

door when a pretty little Jewish girl with flashing black eyes leaped to her feet, and, striking an attitude in the middle of the floor, shouted: "Give me liberty or give me death!" This evidently was the thing she would like to remember if she went blind.

I wish you could have listened, with me, to the experiences of those little ones. Laughter and tears were so closely commingled that I don't know which had the mastery.—Woman's Journal.

* * *

NO UNBELIEF.

There is no unbelief!

Whoever plants a seed beneath the sod,
And waits to see it push away the clod,
He trusts in God.

Whoever says, when clouds are in the sky,
"Be patient, heart, light breaketh by and by."
Trusts the Most High.

Whoever sees, 'neath winter's field of snow,
The silent harvest of the future grow,
God's power must know.

Whoever lies down on his couch to sleep,
Content to lock each sense in slumber deep,
Knows God will keep.

Whoever says "to-morrow," "the unknown,"
"The future"—trusts unto that Power alone
He dares disown.

The heart that looks on when the eyelids close,
And dares to live when life has only woes,
God's comfort knows.

There is no unbelief:
And still by day and night, unconsciously,
The heart lives by the faith the lips decry,
God knoweth why.

—Charles Kingsley.

* * *

A NEW SOLUTION OF THE "BACKWARD CHILD" PROBLEM.

Extracts from an Address by John Kennedy, Superintendent of the Batavia (N. Y.) Public Schools, Delivered at Westerly (R. I.), April 28, 1905, and Published in the Batavia Times of June 9, 1905.

Six years ago it occurred to Batavia to assign teachers to give personal attention to the backward and distressed children; to sit by their side; to wipe away their tears; to dispel their despair; to quiet their apprehensions; to warm them up with assured sympathy; to give them that composure of spirit that would render mental action possible; to train their attention; to train their apprehension; to train their reasoning; to train them to the art of self-appropriation; to awaken their confidence; to fill them with joyful hope; to arouse their ambitions; and to send them back to their classes not only filled with the spirit of confidence but with the very spirit of challenge. That is what our individual teachers were asked to do; and that is what they have done. That is a great reform. That is a great exchange for the doggedness and despair that are so common in schools and that work such distress all around.

In the past six years the schools of Batavia have

sent back only sunshine, safety, and happiness to the homes. Happy schools make happy homes. . . . The Batavia parents said immediately: "You have brought sunshine into our homes." A visiting school officer after passing through a few of our rooms ceased to be a school officer and became only a father. He ejaculated: "One thing is certain; this system must go to Ashtabula or my two little girls must come up here. I have had one daughter wrecked by that old harsh system and I don't propose to take any chances on the other two." So spoke James Read of the Ashtabula board of education. He did not have to send his little girls to Batavia. At his side was Superintendent R. P. Clark, of his city, taking in the situation with all the eagerness of a parent and all the intelligence of an educational expert. The Batavia system was soon running in that city as smoothly and effectively as in Batavia. As Supt. Holmes has been the pioneer in New England, so has Supt. Clark been a pioneer of this system in the Middle West. And the honors that have come to Ashtabula are much the same as those that have come to Westerly. "I look around in vain for the anaemic child; I see only bloom, wonderful beauty, and sparkling happiness. It makes me long to see the people that will be walking the streets twenty-five years hence." . . . So spoke Doctor Albert Leonard, the editor of the Journal of Pedagogy, and recently President of the normal school system of Michigan.

Happy schools and happy homes meet every desire of childhood; in them and by them the children are safe-guarded from moral danger. In the past six years no child below the high school has been required to take home a single task. There is no longer such a thing as: "The whining school-boy with his satchel." There are now no dismal arrears to be packed into that poor satchel and dumped out upon miserable homes. The school-boy has his "shining morning face," but it is shining with a light glowing forth from the joy of life within. No longer is the laden boy "creeping like a snail unwillingly to school;" he is now bounding there to resume the pleasant work abruptly terminated on the previous day. School hours are sacred to sweet labor; but labor, be it ever so sweet, is not permitted to trench upon other demands of life; it is locked in with the books and empty benches when the key turns at three. Back work of any kind, whether due to slowness of mind or temporary absence, is treated as an arrear that belongs solely to the school, and by no means to the home nor to the parents. And those arrears are reached during school hours in a regular and legitimate way, and not by a special imprisonment after school, in which unhappy children are required to meet in the character of delinquents teachers who are in a state of uncharitable exhaustion. . . . Since six years ago there has been nothing in the Batavia schools for teachers to worry about; the class-teacher does not worry, for she knows that the laggards are in good hands, and will be along in due time. The individual teacher does not worry; the needy are her special care, her regular business; and the very essence of her power is a loving patience. . . .

