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OF THE

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## REPORT.

See pages 91, 92, 93, and 94.

JOHN HANCOCK, of Ohio, called for the report of the Committee on Education and Crime appointed at Philadelphia, in 1879. The chairman, DR. JOSEPH A. PAXSON, being absent, the committee was, on motion, given further time, and J. P. WICKERSHAM, of Pennsylvania, made chairman of the committee.

A temperance resolution offered by Mrs. M. A. STONE, of Connecticut, was referred to the Committee on Resolutions.

Dr. JAMES McCOSH, of New Jersey, read the following paper on

THE IMPORTANCE OF HARMONIZING THE PRIMARY, SECONDARY, AND COLLEGIATE SYSTEMS OF EDUCATION.

I. PRIMARY EDUCATION.

Strange as it may seem, nobody, not even the Bureau of Education in Washington, seems to know what is the number of elementary schools in the United States. The reason is given "As many States and Territories do not report them; some giving school districts only; some school-houses and standards, as to what shall be called a school varying greatly in different localities." This fact is not very creditable to the country. It indicates the unsystematized character of education in many States of the Union and the great need of Associations, National and Local, to strengthen the Bureau of Education, in its endeavor to place before us the way in which, and the extent to which, the youth of the land are trained.

Half a century ago, a quarter of a century ago, the system of elementary education was, upon the whole, the best in the world; and foreign countries appointed commissions to enquire into and to report upon it. Since that time it has made considerable progress; but there are States, and some of these not new States, in which it has not advanced with the times, and is still in a backward condition. It seems to me that there are countries in the Old World, particularly in Great Britain, including Scotland, in which it is taking mightier strides than in America. When I was in Scotland three years ago, I was amazed at the improvement in the methods of instruction since I was a boy.

In a paper read before this Association in 1873, I ventured to refer to two points in which certain countries, such as Prussia and Britain, might be looked to by educationists and statesmen in America in order to discover whether there are not improvements there which they might profitably adopt. One of these is compulsory, or, to adopt the better phrase of Prof. NORDHOFF's, obligatory education. Prussia has long adopted this principle, which has exercised the most beneficent influence on the character of the people. Of late years any school district in Britain may adopt it and carry it out; and already we see the results in many cities where the children are swept off the streets and are received into schools where they receive wholesome instruction, and are ready to be benefited by the efforts of Christian ministers and missionary agents, male and female, laboring to save them from vice and misery. No country needs this sys-

tem of obligatory education so much as the United States, as it is liable to have poured into it the ignorance of all other lands.

The other point is that of the Supervision or Inspection of schools. Considerable advance has been made on this line of late years. A number of our schools are now under the direct supervision of well-educated and well-qualified superintendents. But the system is far from being universal, and it is not so well organized as in some other countries where every school is visited periodically and frequently by scholarly and well-remunerated inspectors, acquainted with the best modes of instruction in various countries, who examine every child, and in doing their work are above all local prepossessions and prejudices. Education would be greatly stimulated, as it appears to me, by each State having a system of superintendence, general and local, by highly-educated and well-trained superintendents.

But in this paper my special aim is to show that while the first and grand aim of national schools should be to give elementary instruction to the whole people, they should not lose sight of another important purpose. In many of the States there is an admirable system of graded schools, including Grammar Schools Normal Schools, and High Schools and a method by which children may rise from the one to the other. Many a promising youth in an obscure country district is discovered and set on the path of learning by his teacher or his minister or by some generous friend, or more frequently he is impelled by his own tastes and aspirations and he mounts from one round of the ladder to another till he reaches the university where he is trained for the highest walks of usefulness in the various professions, or he becomes eminent in literature, science, politics or philosophy. Many of the most illustrious men in the churches, in the medical art, at the bar, or in Congress, have risen by reason of the facilities placed at their disposal by the national system. In this way much talent and genius, gifts more precious far than our gold and silver mines, have been kept from being lost to the community and have added to the glory of our country. But this end can be attained only when the various parts of our system, lower and higher, are made to work into and with each other. This is far from being the case in every one of the United States. Americans often dwell on the circumstance that while in this country every man does not rise to be President of the United States, there is no obstacle in the way of his obtaining the honor if he has the talents and the virtues. In like way I hold it to be essential to the perfection of our republican system, that the child in the most obscure village or the most degraded alley of a great city, may, if he has the abilities and the perseverance, rise to be a doctor or a lawyer, or grace the halls of Congress or help to spread knowledge and truth all over the earth.

