

THEMES OF NATIONAL MOMENT TREATED BY THE EDUCATORS

RELIGION IN LIFE

Teachers themselves concede that the formation of character is the most important feature of education. This is especially true where government is brought close to the people. That the welfare of the individual and of society depends upon an enlightened public conscience we have no less an authority than Washington himself. He declares in his farewell address that public and private welfare depend not upon extent of territory, its fertility or its climate, upon trade, commerce, large armies or mighty navies, nor upon universal and refined education, but upon a simple, silent principle of the soul, namely, a religious conscience.

Our relations are regulated by law. Law is made and executed by legislators and judges taken from the people. The purpose of legislator and judge ought to be to mete out equal justice to all men. The only guarantee that they will do so is their conscientious convictions. If these convictions are not stronger than the temptations to betray their trust they will betray it.

To form this conscience in the individual, and through the individual to build up a public conscience, man must be taught to make conscience paramount to every other characteristic.

Man is a complex being, physical, intellectual and moral, and education, to be perfect, must develop his whole being; above all, the moral must not be neglected. The religious principles on which morality depends must be taught the child from infancy, and must grow with its growth and strengthen with its strength. They must be taught by a divine authority with a divine sanction. Civil government cannot teach them, for civil government is non-sectarian. Nevertheless civil government depends upon them. Without them it cannot protect property, reputation and life.

Therefore the private school where these principles are taught along with secular knowledge is the nation's strongest bulwark.—Extract from the address of the Rt. Rev. George Montgomery, Bishop of Monterey and Los Angeles.

LOS ANGELES, July 13.—The feature of the National Educational Association sessions to-day was the election of officers for the ensuing year. C. T. Corson, formerly Superintendent of Public Instruction of the Buckeye State, was chosen to preside over the destiny of the association for the next twelve months. Los Angeles was honored by the election of Professor J. A. Foshey, City Superintendent of Schools, as one of the vice-presidents.

If there be no objections to the report of the nominating committee as read the secretary is instructed to cast one vote for these names, said President E. Oram Lyte at noon to-day at the annual meeting of the active members of the National Educational Association in Hazard's Pavilion.

There was a second pause, and, as no objections were forthcoming, the men that had been placed in nomination by the nominating committee, as follows: President Corson, J. A. Foshey, California; E. M. Slauson, Michigan; E. B. McElroy, Oregon; J. P. Hendricks, Montana; J. M. Green, New Jersey; W. H. Bartholomew, Kentucky; W. A. Bell, Indiana; W. F. Slaton, Georgia; L. W. Bucholz, Florida; Mrs. Gaston Boyd, Kansas; George H. Conley, Massachusetts.

C. G. Pearce of Omaha, Neb., was elected treasurer, and the following directors were named for the ensuing year: North Atlantic Division—Maine, John S. Locke, New Hampshire; Channing Folsom, Vermont; Mason S. Stone, Massachusetts; Will S. Munroe, Rhode Island; George E. Church, Connecticut; C. N. Kendall, New York; A. S. Downing, New Jersey; H. Brewster Willis.

South Atlantic Division—Pennsylvania, H. W. Fisher, Delaware; A. H. Berlin, Maryland; H. B. Prettyman, District of Columbia; W. B. Powell, Virginia; E. C. Glass, West Virginia; E. N. Deahl, North Carolina; E. L. Alderman, South Carolina; F. C. Woodward, Florida; W. H. Sheats.

South Central Division—Kentucky, McHenry Rhoads, Tennessee; K. C. Weber, Georgia; W. M. Slaton, Alabama; J. H. Phillips, Mississippi; R. B. Fulton, Louisiana; Warren Easton, Texas; Alexander Hoge, Oklahoma; D. E. Boyd, Arkansas; J. R. Eightsall, Indian Territory; C. W. Goodman.

North Central Division—Ohio, J. A. Shawan; Indiana, J. W. Collins; Michigan, D. W. Springer; Wisconsin, L. B. Harvey; Iowa, W. M. Boardman; Missouri, W. G. Carrington; North Dakota, W. S. Hoover; South Dakota, Frank Crane; Nebraska, J. N. Miller; Kansas, Frank R. Dyer.

Western Division—Montana, Samuel D. Laurent; Wyoming, Ezelle Reynolds; Colorado, L. C. Greenlee; New Mexico, Elizabeth Jackson; Arizona, F. A. Cooley; Utah, J. H. Charvat; Idaho, J. W. Danley; Washington, O. C. Whitney; Oregon, E. D. Resletter; California, John H. Hays.