Is it honest to take money for the education of all the children and then to educate only a few? Is it

honest to take money for the education of all, and then deny to the many not only their birthright, but what has been provided for them under special contract? Is it honest to treat the many as intruders, and to estimate rights only by quickness of apprehension? Is it honest to place teachers where they must be dishonest by compulsion? Intruders may stand a little on the order of their going, but go they must, and go they will, in the long run. Some startling statistics are getting upon record. Statisticians have computed that of the sweet children who enter our schools fully one half disappear before reaching the fifth grade; of the survivors three-fourths or thereabouts disappear before reaching the threshold of the high school, and of those who enter the high school, three-fourths or thereabout, disappear before graduation, and that a serious depletion still goes on among those who survive to enter college. Those statistics of course, are taken from the country at large, and will be modified in individual cases. But they indicate the operation of causes deserving of most serious attention. It must be conceded that many causes outside of schools, and for which the schools are not at all responsible, contribute to the emptying of schools. But when all that may be justly charged up to those outside causes are massed into an aggregate, they will be found to constitute a mere rill compared to the great stream discharged by the school itself. The untaught must go; the untaught do go; therefore the schools are empty. . . .

The Batavia system is not a place for getting rid of children; it is a place for retaining them. No child in the Batavia system is a persona non grata; no child in the Batavia system is crowded to the wall, and through it into the street. As a result the great vacuities in the upper stories have been filling up; the high school has doubled; and grades strong in numbers and strong in confidence and in study power, are surging around its threshold.

Interest in their studies is proving to the Batavia children a great moral safeguard; and an atmosphere of spiritual repose, and teachers who are sane, sympathetic, and just, are promoting a growth in goodness that is very remarkable.

Of the increase in the high school nearly seventy per cent. is boys. If you would get a test of the efficiency of a school system, count the boys in the upper stories. Boys succumb more easily than girls to unjust or flabby work in schools; boys have more inducements to leave school than girls have; boys are more exposed than girls to influences that work against the school; boys are more likely to be withdrawn from school than girls are. We say that they are withdrawn to help keep the wolf from the family door. This is sometimes true. It is oftener true that they are withdrawn to keep them from becoming an actual burden on the family. The teeth of the suppositious wolf grow very dull when the boys are keenly interested in their school work and are making every moment tell for improvement. The string of withdrawal is not on the diligent boy; it is on the boy who is beginning to grow limp. And parental wisdom never did itself more credit than in the withdrawal of such boys. The wolf bogie serves as the excuse, not as the cause. Nothing is more fully established than the fact that parents will make the last sacrifice to keep in school the boys who are

doing well there. The rich can still withdraw their children from schools that are proving unprofitable, and place them where they will receive proper attention and care; the compulsory attendance laws force the children of the poor to remain where they may be getting spoiled. Is this even handed justice?

But will not individual teaching train the children to lean and depend upon others? No, individual teaching will not do that; individual spoiling will do it. Many a man and many a child would like to have his intellectual work done by proxy. There are no such proxies in the Batavia school system; the individual teachers of Batavia train their subjects to self-confidence, self-reliance, and initiative. The trainer in any physical exercise stays near his pupil; that is reassuring; but he throws the pupil to the utmost limit upon his own exertions. The individual teacher is just such a wise and efficient trainer. It would be the extreme of cruelty to ask the untrained in the gymnasium to compete with the expert; it is equally cruel to ask the untrained child to compete at once with those who are expert in the work of schools. The real education of the children consists in their training; and training is largely an individual matter. It does not consist in assigning and hearing lessons. That is a way of evading the labors and duties of teaching; that is a way of calling upon children to educate themselves. The injustice, the dishonesty that are depopulating schools and breaking down education, consist in asking multitudes of unhappy children to educate themselves; of asking them to perform the impossible. There comes a time when the very discipline that the child needs is to be required to address himself to assigned work, and make his own independent preparation. And every trained child welcomes the requirement when it reaches him in due course. When he can face assigned work with confidence and zest, his education and career are assured. Individual teaching has its goal in self-activity; it is not a form of education; it is only an essential factor, which cannot be omitted without wholesale disaster. If we would succeed we must recognize the conditions and laws of success; we will not then be driven to the humiliating expedient of finding plausible excuses for failure.