## II. SECONDARY INSTRUCTION.

It is keenly discussed in the present day whether the State should provide anything higher for the people than the barest elementary education. It is very generally acknowledged that the government is under a moral obligation to instruct all the people to the extent of their being able to read and understand the laws for the breaking of which they are

liable to be punished. But there are persons who maintain resolutely that the State is not required, nor even at liberty to furnish more out of the taxes that are compulsorily raised from the people. In this controversy I am prepared to take the side of those who hold that while the State is imperatively required to impart an education to all sufficient to enable them to read the Bible and to know the laws of their country, it is also required by the highest considerations to provide judicious means of enabling those who thirst for higher attainments to rise to them, and thus give them the power of promoting the best interests of their country economically, intellectually, socially, and morally. The great nations of the earth all acknowledge this, such as Germany, Austria, France, Holland, England, Scotland, Ireland, Canada, even India, Australia, and other British Colonies. If America refuses to act as these countries do, she will undoubtedly fall behind them in the competition of nations for knowledge, for wealth and influence. If there are States of the American Union which, for the sake of a false theory of government, or in order to save a few dimes of taxation, refuse to institute these schools, they will be left behind by such States as Massachusetts, which owes its eminence mainly to its High Schools and Academies, which have sent so many youth to our Colleges, or to occupy the most important positions in the country.

But it is urged that the supporting of these schools would be virtually taxing one part of the community to benefit another. The answer is at hand. The whole community receives the profit by a highly-educated people being trained. The High Schools should be so located and furnished that all have access to them, the poor as well as the rich, and the rich as well as the poor. Of all people the poor will receive the most good from them, as they will be thereby supplied with the only means by which they can rise to the same platform as the rich, who may surely be called on to contribute a small portion of their wealth to those who are less highly favored than themselves. But then it is said that we are rearing too many educated men. I simply deny that this is so. Scientists tell us that we cannot increase the amount of physical energy in the universe; but we can increase the amount of intellectual power by increasing the amount of "knowledge which is power." The community which has the largest amount of it will always be the most influential. It is to be remembered that the number of persons seeking high scholarship, which requires severe study, will always be limited; and the field for men possessed of it is not one country, but the world, and the geography which they learn tells them how wide it is; and they will find work in it enough till they bring about the millennium, when they will also have still higher labor, but without toil. If it be alleged that a high education may rear only the knowing and accomplished rogue, I admit this may be so if the education is merely secular, merely scientific, that is, educates only one-half or less than one-half the man, but if it is also moral and religious, that is, cultivating our whole nature and especially our higher nature, it will tend to raise a generation who, as a whole, will be good members of society, and propagate a healthy spirit. Besides, the State has always a means of limiting, should it find it necessary, the number of those who

seek a high education, and casting aside those who have not the capacity or the endurance: they may increase the standard of examination for admission and graduation so as to secure that only the highest minds pass. This is effectually done at West Point, where the numbers of military officers is kept within narrow limits by the severity of the tests by which the candidates are tried.

It is reported to me that "as to the number of Public High Schools it is impossible to make an absolute statement, from the fact that in several of the States such schools are not reported, and that in others the reports include all that profess to teach any higher branches, *i. e.*, beyond the grammar-school curriculum. From a careful estimate, however, the number perhaps to be classed as High Schools, appears about 2000 in the whole United States. The number of Academies reporting to this Bureau in 1878 was 1227; whole number on our list, 1667. Preparatory schools obtaining higher academic rank, 126 additional."

It is of the utmost moment that these intermediate schools should work in harmony with the primary schools on the one hand, and the colleges on the other. They should be ready to take up the youths at the stage at which they leave the lower schools, which should always be training a number of boys for the High School, directly or indirectly through the Grammar School. Where the one ends the other should begin. There should be a means provided whereby the son of a tradesman or even a day-laborer, should be able of himself if he has the purpose and perseverance, or aided by some one who discovers his merit, to mount from the one to the other. In this way "the rich and poor meet together, the Lord being maker of them all."