After the preliminary exercises, Right Rev. George Montgomery, Catholic Bishop of Los Angeles, presided over the most interesting addresses of the entire session. His subject was "The Religious Element in the Formation of Character," and it was treated with all the eloquent forcefulness for which this eminent Bishop is noted.

Prof. G. W. A. Luckey, University of Nebraska, next read a paper on "The Development of Moral Character," in which he inquired in part the Aristotelian adage that "The state should begin the education of the children before the marriage of their parents." He believed that common sense in selecting life companions, proper cultivation of mind and heart, control of their passions and careful observation of the laws of health all tend to strengthen the character of the individual.

The next paper submitted was on "Evolution and Ethics," and was read by Professor R. H. Webster, City Superintendent of Schools of San Francisco, in which he held that there never was an act called so solemnly for teachers of right thought, noble purpose and wise and temperate opinion.

Professor R. B. Fulton, president of the University of Mississippi, read a paper on "The Growth of Confidence Between High Schools and Colleges," Mrs. J. J. Hermans, Kansas City, one on "The Spirit of the Classics," and Professor F. J. Barnard, Seattle, Wash., one on "The Proper Classification of Pupils."

At the evening session Dr. F. Louis Soldan, Superintendent of Schools, St. Louis, addressed the convention on the subject of "Progress in Public Education."

Dr. N. Murray Butler, Columbia University, New York, followed with an interesting paper on "The Outlook in Education," and the session was closed by G. B. Glenn, State Superintendent of Public Instruction, Georgia, taking as his text for a more than ordinarily interesting address "Some Phases of Public Education in the South."

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How the Mental, Physical and Moral Natures of Citizens Are Developed.

Professor E. E. Brown of Berkeley on the subject of "Naughty Children." He said in part:

Happy is the lot of those children who have learned to know and love the old English ballads, the old Scotch melodies, Landseer's dogs and Rosa Bonheur's sheep and horses; the tale of Troy, and better yet, stories of the Old and New Testament and the nobler hymns of the church. Their childhood has given them treasures which they will value the more when their power of appreciation shall be enlarged and refined.

It is not desirable that a schoolroom should be so decorated as to seem like fairy-land when the child first enters it. Better that he should not find it bewilderingly enchanting. Quiet in coloring, not too great a multiplicity of things in sight, no matter how good each may be in itself—a few carefully chosen pictures—nothing crowded, nothing hurried, nothing overworked. Let him find in the schoolroom things which grow upon him as he continues to live with them. Do not let the effect of wholesome surroundings be neutralized by a different spirit in the daily instruction. Let there be no singing of cheap and catchy songs, or worse yet, of excessively emotional melodies. Let there be no straining after elaborate grace or gesture, or undue expressiveness in reading. Let there be no hurried sweetness in the intercourse of the teacher with the pupils. If art is to be any place at all in the scheme of education, let it have opportunity of teaching its own proper lessons—lessons of quietness and confidence, of harmony, of proportion, of clear-grained truthfulness.

and thorough as the requirements for admission to college.

Resolved, That the committee recognize the principle of large liberty to the student in secondary schools, it does not believe in unlimited election, but especially emphasizes the importance of a certain number of constants in all secondary schools and in all requirements for admission to college.

Resolved, That the committee recommend that the number of constants be recognized in the following proportion, namely: Four units in foreign languages (no language accepted in less than two units), two units in mathematics, two in English, one in history and one in science.

Resolved, That the colleges will add the secondary schools by allowing credit toward a degree for work done in secondary schools, beyond the amount required for entrance, when equal in amount and thoroughness to work done in the same subjects in college.

Resolved, That for students who have met a definite requirement in any science, and who continue the subject in college, it seems to us desirable that there be provided a suitable sequel to the school course in continuation of the study, such students being in no case placed in the same class with beginners.

Resolved, That we approve of encouraging gifted students to complete the preparatory course in less time than is required by most students.

are living in an age of excessive individualism. It is certainly true that the educational system of the country has suffered, and still suffers, from the great opportunity afforded by our system for the play of individual idiosyncrasies.

Resolved, That we favor a unified six-year high school course of study, beginning with the seventh grade.

Resolved, That while the committee recognizes the principle of large liberty to the student in secondary schools, it does not believe in unlimited election, but especially emphasizes the importance of a certain number of constants in all secondary schools and in all requirements for admission to college.

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Resolved, That we approve of encouraging gifted students to complete the preparatory course in less time than is required by most students.

COLLEGE ENTRANCE REQUIREMENTS

LOS ANGELES, July 13.—The department of higher education held its meeting to-day in conjunction with the department of secondary education.