The Batavia system guards against any unwise or injudicious help by two restricting "don't's:" Don't tell the child anything, but see that he knows that thing; that is, lead on his mind; train his attention and train his mind to perceive and apprehend. Second, don't do anything for the child, but see that his work is done by himself; that is, train him to initiative; train him to find the sequent steps in a process. This is to make strong and stalwart, not weak. There is no coddling in individual teaching; the severest of training is that which is given at close range.

The individual teacher is fighting for a mind, fighting for a career, and winning the battle every time. It is great teaching; and it makes great teachers; and great teachers can do great teaching. It is great teaching because it is real, because it is rooted and grounded in observation of real childish minds. There are many people who dote upon the quick, but who do not know what slow children are for. Those who

bend their attention seriously to the problem of child study, as our individual teachers do, will find many reasons for the existence of slow children. Among other things they are sent to be our teachers; no normal school and no teachers' college can illuminate the understanding and improve the skill of a teacher as can a slow child. "Out of the mouth of babes" cometh our instruction. But these instructors are the slow children almost exclusively. Precocity always attracts attention; but who learns anything from it? Precocity is a delight to those who would make teaching a sinecure; yet who learns anything from it? Had the Batavia individual teaching no other purpose than to put the teachers upon a stimulating course of child study, it would have been a mighty jump in the history of pedagogy; had it no other purpose than to broaden and deepen and strengthen the class-teaching it would mark an epoch in educational progress: . . .

But does not this two-teacher system increase the expense? No, it reduces the expense; a team of horses will draw more than twice as much as either horse could draw alone; a team of teachers will handle more than twice as many children as either teacher, under the old system, could handle alone. There are actually less teachers in Batavia than there would have been if the Batavia system had never been thought of. With a team of teachers you can assemble more than two sets of children, if your room is large enough; and the stimulus of a large assembly will be a benefit to all, both children and teachers. With large classes that are free from drags, the teacher teaches better and with greater ease. The orator needs large houses; it is death to speak to empty benches. And how he does plead with the sparse audience to gather up around him. And so it is in class work; the teacher finds a supporting buoyancy in interested members; and they call out from her a breadth and depth of teaching that would be impossible with a few. And the children in large classes that have no drags, get more, and more varied stimulus than in a small one. There is the very momentum of numbers; there is supplied the spur of emulation; there is the attrition of many minds upon each single mind; there are the side-lights and suggestions that come from many points of view. But especially there is an audience, a public in miniature, in which the child can train himself, or be trained, to public action and ultimate civic usefulness. The child is on his way to community life, and the large class supplies the means for a community training. The conditions of modern life, the economies of the situation, the nature of the child, and the laws of teaching, all require that the children shall be massed. But a mass and a herd are very much alike; and therein lies all the danger in universal education. Indeed a herd is a mass, and there is where the destructive fallacy enters. The children need to be massed, but education must see that they are never herded.

A ranch will do for cattle, but scarcely for children. What we need is to get the ranch idea fully out of the schools.

On the other hand there is no greater fallacy than to try to solve the school question by cutting up the class into small groups. If this is done for the purpose of reaching the individual, it does not reach

him. It quadruples the expense of education only to emasculate it. Horace Greeley said that the way to resume specie payments was to resume. The way to reach the individual is to reach him. But how if the groups are made of those of equal aptness? In other words how about forming quick sections and slow sections? Yes, how about branding the children? Was there not suffering enough without attacking the child's pride? And where there are several sections it must be slow, slower, slowest; which is only as it were, foul, fouler, foulest. . . .

But how about an ungraded room for laggards? Our doctrine is that any segregation whatsoever is unnecessary, unwise, and unjust. The ungraded room seems to us the most objectionable form of segregation. It is a quasi penal institution, designed primarily for truants and incorrigibles. And possibly it is the proper means for treating juvenile delinquents. But how about "running in" children who have been guilty of no offense whatever? Children who are only in trouble? and herding them in a penal institution with criminals? How about sending a child to "do time" simply because he has been out a week or two with sickness? Is that a medicine to promote quick recovery? The branding was bad enough. What shall we say of this? We have heard of people who are constructively dead. What shall we say of making unhappy children constructive criminals? . . .