But it is equally important that the High School and Normal School should educate for the College. This is not sufficiently attended to in some, I believe I might say in most, of our State systems. In the College with which I am connected, we do not owe much to the schools in the States around us. In some States it does not seem attended to at all. In some places there is a wide gap, with an evident jealousy between the colleges and the secondary schools, the colleges keeping themselves at a haughty distance, and the latter making no effort to train young men for them. It is a fact that boys who wish to enter college have to leave the State Schools for other and more expensive ones, or it may be to call in the aid of private teachers, who may or may not be competent. This is one of the greatest disadvantages under which, as I can testify, some of our Colleges labor. In some States that I could name the High Schools or Normal Schools are so arranged as to make it appear as if they were sufficient for the thorough training of youth without ever pointing to any thing higher. And yet it is a powerful means of stimulating the lower classes in a school, of raising our lower schools, to be ever showing a higher model. Dr. ARNOLD elevated the whole action of his school by his 'Fifth Form'; and the High School might give an upward tendency to all its classes by having a class of Greek inciting boys onward to college, and higher attainments. The impetus under a spirited teacher might be felt in all the classes from the highest to the lowest. No system of drill,

however perfect, could impart the same life as a set of boys setting out every year for college, and there distinguishing themselves.

The more advanced countries of the world pay great attention to the connecting of schools and colleges. The Volk-schulen in Germany give instruction to fit mechanics and laboring men to be useful citizens. The gymnasien, which are, upon the whole, the highest secondary schools in the world, impart a thorough education in the Humanities, in Greek, Latin, the lower Mathematics, German and religion, with some history, thus preparing a student for the universities. The Real-schulen substitute Modern Languages, French, and English for the gymnasium course, and then the pupils get special training in Architecture, Civil, Mechanical, and Mining Engineering, Agriculture and the more practical sciences. This makes the whole educational system a unit, one part fitting into another, and the whole meant to make good citizens. There seem to be 450 such higher schools in Germany taught by learned professors, and educating upwards of 81,000 pupils.

In England there is no official connection between the elementary schools and the colleges, and it is this that makes the colleges in that country so few. But the Endowed Schools of England which are commonly rich and taught by Masters of the highest order regard it as their greatest glory to prepare pupils for the great universities of Oxford and Cambridge. In Scotland the Burgh Schools which are to be found in every important town, prepare young men for College, and the very parochial schools, which often teach Greek, Latin, and Mathematics, prepare a considerable body of pupils for the four universities.

Coming to this country we find in New England the High Schools, required in every township, giving a high education, and the fine old Academies drawing youths from all States in the Union, preparing them for College, and making the New-England Colleges so prosperous. In Michigan the University and High Schools work into each other by State law. When the State University at Ann Arbor is informed by any High-School authorities of their desire to be put on its approved list, it sends a committee to inquire into its courses and methods of instruction. If these are found to come up to its standard, the school is sanctioned and the graduates are allowed to enrol themselves in the Freshman class of the University, in any course for which they have been prepared, without any University examination. This has given the University a mighty power in the State and has swelled the numbers attending it. The success of the plan has led to its being adopted in Indiana, Iowa, Kansas, Missouri, Minnesota, and Wisconsin, in some of which, however, there does not seem to be the same guarded examination as in Michigan.

This precise plan cannot or at least will not be adopted in all States. In many States there are at the present time a number of Colleges of a superior order; these will not consent that one of them by being made a State University should have the great body of the young allured to it by the facilities held out. In most of the States the religious denominations will insist on having colleges suited to them. Not that they teach anything sectarian; but they believe that vital religion should be at the basis of the training of the young; and they are not satisfied that there can be

much life and power in the neutral religion taught in the State universities where there is a constant fear of offence being given to persons of various religious professions or of none. Many will insist that in the College in which their sons study at the critical period of their life religious instruction and worship should permeate the course. It is not needful to inquire whether parents are justified in demanding this. It is enough for me that they do so and will continue to do so.

Now is there no way in which the upper schools can be connected with the specially religious or denominational colleges? I believe that this may be done to the benefit both of colleges and schools. Let the colleges come to a substantial agreement as to the standard of entrance. I have before me "A Comparative View of the Requisitions for Admission to Fifteen American Colleges," drawn out by Dr. White, formerly of Cleveland. I find that there is a wonderful agreement among them all, taking substantially the same books and subjects, some, however, requiring a little more than others, and all admitting substitutes. There is then in our higher colleges as great a uniformity as can be expected, or indeed desired. Let steps be taken by the schools to bring up their pupils who wish to go to college to this standard. Having been so taught, the boys, or rather their parents, will select the college which suits them. This system would suite every State, both in the State and Denomination Colleges. Surely the universities and upper schools should be prepared for their good, and in order to extend their usefulness, to fall in with this system and act upon it.