The committee appointed at Denver in 1885 to prepare a report on college entrance requirements presented, through



Dr. A. F. Nightingale, Superintendent of High Schools, Chicago, its report as follows:

The committee on college entrance requirements submitted their report. The committee was appointed to study the question of college entrance requirements, for the purpose of harmonizing the relations between the secondary schools and the colleges, "to the end that the former may do their legitimate work, as the schools of the people, and at the same time furnish an adequate preparation to the pupils for more advanced study in the academic colleges and technical schools of the country."

The committee stated: "The study of the English language and its literature is inferior in importance to no study in the curriculum. It offers all, or nearly all, the opportunities for mental training afforded by the study of any language, and introduces the pupil to the literature of his own tongue, which must always be the true source of his own thought, inspirations, ideals and esthetic enjoyment, and must also be the vehicle of his communication with his fellow men. Hence this study should be placed in a position at least not inferior to that allotted other languages."

They expressed approval of the following principles: 1. That there should be no difference between the regular courses and the college preparatory courses in English in secondary schools.

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of special study, one, indeed, for the consideration of which a special committee might well be appointed.

The document was somewhat intricate, and in the discussion that followed the following educators took part: President Joseph Swain of Indiana University; President David Starr Jordan, Stanford University; President R. H. Jesse of the University of Missouri; A. J. Smith, Superintendent of Schools, St. Paul, Minn.; Frank Morton, principal of the Lowell High School, San Francisco, and others.

EXODUS OF THE TEACHERS BEGINS

LOS ANGELES, July 13.—The exodus from Los Angeles is on, and the next few days will see almost as big a scramble in and about the railroad offices as was witnessed here from the East late last week and early the present one.

Every berth on to-night's Owl was taken before 9:30 this morning, and the applicants for Pullman car reservations northbound stood knee deep in the Southern Pacific's city ticket office all day. Nearly all of the visitors who came via the Santa Fe will return by one of the northern routes.

The party of New York teachers, which came West in charge of A. S. Downey left to-night for Portland. The visitors have their own train of three cars. The Gillespie party goes to Berkeley by Pullman in two cars. A special party of Boston people, consisting of 185 passengers, will leave here to-morrow for the north.

To-day was San Francisco day at the California headquarters at the Van Nuys.

EDUCATION'S TRIUMPH

The progress of public education, as far as external growth is concerned, has been stupendous during the last fifty years. The national investment in school houses and property needed for the conduct of schools is enormous and is increasing with every moment. The same progress is noticeable in the development of higher education. The European standards of university appointments have not only been reached but surpassed. Fast as the material and external progress is which has been made in public education the internal progress in instruction and school management has more than kept pace with it. There are two currents which all popular education has to consider. One is the very necessary adjustment of education to the practical demands of life and to the march of history which carries a people along to new destinies. Public education must prepare the future citizen to take his place in the new world of state and society that is forming about him. In our own political life the changes which the last thirty years have brought, both within and also in the regulation of the republic to the world at large, are deep and far-reaching.

With the vast growth of the nation and the preponderance of industrial life political and economic problems arise which require superior intelligence and judgment on the part of the masses. Without general education our government cannot exist. Every pulsation of American life makes for thoughtful purpose and action and away from merely contemplative rest. Public education can have no grander purpose than to pulsate with the heartbeats of our people and prepare for thoughtful and energetic action and life.

School progress has been in the last twenty years clearly in the direction of action. All methods of teaching in the common schools aim more and more toward connecting knowledge with life, and methods of teaching with that free activity toward which both the natural interests of the child and the genius of our people tend.—Extract from the address of F. Louis Soldan.

To-morrow Stockton delegates will be in charge. The rush for tickets to see the Chinese theatrical performance is great. The entertainment committee at no cost they are admitted to apply early for tickets. The troupe will arrive on Saturday and will parade through the city escorted by a delegation of prominent local Chinamen.

Visiting teachers are taking every opportunity to view the adjacent places of interest. This morning four carloads went to Mount Lowe and four trolley parties visited San Gabriel and Pasadena. Over 200 went to-day to enjoy the bathing and fishing. The Terminal Railroad carried several hundred to the Terminal Island and Long Beach. The people of Long Beach are keeping open house and welcome the teachers with hospitality.

A party of 180 was taken over the kiteshaped track by the Santa Fe. The party visited Redlands, enjoyed the beauties of Smiley Heights and was dined at the Casa Coma. Later two hours were passed in viewing the orange groves at Riverside.

