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THE SCHOOL JOURNAL

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OSSIAN LANG, Editor.

Spontaneity and "Culture-Epochs."

The development of that spontaneity and initiative which make for art in the broadest sense, is something to which we in this country have not yet attained. The need of it is more or less recognized by the leaders in education. The irony is that often the very men who devise a new plan for the liberation of the children transfer them in the working out of the idea merely into new ruts. The "culture-epoch" theory is a case in point. It was intended to set aside the treadmill of traditional procedure. In its elaboration it becomes a new machine, the absurdity of whose working is unmistakable when seen carried out as logically as it is in a publication on industries in education issued from the University of Chicago Press.

Whether the children follow the mechanized succession of "epochs" or the ordinary routine, the principle is the same; machinery is deadening. Besides, the "culture-epoch" theory misses one important point. The occupations of primitive man originated under the influence of his natural environment; the children of to-day must be denaturalized first, before they can fit their minds into their ante-diluvian predecessor's grooves. The correspondences between the development of mankind and that of the individual man are no doubt very striking at times, and theoretically always interesting. They suggest rather what not to do, than what to do, to those who would profit by the experiences of the past.

There is not so much need for devices in making children do certain things in a certain way, as there is for supplying opportunities for creative self-expression. A little anxiety for systematic propriety would do no harm. Children's minds are not yet the logical machines that the minds of the builders of pedagogic theories are—thank Heaven!

Education of Defectives.

The New York University School of Pedagogy announces a course on "The Education of Defectives" for the coming year. New York City has already twenty schools for defective children, taught by teachers who have made a study of this problem. The policy of keeping defective children with normal children is being rapidly given up in progressive cities. The establishment of special schools creates a demand for specially trained teachers, and New York University has established the course to meet this demand. It is the first university to establish such a course. The course assumes that the student has had the usual training of a normal school, and will deal mainly with the problem of the abnormal child. The following lecturers will give the course: Dr. Martin W. Barr, of the Pennsylvania School for Feeble-minded, Elwyn, Pa.; Supt. Walter E. Fernald, of the Massachusetts School for Feeble-minded, Waverley, Mass.; Supt. E. R. Johnstone, of the New Jersey State School for Feeble-minded; Dr. Luther H. Gulick, Director of Physical Education in Greater New York; Dr. James P. Haney, Director of the Manual Arts in Manhattan and the Bronx; Mr. Alexander Johnson, of the School of Philanthropy, New York, and Dean Thomas M. Balliet, of the School of

Pedagogy. The lectures will be given at the University Building on Washington Square on alternate Wednesdays, from 3:45 to 5:45. It will be a thirty-hour course, and the first lecture will begin October 3. A special circular describing the course may be obtained on application to the secretary, Prof. James E. Lough. This departure is of historic significance in American pedagogy, and should meet with hearty support.

Some publishers of text-books have become needlessly exercised by the progress of the simplified spelling movement. They are naturally not in sympathy with it, from a business standpoint. A sudden change in spelling would mean to them, as they see the outcome, the loss of many thousands of dollars which are invested in electrotypes of book pages. There need be no such loss, however. One simple plan for avoiding any difficulties and meeting all reasonable demands, would be to add at the end of every book a list of the three hundred words suggested by the Simplified Spelling Board. A publisher who would bring out spellers and other books following the new spelling would be very foolish. To begin with, the three hundred words announced thus far represent by no means the whole scope of the reforms that are to be inaugurated in English orthography. They are sent out into the world to test the attitude of the people. If they are favorably received, there will be new lists. For a time the children in the schools will have to learn two spellings, the new spelling receiving the preference. About a year from now we shall know better. The history of the vertical writing movement has shown that change of style is no such calamity as the opponents predict on theoretical grounds. "The proof of the pudding is in the eating," and not in the chewing of the string.

It seems rather a tactless sort of proceeding to let the newspapers have lists of the teachers who try the examinations for State certificates.

Allegheny County Institutes are famous for their enrollment and the enthusiasm they create. Last week, the fifty-sixth annual meeting was held, with a showing of 1,200 teachers at the opening session. The popularity and growing efficiency of these institutes is due to the zeal of County Supt. Samuel Hamilton. By the way, the Lippincott's have recently published an unusually helpful manual on "The Recitation," of which Dr. Hamilton is author.

The spelling reform excitement appears to be conjuring up a revival of old-fashioned debating. Several teachers' institutes have already wasted their substance in riotous pro-ing and con-ing.

The disquieting news comes from Metuchen, N. J.; that Geo. H. Linsley is dangerously low from a stroke of apoplexy. He has thousands of friends who will anxiously watch the outcome. It was only last September that he retired from the principalship of old Number One in Jersey City, after a service covering more than fifty-seven years. His health seemed vigorous quite recently. It is estimated that about thirty thousand children were taught by him in his long career.

and that the spelling of our language has never been fixed finally, but has always been slowly simplifying itself by the casting out of useless letters. They must be educated in the history of spelling, and the many changes that have taken place from Chaucer to Shakespeare, from Dryden to Johnson, and even in the nineteenth century, must be made familiar. They must be encouraged to understand that a steady movement toward simplification has always been evident, and they must be made to recognize that the time has now come when this slow progress toward the remote goal can be accelerated.

