

If this is the principle which guides or controls him, the increased number of courses will mean merely that facts which were only suggested or were entirely ignored under the old system are now stated in full. That would mean that the student has his mental food chewed and almost digested for him, and may go through a four-years' course in college without thinking ten thoughts of his own from first to last; while the student under the old régime, compelled to do his own thinking on a great variety of subjects, developed principles and methods for himself, and then accumulated facts during the years in which the modern student is engaged in forgetting them.

The contrast already alluded to is perhaps more suggestive in the case of Princeton than in that of the other three colleges. The list of her alumni who became distinguished in public life is quite a long one; but it is noteworthy that it is almost literally limited to the years between the inauguration of President Witherspoon and the graduation of the last class which he can be supposed to have influenced (1768-97). During those years there is scarcely a class without the names of one, two, or more men who became distinguished more or less in public life; after the last-named date, such names become far more sporadic. In this case, at least, it was a matter of more serious import that the *man* had died than that the curriculum should be widened.

If there be any element of truth in the explanation here suggested rather than worked out, there is not the slightest necessity for destroying any of our college buildings, for stopping or limiting the development of elective courses, or for reverting in any point to the meager curriculum of the past. All that is necessary is that the college should see to it that the instructor should not convert the elective course into a machine for "cramming" the student within narrower lines as he never was crammed under the old system; and that the student shall not, under the guise of a wider freedom, be deprived of the license and encouragement to think for himself which the old system gave him. After all, it is from the two or three men out of a hundred who think for themselves, and think correctly, that a college must expect to obtain the reputation which comes from a line of alumni distinguished in public life, in literature, and in all forms of human activity.

Individuality in Teaching.

THE criticism that sees danger to the schools in the elaboration of systems and puts forth even the faintest plea for individuality in teaching must meet the counter-criticism of those who point out that genius keeps to the mountains and only mediocrity finds its way to the school-room.

How easily can the names of the great teachers of youth be counted upon the fingers of one hand! Of the great teachers of the common-schools we have almost no traditions. Pestalozzi and Froebel made it possible for mediocrity to reach a child's mind; but without well-learned guiding-lines, the average instructor makes the school-room a chaos where ignorance becomes its own law and shuts out knowledge.

In some such manner the pleader for system might argue. But the great difficulty is that we have not yet

learned the relative meaning of ignorance and knowledge. We do not teach the right things and we do not get the best results. We use examinations as gauging-lines, but our percentages do not show true values. We get bits of information and progressive series of bits, but we have flooded the child's mind, not developed it. Our school-room work too often runs along the line of mere suppression — suppression of teacher, suppression of pupil, suppression of individuality; the apotheosis of ruts. We build up elaborate school systems in our great cities, bind all the schools together in a series of grades, apportion the hours for all work,—indeed, the very minutes,—set a thousand machine-moved teachers in the schools, and then pour in an overcrowded throng of children and begin to examine them. The children are of all sorts and nationalities: some well fed, well cared for, and well loved; some almost barbaric, with generations of ignorance and poverty and indifference to education behind them. But our education of all lies chiefly in our examinations, in which the teachers are examined with them, for upon the results depend the teachers' fortunes. This is one of our proud methods of building up the state. Of instruction, of character-forming, of mental growth, there is scarcely a thought. Often it seems but a great and complex system for wasting the formative years of childhood.

Now it is certain that we must have system and method, but we must have something besides. Train our teachers well, but allow them a certain liberty to work out results. It is not information that we should ask of school-children so much as it is character and mental life. What are values?—that should be a child's first lesson. Make a boy feel the worth of a thing, and the hard road becomes a pathway to the stars. He feels his share in the future; he knows his place in the universe, and is its heir. Character, right ambition, character — get the value of these in a boy's mind, and your road becomes easy.

The power to think for one's self has too little standing in the schools; and we do not insist enough upon the appreciation of the worth of the school work. Too often we try to wheedle our children into knowledge. We disguise the name of work, mask thought, and invent schemes for making education easy and pleasant. We give fanciful names to branches of study, make play with object-lessons, and illustrate all things. To make education amusing, an easy road without toil, is to train up a race of men and women who will shun what is displeasing to them. But there is no substitute for hard work in school if we are to have a properly trained people; we must teach the value of work and overcome the indifference of children to ignorance.