There is such a thing as a feeble minded or a defective child who will not respond to ordinary teaching. But it is a grievous error to class slow children with defectives, to put the label of idiocy on people who in a few years may be carrying on the business of the world, and carrying it on with most excellent judgment. The real defective carries his case in his countenance, and needs no expert diagnosis. Such cases may drift into the schools, and the youngest child will know who they are. Teacher and children regard them only with tender sympathy. . . . But this element is so small as to be almost unappreciable; it may average about one in a thousand. . . .

Individual teaching sees that the work of the quick boy is continuous, that in gaining a grade he has not been required nor permitted to skip a grade. And it is no uncommon thing for the "race-horse" on reaching his special destination to find all his whilom companions at his heels; we have had in Batavia such a phenomenon as a grade covering two grades in a year. It was a startling development of the system; it was nothing that we contemplated; but we could not avoid it; it was either another grade or idleness. This year a seventh grade will present itself at the High School with every requirement complete, and it will be the best increment that ever crossed the High School threshold. We have spent a great deal of money in this country in advertising for a couple of lost years, that vanished somewhere between the kindergarten and the University. Are we finding them? Gaining a grade is a fine thing; skipping a grade is a great evil. . . . But there are instances where the same individual is at once a leader and a laggard, that is, he is far ahead in some subjects and backward in others. Such a case was a sore trial to the old graded school, and it us-

ually resulted in placing the pupil on his lowest point of efficiency. Such cases do not disturb the Batavia system at all; the child is placed at his highest point, very much to his encouragement, and he is worked up through his backward matter by individual attention.

Now let me close with a word of prescience and prophecy from another. The Batavia board of education hesitated not to make its own precedent and to give to its children the rescue which individual teaching alone can supply. When asked to appoint the first individual teacher in the history of education; after hearing the reasons therefor, they promptly appointed her unanimously, and without discussion. President D. W. Tomlinson voiced the thought of all with an alliterative utterance that will ring forever in the literature of education: "That is not only a revelation but a revolution."

* * *

The administration can get even with the Dutch, who are said to have stolen one of the Philippine Islands, by making them keep it.—Johnstown Democrat.

* * *

There was a little boy who began to keep a diary. His first entry was, "Got up this morning at 7 o'clock." He showed the entry to his mother and she, horror-stricken, said: "Have you never been to school? 'Got up,' indeed! Such an expression. Does the sun get up? No, 'it rises.'" And she scratched out "Got up at 7" and wrote "Rose at 7" in its place. That night the boy before retiring ended the entry for the day with the sentence: "Set at 9."—Chicago Chronicle.

* * *

William Allen White, the Kansas editor, in telling of the troubles of a city editor in drilling green reporters was reminded of an amusing case that came within his own observation.

"There is one thing you must remember above everything else," said the city editor of a St. Louis paper to a new reporter, "and that is: tell in the first few lines what your story is about—in other words, give the substance at once. Then follow with a recital of the facts, and conclude with interviews with the people concerned. That is the only orderly way of writing your story."

The new man gave close attention to this lesson, the result of which was that he handed in that night a news item reading as follows:

"Rufus Jenkins, a carpenter, slipped and fell in Vine street yesterday and sprained his ankle badly.

"Mr. Jenkins was walking along Vine street when suddenly his feet slipped from under him and he fell, spraining one of his ankles.

"When seen by a reporter he said: 'I was walking along Vine street, when in some way my feet slipped from under me, and I fell heavily to the sidewalk, spraining one of my ankles.'

"Mr. Frank Fuller said: 'I was walking behind Mr. Jenkins on Vine street when I saw him slip and fall to the sidewalk. When I assisted him to rise he told me that he had sprained one of his ankles.'

"Dr. Thomas Rich, who attended Mr. Jenkins, said: 'Mr. Jenkins has a badly sprained ankle, due to a fall in Vine street. He will be laid up for some time.'

"Mr. Jenkins could not attend last night's meet-

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ing of the Carpenters' Union. The president, in convening the meeting, expressed regret that Mr. Jenkins could not attend, as he had slipped and fallen in Vine street, spraining one of his ankles."—Harper's Weekly.

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It was too late for him, but the work he vainly longed to do has been done by his son, who in "The Romance of John Bainbridge," his first attempt at fiction, has told a story which deserves to rank with the best that deal with the peculiarly intimate relationship of business and politics that distinguishes the municipal history of our own time.

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