Manner of Child Shall this Be?—By Hon. G. R. Glenn, State Superintendent of Public Instruction, Atlanta, Ga.
2. (Subject to be supplied)—Geo. B. Cook, Superintendent of City Schools, Hot Spring, Ark.

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Departments.

The National Council of Education will hold its meeting July 7, July 10.

Kindergarten Education.

WEDNESDAY AFTERNOON, JULY 11.

1. President's Address—Mrs. Maria Kraus-Boelté.
2. A Mother's Advice to Kindergartners—Mrs. Clarence E. Meleney.
3. The Need of Kindeagartens in the South—Philander P. Claxton.
4. The Kindergarten Gifts and Occupations and their Educational Value—Miss Harriet Niel.

THURSDAY AFTERNOON, JULY 13.

1. Froebel's Mother and Cosseting songs, with Practical Illustrations—Miss Mary C. McCulloch.
2. The Kindergarten and the Primary School in their Relation to the Child and to each Other—Miss Emma A. Newman.
3. The Educational Use of Music for Children under the Age of Seven Years—Miss Marie Ruef Hofer.

Elementary Education.

THURSDAY AFTERNOON, JULY 12.

Nature Study in the Public Schools.

1. General Presentation—D. Lange.

2. In the Primary Grades (to be supplied.)
3. The Geographical Phase—Dr. Jacques W. Redway, F. R. G. S.

FRIDAY AFTERNOON, JULY 13.

1. Eng'ish in the Grades—Superintendent A. A. Reed.
Discussion—Mrs. Sarah D. Jenkins.
2. The Elimination of the Grammar School—Otis Ashmore.
Discussion—John R. Kirk.

Secondary Education.

WEDNESDAY AFTERNOON, JULY 11.

1. To What Extent Should the Pupil in the High School Be Allowed to Choose His Studies—Principal Wm. J. S. Ryan.
Discussion opened by A. H. Nelson.
2. How Shall We Teach Our Pupils the Correct Use of the English Language?—Oliver S. Wescott.

THURSDAY AFTERNOON, JULY 12.

A joint session of the Higher and Secondary Departments is to be held to consider the report of the committee on College Entrance Requirements, referred to the meeting this year by the joint session held in Los Angeles in 1899.

Higher Education.

1. The Satisfaction of Being a College President—President Charles F. Thwing.

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2. Higher Education and the State—President Joseph Swain.

Discussion led by Chancellor J. H. Kirkland.

FRIDAY AFTERNOON, JULY 13.

1. The Scope and Mission of the Land Grant Colleges in America—President Wm. M. Beardshear.

Normal Schools.

WEDNESDAY AFTERNOON, JULY 11.

The Normal School Problems of the South.

1. Training of Teachers for White Schools—Charles D. McIver.

2. Training of Teachers for Negro Schools—Rev. H. B. Frizzell.

3. Training of Teachers for Cuba and Puerto Rico—Victor S. Clark.

Discussion. Hon. G. R. Glenn and Booker T. Washington.

FRIDAY AFTERNOON, JULY 13.

The Training of Teachers for Secondary Schools.

Professor G. W. A. Lucky, President Livingstone C. Lord, Superintendent Charles B. Gilbert. Discussion. John R. Kirk, J. F. Millspaugh.

Manual Training.

WEDNESDAY AFTERNOON, JULY 11.

President's Address—The Relation of Manual Training to Trade Education. Charles H. Keyes.

Character, Content and Purpose of the Course in Manual Training for Elementary Schools.

President Francis W. Parker, Professor Charles R. Richards, Gustav Larsen.

THURSDAY AFTERNOON, JULY 12.

High School Courses in Manual Training.

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Art Education.

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2. Art in Everything—Francis W. Parker.

Discussion by Miss Katherine Kopman.

3. Picture Study, Its Relation to Culture and General Education—Miss Estelle Potter.

Discussion by Fred J. Orr and Miss Gertrude M. Edmund.

THURSDAY AFTERNOON, JULY 12.

1. Relative Value of Pencil Drawing and Water Color Work in Public Art Instruction—Miss Bonnie Snow.

Discussion by John S. Ankeny.

2. The Relation of Nature Study to Drawing in the Public Schools—James M. Stone.

Music Education.

WEDNESDAY AFTERNOON, JULY 11.

1. Common Sense as an Aid to the School Music Supervisor—Sterrie A. Weaver. (Two papers to be supplied.)

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Discussion. Affirmative—C. H. Congdon, Chicago, Ill. Negative—(to be supplied.)

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6. Profitable Publicity; a Study of Advertising as Applied to Business Colleges—Willard J. Wheeler.

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3. Is there a Nationality Problem in Our Schools—Miss Marion Brown.

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3. Chemistry in the Schools—F. P. Venable.

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5. School Administration Problems in the South—Israel H. Peres.

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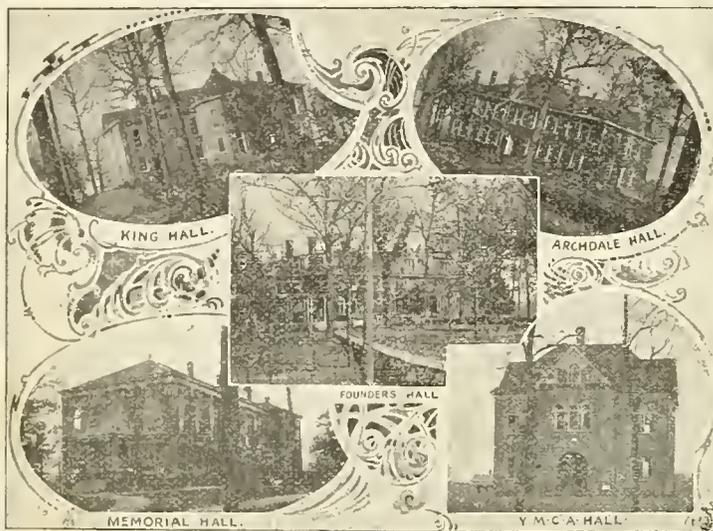
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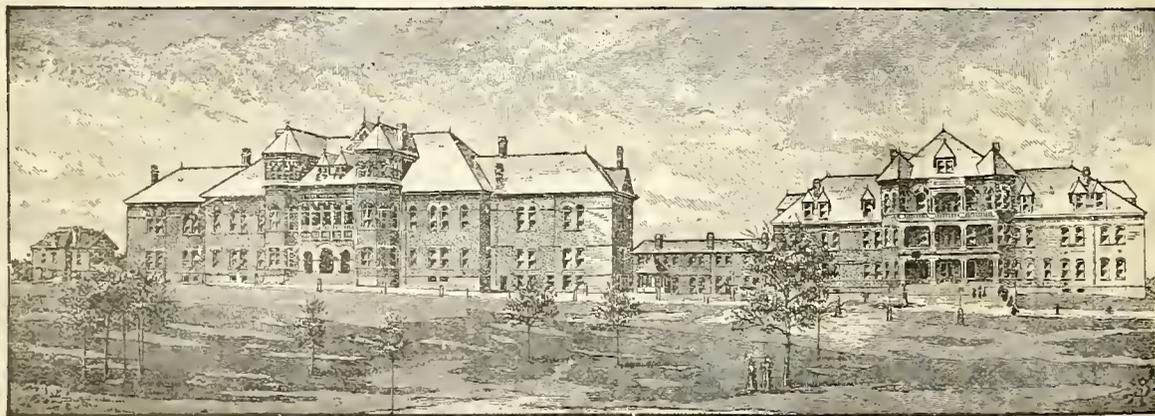
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