It is to secure this end that I have come to this meeting and prepared this paper. At this moment there are in some of our States scarcely any facilities given to enable the brighter youths of our country to rise from the secondary schools to the higher literary and philosophical culture to be had in our colleges. In such States the rising mind of the country is arrested in its onward progress.

### III. THE COLLEGE SYSTEM.

The number of Colleges in the United States is commonly stated as being 400. I am indebted to General Eaton for a more accurate statement: "As to the number of Chartered Colleges in the United States, an absolute answer cannot be given, from want of returns on this point in some cases. But I shall not be far from the truth if I say that of about 266 colleges for women 188 have charters from the State, and that of about 375 for young men, or for both sexes, some 350 have such charters. This does not reckon 44 Agricultural and Scientific Schools which would claim collegiate rank."

What are we to do with all these colleges, a larger number than is to be found in any other country in the world? Some have proposed to burn one half of the male colleges in order thereby to benefit the other half. There are certainly in our Eastern States new colleges set up which tend, like drowning men, to drag each other down, by lowering the standard at entrance and at graduation. The public press has amused us with the picture of a man with little education himself, but who has earned half a million dollars, resolving in a bosom filled with philanthropy, to leave

his money to endow a grand new university in his native village. One half of the money is laid out in buildings, which will be his monument, and the rest is devoted to the salaries of professors. A minister, who has not succeeded as a pastor, is appointed president and has to teach religion, and all mental, moral, and political science. A dungeon of learning is taken out of an academy to instruct in mathematics, physics, astronomy, geology, and natural history. A young man who is a native of the place, and who has stood high in a neighboring college is chosen to take the student through Greek, Latin, English, and French. Most important of all, a reputable gentleman with a face that never blushes and a loose and flattering tongue is appointed financial agent, procures lists of the benevolent gentlemen in the great cities, and obsequiously waits upon them. The university is called Tomlinson after its founder, whose name is thus handed down to posterity. Several of the ministers in the neighborhood with the senator of the district and a few lawyers are appointed Trustees. The college has a library of a sickly miscellaneous character with five thousand volumes, which the friends of the institution can easily spare out of their own collections, and containing many duplicates of Euclid and Bible dictionaries; and a tradesman of the town has supplied a microscope, a telescope, a blowpipe, and many ingenious instruments. The university is opened with éclat, the senator procures a power of granting degrees, and it appears in General Eaton's report with eighty-eight students drawn from the town and from the religious denomination to which Mr. TOMLINSON belonged. The pupils are admitted easily at an early age, and are taught to read an ordinary Greek and Latin book; they go through Euclid, trigonometry, and natural philosophy, and receive lessons in logic, ethics, and religion from the president; a large number of them however not being able to spell accurately or write grammatically.

While I have given this picture I am bound to add that it is a caricature. All our smaller colleges are not unmitigated evils; some of them supply a good substantial education to young men who would never go to colleges at a distance. I should deplore to find education confined in America to a few aristocratic colleges, some of which are becoming very expensive and extravagant. Some of our smaller colleges are teaching faithfully the old fundamental branches of classics, science, and philosophy, which have fed our fathers and made them strong, may be producing as many fresh, solid, and independent minds as our big universities where youths are lost in the crowd and never come in personal contact with their teachers, where they are not taught the old disciplinary studies and become confused in the multiplicity of new topics, and where the aim is evidently to produce specialists rather than broad, comprehensive minds. After all in our great colleges where so many enticing articles are spread out before them to feed on, our youth can partake only a few, otherwise they would be surfeited and burdened and the few they select may not be best fitted to nurture and strengthen the mind. I cannot forget that our greatest poet, LONGFELLOW, and our most original novelist, HAWTHORNE, were educated at comparatively-small colleges among the pinegroves of Maine, and that our present President of the United States, and one of the two candidates for the presidency were reared at not very



large colleges. So let things take their natural course, and the principle of "the struggle for existence" and the "survival of the fittest" will come into play; and the weak and unworthy as not meeting the wants of the country will be starved out, and the useful being sustained by the donations of the wealthy will become stronger and stronger and take higher forms of life.

