

"Learning by Doing."

THE HAMPTON METHODS.

Some say the people of this country—including the wise ones and the prudent and some of the educational leaders—will more or less suddenly wake up to the realization of a very curious fact. This fact is that by all odds the finest, soundest and most effective educational methods in use in the United States are to be found in certain schools for negroes and Indians, and in others for young criminals in reformatory prisons."

This is the strong statement made by Mr. Albert Shaw, Ph.D., editor of the *Review of Reviews*, in an illustrated article published in that monthly in April 1900. He makes it still more forcible by adding: "If I paid \$10,000 a year for it I could not possibly give my own small boy anywhere in or about New York City the advantages of as good a school as the raggedest little negro child of Phoebus, Va. [the village adjoining Hampton] freely enjoys, whose education is under the care of the Hampton Institute and is carried on under the Institute's Normal Department in the John G. Whittier School."

What accounts for Hampton Institute earning such an encomium from such a well-informed journalist—himself an educational leader? In Dr. Shaw's phrase, this is the reason: "Better than at almost any other place in this country, they have at Hampton grasped the conception of what we may call *integral education*."

This definition Mr. Shaw expanded thus: "In the ordinary boarding-school or college the whole ordering of work and play, however valuable and agreeable, is so different from the work-a-day course of life in the world outside that most students find the wrench rather severe when, on leaving school, they try to take their places in the social and industrial commonwealth. There is, indeed, never the slightest danger of educating anybody too thoroughly or too highly. But there is always some danger of an incomplete and imperfect kind of education that renders it difficult for so-called educated people to find useful absorption in the general life of the community. The remedy lies in the symmetrical or integral education. The pupils in the Institute generally do acquire some accomplishments, but these are all supported upon the firm foundation of practical capacity in common things. It is enough to say that the dignity and worth of plain labor are infinitely better appreciated and understood by the young negroes at the end of their Hampton course than at the beginning."