

unspoiled—sound, unmixed, free from imitation; showing that individualization without extravagance which is genuineness.—*Atlantic Monthly*.

(To be continued.)

EDUCATION—FROM A PUBLISHER'S STANDPOINT.*

BY GILMAN H. TUCKER, SEC. AMERICAN BOOK CO.

(Concluded.)

IN the best style of teaching, of course the text-book is always subordinate. Books are bad masters, but good servants. They are not to be used as crutches to help those who could not otherwise walk, but are to be placed in the hands of the skilful as fine-edged tools. The wise teacher may omit, may add, may modify—in a word, may adapt the text to the wants of the hour, and thus extract and use to the greatest helpfulness. While the highest type of teacher may be a living text-book, time does not suffice, and the burden is too heavy for wholly personal work.

But with ordinary or inferior teaching—and who shall say, despite all improvements, how much of this sort of teaching still prevails throughout the breadth of this country?—the good usable text-book is the chief dependence, the indispensable tool which almost wholly shapes the final teaching result.

And notwithstanding the days of talking, explaining, and lecturing, I am old-fashioned enough to believe that the real downright study of the proper book by the pupil is a most useful adjunct in any course of mental training for the young.

There is a class of text-books on such subjects as history, political economy, civics, and sociology, in which the facts and truths concerned

are open to differing and partisan views. But the publisher cannot advocate the principals of a party; his true course is to give all honest and capable writers a fair hearing. He is not responsible for the views of the author; at the same time he should discourage and, within reasonable bounds, labor to prevent the propagation of injurious extremes.

In respect to United States school histories, he is in a delicate and responsible position. That thirty years after the close of our Civil War there should, in some quarters, be a revival of intense sectional feeling, giving rise to little less than a clamor for the use of such school histories as shall most markedly favor the partisan views of either one side or the other, is nothing less than a distinct national calamity.

Charles Sumner, as intense a partisan as ever fought for complete liberty, was equally earnest for a full nationality, and advocated in the United States Senate, with all the fervor of his great eloquence, that the trophies of the Civil War should not be cherished, but should be utterly destroyed. In this he was in agreement with the great and patriotic minds of all ages, from Greece and Rome down to England, Germany, and France. No more patriotic or worthy service can be performed by the publishers than to hold the balance even and to discourage the propagation of views and doctrines by extremists that tend toward disagreement and disruption, and instead to promote a broad and liber-

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