Meanwhile I can point out better ways in which Mr. TOMLINSON may carry out his benevolent intentions. He might found in one of our larger colleges a set of scholarships to be earned by competition among those who come from the locality to which he is attached, and which he is anxious to benefit. Or if he is bent on having an institution in his town where he made his money, let him endow not a university, but an educational institution of an enlarged and useful character to give education to all who wish it, and have made a certain amount of progress at the elementary schools. By all means let there be taught both Greek and Latin, for these furnish us the most perfect specimens of literature, and are the means of opening to us the ancient world, with its history. But let there be other branches occupying quite as high a place. Chief among these let there be English and English Literature with their riches and English Composition. Let there be Modern Languages, at least French and German. Let there be the more fundamental and useful sciences, always leaving the more recondite branches to higher institutions, for which they would create a taste. Let there also be mental sciences, such as logic and morality, to teach men that they have minds, and to counteract the materialistic spirit of the age. Let them have religion warm and decided, such as is held by the great body of professing Christians in this country; but let them have "a conscience clause," to secure that no creed is forced on any one. Let his Academy, so it might be called, as being an honored name, be open to all persons of either sex who can stand an examination on certain prescribed subjects. Let the teachers be all scholars, thoroughly masters of the branches they teach, and if possible, graduates of colleges. This institution, if situated in a town, or a central position, will take with the locality from the first, and be a means of doing immeasurable good. Instead of having only 80 or so studying for the learned professions, and who might be far better taught at our larger colleges, it might have from 150 to 400 young men and women prepared to take and retain a high and respected position in all the various walks of life, public and private, as bankers, merchants, storekeepers, farmers, and tradesmen, who would have a refining influence on those around them, and become, as fathers and mothers, fitted to train their children. It would be a great benefit to the community if a portion of our so-called colleges would consent to take this position which would be far more honorable than their present one where they have to be perpetually begging and lowering the standard of scholarship in order to their being able to draw in students.

Such institutions would fit in admirably to our elementary and grammar schools, and would draw even from our High Schools as furnishing a wider range of study. They would give an education of a broad and liberal character to all who have a taste for it, while at the same time they would not unfit ordinary men and women, as a higher erudition and a more

exclusive study might do, for the ordinary vocations of life. None of the evils apprehended from the co-education of the sexes would spring up, as the pupils would be mostly living with their parents or under their eye. These academies would serve much the same purpose as the gymnasia of Germany, with this superiority, that they would teach women as well as men, so that they might spread a humanizing influence on those around, and mould the minds of their children.

But let it be distinctly understood that such institutions should always be made a means of aiding and strengthening our colleges and universities. In all of them let there be a scholarly professor, teaching Latin, Greek, and ancient literature, which might not be required of all, but be open to all, and specially for the benefit of those who go on to a collegiate education. All such academies should be able to send up pupils thoroughly prepared for the Freshman class, and the best would send to the Sophomore or even the Junior class. This no doubt might withdraw a few boys from the Freshman class. But this would not be an unmitigated evil, as it would enable colleges to give more of their time and thought to that higher learning which ought to be the higher work of colleges. As such institutions become multiplied all over our cities and populous centres, they would allure and prepare many to enter classes higher and lower, who cannot at present find schools to have them ready for any college.

I venture to affirm that by such means our system of education would be brought to a unity; no unseemly and weakening gaps and rents would be left, and each part would strengthen the other, the national mind would be thoroughly educated, and the highest interests of our country advanced.

An excursion on Lake Chautauqua having been announced for the evening, the paper assigned for the evening was then taken up. This was a paper by Dr. F. A. MARCH, of Pennsylvania, on

#### THE RELATION OF EDUCATORS TO SPELLING-REFORM.

[In the printing of this paper, the spelling of Prof. MARCH has been followed as indicated by him. It will be observed that the changes do not go so far in some respects as those indicated on p. 18, while in others they go farther. If proof had been sent to Prof. MARCH he would, doubtless, have made more changes than he has.]

Spelling is the orderly naming of the letters which make up a written word. In a perfect alphabet in which the letters are rightly named, it is also an utterance of the sounds which make up the spoken word; for the essential idea of a perfect alphabet is that each elementary sound has its own sign, and each sign its own sound.

But no language has a perfect alphabet. Alphabetic writing is a sort of growth, or development from picture writing, and, like other growths, it needs making over for the use of man. The English alphabetic writing is an unweeded garden.

The mixture of Norman and Anglo-Saxon from which modern English sprung, produced much confusion in the powers of the letters. It was followed by great changes in pronunciation which still further confounded