

THESIS.

Subject, The Corning School.

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"I hold it truth with him who sings
To one clear harp in diverse tones,
That man may rise on stepping stones
Of their dead selves to higher things."

Are the words of Tennyson, that
should be engraved upon heart of
every teacher. For it is to the teacher
that we must look for the upbuild-
ing of our people. As we survey the
schools of the past we find many
things to ridicule as well as many
things to praise, and thus will it
be with our present schools, when
the snows of three-fourths of a cent-
ury have melted upon our hills,
when the bodies of our present he-
roes who are struggling for justice
for our children are silently rest-
ing in the tomb. Then will the
nation read the deeds of our reform
^(ers)
men

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and realize what pedagogical worth
is.

One reason that so few of our great
men receive praise while living, is
that the people have so often been
deceived by new theories, that they
will not accept a new idea until
they have considered it well before
they determine whether or not to
accept it, and thus in many in-
stances delay the establishing of
school systems, which would lead
to the ideal; another reason is that in
the past education has been made
so complex, that but few people
were believed to have understood it.

What we want to day in our
schools is simplicity and truth.
Critics have jeered at the patient
endeavors of teachers to get pupils

to do simple easy things which they say are self-evident, but here is the place we are making our mistakes, by taking for granted, that the child conceives clearly things which upon investigation we find it has but a vague conception of.

A great work is to be done by inculcating living truth, but a work equally important must be accomplished in rooting out the influence of inherited errors. It is a sad truth that we are too prone to follow in the footsteps of the masses which have preceded us, thinking that it is better to go on in the old way than to make ourselves conspicuous by attempting to reform a corrupted system.

Nevertheless a few children were placed in the care of such men as Pestalozzi, and Froebel, who, regardless of public opinion, have established, "play schools," and we hear it said that the results were good, but for the most part formalism still holds the main position, almost as well as in the days when Socrates was forced to drink the fatal-hemlock. One reason is that it is easier for the teacher to do mechanical work, for the reason that everything in mechanical teaching is measured in exact doses. It takes wholesome food, doses it out in indigestible bulks and times the dose by the tick of a watch.

The offer has been, he who gives

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us the most knowledge shall have
shall have charge of our schools;
formalism won, and although
the knowledge does not stay the
fault was not attributed to the
manner of giving it, but to some
defect in the child. The coming
school will not search for the teacher
who will be able to give the most
knowledge in the shortest length
of time, but will seek for the teacher
who will be able to assist in devel-
oping the dormant faculties of
the child in a manner agreeable
to the child.

It will place the the experienced
teachers in the primary grades.
If the teacher must learn "to do
by doing," she must be placed in
the higher grades; where her

mistakes will make less lasting impressions. If bad teaching is mischievous in the upper grades it is pernicious in the lower ^(es) grades. No educational system can set the dormant faculties into full and healthy action, after the time for their normal development is past.

Keep the arm of a child inactive for five years, and you may spend fifty in training, and fail to give it proper development, surely the mind is as sensitive to inactivity as the body is. The coming school will eradicate competition. The child whose aim, all through his earlier training, has been to outdo his schoolmates surely does not go out with the spirit necessary to make a useful citizen, and

since we are the sum of our experiences it follows that the child when mature in years, is unable to throw off his past experiences.

To sum up; the coming school will make the primary department the center of study. It will free itself from "The cat on the mat." and substitute work in science, and and stories from the best literature for the first grades. The interest the child takes in the lesson and what it is able to retain, will determine to a greater extent what the child will be given to study, than will the decision of uninterested teachers and trustees. The coming school will develop both mind and body not in artificial lines of work but in the way nature has set forth. It will

preserve the vitality of the child as a precious gem, which is not to be wasted simply because we have it in our possession, but to be retained and when it is needed its force will be like that of a giant.

Bibliography.

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Living Educators

Dr. Chas. McMurray. Chicago, Ill.

Ellen Kenyon.

Prof. Kilbur Jackson. Chicago, Ill.

Col. Francis H. Parker. Chicago, Ill.