Up to noon to-day the joint ticket office of the general headquarters had stamped 7000 tickets, and the railroad agents estimated that about 7000 more were still unissued and that at least 3200 would be issued, including Eastern and local tickets, disposed of by railroads. The total gross receipts of the State will be west of El Paso and Albuquerque and south of Portland.

Mrs. Perkins, who has had the experience of five previous meetings of the National Educational Association, to-day said that so far 10,000 memberships had been issued and that at least 3200 would follow before the close of the season. Taking these two official figures of stamped tickets and of issued memberships as a basis of calculation, the total attendance in Los Angeles for this National Educational Association session is estimated to be below 15,000, but will exceed the Denver meeting by several thousand, as the capital of the State is estimated at the session of 1897 a little over 11,000 delegates.

The delegates from among the Chicago Teachers, who are all members of the Chicago Teachers' Federation, held a session this afternoon, the meeting lasting from 2 o'clock until 5:30 p. m. The meeting was called for the purpose of taking steps toward the formation of a national teachers' federation on the lines of the Chicago organization. President Catherine Goggin of the Chicago Federation was elected chairman to serve until a permanent organization is effected, and Miss Margaret Haley was elected secretary to serve for the same time.

R. C. Bamer, the national supervisor of Indian schools, said to-day: "I consider this gathering of Indian instructors the greatest success we have ever had, and a great compliment to Miss Estelle Reel's astuteness in selecting Los Angeles as the place for our meeting." In speaking of the Indian outlook he said: "The outlook with regard to Indians is that in a very short time they will be no Indians in the usual sense of the word, for all will be patriotic American citizens. The girls will make civilized homes for the boys, and the boys will be ready to carry the muskets behind the stars and the stripes."

To-morrow will wind up the business of the regular session. The evening general session will include an address on "The Usefulness of the University," by David Starr Jordan, president of Leland Stanford Junior University.

MAY MEET NEXT AT CHARLESTON

LOS ANGELES, July 13.—The city of Charleston, S. C., one of the galaxy of great Southern cities, the choice of a large majority of the teachers now here as the place for holding the next annual convention of the National Educational Association. That fact was demonstrated at the meeting of the new board of directors, selected at the Chamber of Commerce last night. Including Charleston the cities that contested for the meeting were Boston, Cincinnati, the National Educational Association, and Cincinnati had 3 voters in the contest with 23 voters in Boston, 10 in Cincinnati, 10 in Montreal, L. Asbury Park, N. J., and Saratoga, N. Y., did not, contrary to expectations, have their claims presented. Delegations from both places have been here hard at work, making claims of each and distributing vast quantities of literature setting forth the advantages of both places. It was, however, discovered at the last moment that neither city was in it, so far as the present feeling is concerned, and it was therefore not thought wise to enter either place. The South Carolina delegation is to-night celebrating its victory, which may, however, after all, be a hollow triumph, for the reason that to-night's choice is not final, being only in the nature of a feeling. The secret of the matter will not be known until the next meeting, when it will be necessary to choose a convention city until late in the year.

Given away with each cash want advertisement ordered in next Sunday's Call, a magnificent portrait of Admiral Dewey, printed in ten colors, size 14x21 inches, ready for framing.

LEAGUE OF THE CROSS CADETS IN CAMP

Advance Guard Arrives at Santa Cruz and Marches to Camp Fallon.

SANTA CRUZ, July 13.—The advance guard of the League of the Cross Cadets arrived this evening over the narrow gauge, with Lieutenant Mahoney, Lieutenant Sullivan, Quartermaster Sergeant McGinn and Sergeant Gaughan, late of the United States Army, in charge. Others in detail were: From Company L, Sergeant Sears and Sergeant McDonald; Company H, Corporal Beasley and Private Dwyer; Company D, Private Cornell, Private Walsh, Private Dumas, Bugler Sullivan and Corporal McDermott; Company E, Corporal Greich and Drummer Welch; Company M, Sergeant Ross and Corporal Zarit; Company F, George Bigley; Company A, Private McEnerney, Sergeant O'Brien, Corporal McElroy and Private Keene; Company K, Private Buckley and Private Pilleter; Company N, Private Brophy and Private Mooney; Company R, Corporal Burke and Private McTernan; Company C, Private Henneberry; hospital corps, S. J. Thomas.

On their arrival they formed in line and marched to Camp Fallon and immediately commenced work pitching tents and laying out grounds. Supper was served in camp by a caterer. In the regiment are fifteen companies, all from San Francisco excepting companies F and N of Oakland.

How the Queen of England Receives Americans, as told by an Oakland girl, in next Sunday's Call.



WHAT PROFESSOR BROWN CONDEMNES IN NAUGHTY CHILDREN