When the people at large are once convinced that our present spelling does harm to the children; that it wastes the time and money of men and women, and that it tends to prevent the adoption of English as the world language of the future—when that happy hour shall arrive, improvement will follow at once, spontaneously and unhesitatingly. As Lowell once said: "The pressure of public opinion is like the pressure of the atmosphere; you can't see it—but it's sixteen pounds to the square inch none the less."

As soon as the general public believes that our spelling is so bad that something ought to be done,

something will be done. There are abundant signs now that the general public is beginning to take an interest in the subject. The very natural prejudice against any modification of the form of familiar words seems to be wearing away. People are coming slowly to see that there are really no valid arguments against the continuation and acceleration of a process which has been going on in English for centuries, as it has been going on in every other language also. With the spread of knowledge there cannot fail to be a weakening of prejudice.

And in the meantime, while public opinion is slowly crystallizing in favor of simplification, the more enlightened among the teachers and the superintendents are already taking steps in advance. In New York, for example, the Board of Education asked the expert Board of Superintendents to report upon the three hundred words contained in the first list put forth by the Simplified Spelling Board. The Board of Superintendents considered the subject very carefully, and finally it recommended the adoption of the whole three hundred. And the example set by New York is likely to be followed speedily in not a few of the other cities of the Union.

Education for Power.

By ETHELBERT D. WARFIELD, D.D., LL.D., President of Lafayette College.

The Interior, of Chicago, published under date of August 2, a very interesting educational number. The following vigorous article by Dr. Warfield is selected from it, because it handles some common misconceptions in a particularly incisive fashion.—THE EDITOR.

There is scarcely a possible view of education which has not in recent years had its advocate and its opportunity in America. And, as a consequence, there is scarcely a school, college, or university in the country which now consistently represents any definite educational idea.

A reckless eclecticism has taken the place of the old-fashioned classicism. This works comparatively little injury to the university. It may well be urged that in the university there should be room for many objects and many methods. Then, too, age and previous training fit the students to select the courses which they need, and to counteract unwholesome tendencies in teachers who, in spite of limitations, have much to offer them. But in the college the average student is confused and misled by the war of conflicting tendencies, and in the secondary school the great majority of the pupils never come to any clear notion of the end and object of education.

The battle cry of the great host of educational experimenters, by whom so much ruin has been wrought, was "enrichment of the curriculum." The weapon generally chosen for each individual assault was the specific value of this or that study to this or that class of students. It is not difficult to make out a case for almost any branch of knowledge. It is easy to show that it has value in itself as useful knowledge, and scarcely more difficult to establish that, under proper conditions of instruction, it may contribute to mental discipline.

But the weakness of the position of these special pleaders has always been that they never have fairly faced the true question: What studies are of the highest educational value, and how can they be combined so as to produce the best educational result? In practice they have been forced into a still weaker position. For, in claiming an equal value for their favorite study with others already included in the curriculum, they have been led to admit the educational equality of many branches of knowledge, without regard to the character

of the demand which they make on the mind, and so have taken a position that logically leads to unlimited elective courses.

It is no doubt true that there are marked differences in tastes and talents among students, and that too rigid a course of study does harm to a number of the students in any school. But it is also true that the general intellectual atmosphere of every town and state is substantially the same; that there are certain capacities which are necessary to success in that atmosphere, and certain knowledge which is necessary for leadership. The study of any community brings out the fact that the men of mark are not the men of the largest knowledge or the highest special training, but those who are able to adapt the knowledge which they have acquired, to the daily needs of life. We hear it said that such men are men of original minds and of progressive ideas. And yet a careful study of their methods rarely justifies this. They generally are simply men who think,—men who have been trained to think, and who put that acquired capacity into constant practice.

A conspicuous group among such men—the leaders in the pulpit and at the bar—possess another conspicuous capacity. They have been trained not only to think, but to think on the loftiest themes. Such thinking has driven them not only to think deeply, but to read widely, that they may have food for thought. And to these two capacities they often add a third, that of expression—not the mere ability of telling what they have seen and heard and read, but of presenting the knowledge which they have acquired in the fresh forms which it assumes after passing thru a thinking mind. Such men's minds are not mere granaries; they are mills which not only grind the grain, but separate the flour from the bran.

But we rightly recognize that if the lawyer and the preacher have been most conspicuous in such intellectual leadership, they are not so any longer.

In every field of effort men are found and are needed, who can think and give expression to their intellectual outgoings. Most of the "realized product" are self-made men.

How then shall the community safeguard its future by training others to take their places? What is needed is an education which will lead to power, not to mere knowledge; which will lead to power, not to mere repetition of what already has been done by men of power.

