

lectual greatness; *b*, its relation to consciousness, including: (*a*), observation; (*b*), reflection; (*c*), memory, retention of cognitions; 3, how attention may be deepened; *a*, repetition—not of mere words, but of vivid views of ideas and thoughts coupled with language; *b*, reflection; *c*, association; 4, how secured: *a*, a fixed determination on the part of the teacher to have it; *b*, a clear knowledge of the lesson at ready command; *c*, a suitable interest excited concerning the subject taught; *d*, the eye free to view all and each in the class; *e*, the manifestation of earnestness; *f*, a simple manner and style; *g*, the removal of all obstacles.

#### D. The intellect:

1, the senses: *a*, enumeration of them and function of each; *b*, the information gained by them necessary and antecedent to all external knowledge; *c*, their systematic cultivation—object lessons; 2, memory; *a*, its nature; *b*, its importance for intellectual strength; *c*, its cultivation; 3, the reflective faculties: *a*, the synthetic process—generalization; *b*, the analytic process—reasoning.

#### E. The sensibilities:

1, the emotions: *a*, their nature; *b*, classification; 2, the affections: *a*, their nature; *b*, classification; 3, the desires: *a*, their nature; *b*, classification; 4, the will: *a*, the elements involved in the act of the will: (*a*), motive; (*b*), choice; (*c*), execution; *b*, the regulation and culture of the will; 3, value of strong will-power under the guidance of conscience and reason.

## II. DISCUSSION OF WHAT EDUCATION IS.

### A. It has special departments:

1, physical; 2, intellectual; 3, æsthetic; 4, moral.

### B. It is a result consisting of:

1, development; 2, discipline; 3, strength; 4, skill.

### C. It is a process consisting of:

1, teaching; 2, training.

### D. Principles regulating teaching and training:

1, special principles—the intellect in particular; *a*, in childhood the perceptive powers are very active, so are comparison, memory, and the imagination; *b*, ideas of the outward world are obtained by perception; *c*, ideas thus obtained form the foundation of intellectual growth; *d*, a well-chosen system of object lessons (form, number, color, things, etc.) should form a part of primary instruction; *e*, languages should not precede the evolution of ideas and thought, but accompany them; *f*, the mind has no pleasure in confused and indistinct impressions, and cannot be benefitted by them; *g*, every subject should be reduced to its elements and one thing taken at a time: proceed step by step; *h*, out of the known develop the unknown; *i*, order must be observed—first objects, then names; thoughts, then sentences; knowledge, then definitions; facts, then laws; phenomena, then principles; concrete ideas, then abstract; sometimes wholes, then parts; constituting synthesis. Hence the error of committing to memory definitions, rules, and formulae, without their meaning having been discovered; *j*, memory is assisted by repetition, reflection, association, and action; *k*, each process of instruction should include full perception, distinct understanding, clear expression, and, when possible, the passing of thought into action; 2, general principles; *a*, education is based on the constitutional nature of the child, the peculiarities of each sex and of each child should be carefully studied; *b*, education pertains to the whole organism; *c*, the desire of children for muscular movement must not be repressed, but regulated; *d*, all education consists in doing and not doing, or exercise and inaction. What is desirable is improved by activity; tendencies to be repressed are kept dormant. This is the law of habit and experience; *e*, all activity should be pleasurable and varied; *f*, the child is not a passive recipient of external influences. The root of the work is in the scholar and not in the teacher; *g*, the teacher must have the voluntary and active co-operation of the pupil; *h*, the office of the teacher

is to set the mental machine in motion; to bring forth the forces; to apply them in an efficient manner, in the right proportion and in the right order; *i*, all school doings and school sayings must be made pleasant; *j*, school government must not admit any despotic or cruel tendencies; *k*, example is more weighty than precept.

## SCHOOL ECONOMY.

### I. ORGANIZATION.

#### A. Provisions relating to order:

1, the seating: *a*, the teacher has a right to seat the school in a manner that will promote the greatest good; *b*, suggestions as to plans of seating; 2, school evolutions: *a*, evolutions for the whole school; *b*, evolutions for classes; *c*, recitation tactics for each subject, as reading, penmanship, arithmetic, geography, etc.; 3, treatment of privileges: *a*, general principles concerning privileges; *b*, method of granting them: (*a*), going out; (*b*), leaving seats; (*c*), speaking, etc.; 4, the programme should provide for: *a*, opening and closing exercises; *b*, intermissions; *c*, recitations; *d*, study; *e*, transaction of general business; *f*, administration of discipline; 5, attendance and tardiness: *a*, the necessary records; *b*, manner of keeping them; *c*, notices to parents, publication of Honor Rolls, etc.

### II. DEPORTMENT.

#### A. Inculcate general morality—instruct in cardinal virtues:

1, truth; 2, purity of speech; 3, love; 4, good nature; 5, industry; 6, temperance; 7, politeness; 8, honesty; 9, integrity; 10, preferring one another.

#### B. School morality:

1, put behavior at school on the law of morality—wrong-doing in school deportment is *sin*; 2, instruct as to neatness, promptness, quietness in walking, whispering, laughing, handling books and slates, etc.; observance of school plans.

### III. STUDY.

#### A. Branches to be studied in the school.

#### B. Branches to be studied by each pupil.

#### C. The formation of classes.

#### D. Examinations, oral and written.

#### E. Recitation records.

### IV. GOVERNMENT.

#### A. The object of government:

1, to teach that government is supreme; 2, to cultivate the habits of obedience and subjection; 3, to facilitate the employments of the school; 4, to promote the general good.

#### B. Means of preventing offences:

1, suitable accommodations; 2, qualified teachers.

#### C. Good management:

1, have a definite understanding with pupils as to rules and regulations; 2, conduct the school according to your sense of the fitness of things; 3, make it appear that you entertain large expectations of your pupils, both as to study and deportment; 4, maintain your system, and adhere to your programme; 5, practise self-denial for the good of your school; 6, be in no haste to inflict punishment, especially corporal punishment; 7, let your administration be wise, certain, consistent, and uniform; 8, display charitable, generous, and kind feelings, and not an exacting, severe, and authoritative manner; 9, so dispose your management that your pupils go through their duties without seeming to be guided; 10, let all learning, as far as possible, be a process of delight; 11, mind little things.

### V. ELEMENTS OF GOVERNING POWER.

#### A. The teacher must have system:

1, time for everything; 2, place for everything; 3, method for everything.

#### B. Energy.

#### C. Vigilance.

#### D. Firmness.

1, a will of great strength but not obstinate; 2, decisions must be made with certainty, and must be enforced steadily, wavering is fatal; 3, a firm hand in government is a source of pleasure to pupils, because it is a source of certainty and security.