The capital error of much of modern education has been the demand that those who are to be doers should at once be taught to do. The consequence has been that things once too much neglected have been greatly overdone, and the drawing table and the molding board, the herbarium, and the laboratory, and a dozen other so-called practical things, have shouldered aside the things which demand rapid, consecutive, accurate thought—let us say, for example, Latin parsing and mental arithmetic.

The great cry in another quarter has been that the habit of observation has been neglected. Yet coincident with this cry, the "word picture" method of reading came into vogue and the time given to spelling was decried. DeQuincy has pointed out that the man who is a close observer rarely becomes a deep thinker, while the deep thinker readily becomes a close observer.

But of the many fallacies from which we have recently suffered, the worst is that which has taught that education should be accomplished by the selection of easy, and in themselves interesting, means. The true statement of the idea is that in presenting difficult subjects the most attractive method compatible with thoroughness should be used. In view of all the ruin resulting from the exploitation of "education made easy," the mind of the honest teacher shrinks from any compromise. The athlete must practise with the dumb-bell. The scholar must learn to find delight in drudgery. The young thinker must do mental tasks just because they are hard—in order that they may not be hard to-morrow and the third day. There are dead-lifts in life, and our youth must be trained to lift them. Only rare Samsons may in riotous strength run off with the gates of Gaza on their broad backs, but there is ever need of strong-thewed thousands to sap and mine in the long siege of the city "Success."

What we need to-day is to grip the fact that the world wants men who can think and learn and express themselves, and that our schools and colleges must supply such men—and women also. It seems that as yet there has been little success in replacing the older discipline of the classics and mathematics, topped off with philosophy and the physical sciences.

But the old curriculum is gone—gone, it is to be feared, past recovering. Those who are teaching in the schools to-day—a large part of those who are teaching in the colleges—never knew it, and look on it thru prejudiced eyes as a worthless survival of the Dark Ages. But the fame of the scholars and the men of letters it formed and informed, remains a noble testimony to its discipline for power. Without some well-digested system—admitting of room for real difference in talents and temperament, if need be—our national education is in danger of becoming a weak, invertebrate thing.

Only one thing seems certain—the hard common-sense of our people has stood stanchly for a well maintained mathematical training; and this important factor in sound thinking seems secure.

President Eliot chafes under "a return to Latin," and attributes it to the fact that the Latin is taught by the best teachers. A right royal admission; for if the teaching of Latin makes the best teachers, what learner would not be learning Latin! Greek, we are told, is dead. Not for the first time, surely.

A college professor told me the other day, also, that a boy had better read his Homer and his Sophocles in translations. I forbore to ask him whose; and only said, "Not my boy." Philosophy, too, has fallen on barren times; young men no longer attempt Butler's Analogy (the latest edition, however, was by one who seemed to have the gift of perpetual youth—William E. Gladstone), and the study of the action of the brain when stimulated by the electric current, has replaced the study of the mind when engaged in thought.

But we must not fear for the future, but prepare for it. One thing must be held fairly before our eyes. Education must be for power, not for pleasure or for profit. In this stands the welfare of the republic—education for power.



Demand For Trained Minds.

By F. W. COBURN.

The cry of the great industrial corporations for men, always more men, highly trained and efficient men, becomes more acute each year. An official of a public service corporation who applied early last month at one of the leading New England technical schools found that every member of the graduating class was already engaged. Not every lad, of course, was scheduled for a \$10,000 position, but each and every one had already been secured to be tried out at a small salary, with the assurance that if, in the language of the day, he "made good," he would speedily become one of the class of highly-paid employees.

The growth of the electrical industries in particular, has been so remarkable that the managers of transportation, lighting, and telephone companies are competing for the services of the best men, each playing up the attractions of his branch of electrical engineering.

A good example of a new kind of industrial propaganda appears in a pamphlet on the subject of "Telephone Engineering as a Profession," which the Western Electric Company, manufacturers of apparatus for the Bell system, has just published. The business of this branch of the telephone industry, as of every other branch, has been growing lately at so unprecedented a rate that the technical schools of the country are not turning out graduates fast enough to meet the demand. The result is the Western Electric Company now issues, evidently for the benefit of young fellows who have yet to choose their professions, an elaborate and very definite statement of the advantages in the field of telephone engineering.

Thruout the booklet an attempt is made to show that this branch of electrical engineering is, on the technical and professional side, just as important and interesting as any other, and, indeed, in some respects more so. A street railway engineer once told a young man who was about to take up telephone work: "Well, if you want to go in for that sort of thing, all well and good. But if I were you, I would stick to straight engineering."

The pamphlet of the Western Electric Company seeks to correct the impression that the telephone field, while affording ample scope for the electrician and mechanic, offers no real chance for the trained engineer. It demonstrates that while the telephone specialist does not have to handle immense loads or send power at a high voltage over long distances of line, yet he has just as many intricate and fascinating problems to encounter. The power plant, for example, of a large telephone central station, is in every respect as complete in all its details as any power or lighting plant. As the book states, "Direct