No one ever came nearer to success of this sort than the Rev. Edward Thring,* who for thirty-four years was head-master of the grammar-school at Uppingham, England. What his methods were, this is not the place to state; but he insisted upon nothing more strongly than upon this, that it was not enough for the teacher to know the subject taught and why it should be taught, but that the child too should feel its value for him and be assured of his ability to absorb the knowledge. He always insisted upon preparing the child's mind for the knowledge to be implanted. The

* See article on "Uppingham" in this number of THE CENTURY.

mind itself was his chief care; of mere information he had slight respect. He worked for a strong mind, not a full one; for mental life, mental activity, and power.

In America, Frederick W. Gunn,* working along similar lines, influenced his pupils with such power that his school became a wonderful force for the formation of character. With both these men character was the object sought. With both, education meant character, mental life, and growth, not knowledge-lumps and the accretion of book lore. Both were successful, for they held their own high level, kept faith with their convictions and their duty, and did not attempt impossible things.

A Just Employer.

NOT long ago a foreigner shook his head sadly as he wrote about New England. Its stony hills and rocky coast, its glacier-plowed and niggardly soil, its over-hot summers and over-cold winters, were, he deemed, unfavorable for the nurture of men and the development of a great state. The time would come when the New England man would have to yield to the odds against him. This fanciful theory has no warrant.

How New England men get and keep dominion over unkind nature — how they help build the state — may be shown in a notice of one of its good men, Samuel D. Warren, whose body after seventy years of activity was recently laid to rest. The record of his life is uneventful but full of suggestion. He left his birthplace, at Grafton, Massachusetts, to make his way in the world when he was only fourteen years of age. He was not strong in body; his education was necessarily slender; he had no rich kinsmen to lean upon. A good mother and a sound New England religious sentiment had given him something better, — strong principles and high ideals, — and he went cheerfully to the first work he found, to the drudgery and poor pay of an office boy in a Boston paper-selling house. His advancement was slow. Although a junior partner soon after reaching his majority, he was nearly forty years old before he thought himself strong enough to buy and manage unaided a small paper mill in Maine that did not then give work to one hundred hands. But he made

* See "The Master of The Gunnery," published by The Gunn Memorial Association; see also Dr. J. G. Holland's "Arthur Bonnicastle," in which Mr. Bird and the Bird's Nest stand for Mr. Gunn and the Gunnery.

it prosperous. In ten years he stood in the front line of American manufacturers, for his paper had earned and kept a world-wide reputation. At the time of his death his Cumberland Mill was the largest paper mill in the world, perfecting forty tons of paper a day and giving direct employment to more than eight hundred persons.

The daily and weekly papers of New England have already chronicled the more important details of his business life, as well as his liberality to churches, hospitals, and asylums. They need not be repeated. That he has acceptably made for many years the paper for *THE CENTURY* and for "St. Nicholas" calls for at least a passing notice; but evidences of his skill and public spirit seem less deserving of special comment than his efforts in another direction which as yet have not been noticed at all.

In his own way Mr. Warren did much to allay the unjust strife between capital and labor. In every other large manufacturing village strikes and lock-outs were frequent. Some regarded them as unavoidable phases in the relation of masters and workmen. "Offenses must come." But there was never a strike in Cumberland Mills, before which the fowlers of the labor unions spread their nets in vain. This steady resistance of the workmen to snares which elsewhere never missed their object is due to the conscience of Mr. Warren. He did not think his duty done when he paid his workmen agreed wages. He made it his duty to have them live in good homes and enjoy life. He built the houses, and equipped them better than other houses of a similar class, and offered them at lower rent. The church and the school-house were supplemented by a public library, a gymnasium, and a large room for social gatherings. Other manufacturers of New England have done similar work, but few have done it with equal tact. Certainly no one has done it with greater success. Whoever walks around the little village and notes the general tidiness of the place, its neat houses and trim gardens, its cheery and frank-faced men and women, its exemption from beer-gardens and dance-halls and variety shows, and then compares the cleanliness of this with the squalidness of other manufacturing villages that he may have seen, will at once admit that the molding of paper, worthy work as it is, is not so worthy as the molding of the fortunes and the characters of human beings.

OPEN LETTERS.

Gettysburg Twenty-five Years After.

THE spectacle exhibited at Gettysburg at the recent meeting of Union and Confederate veterans, twenty-five years after the battle, and the sentiments expressed by such battle-scarred heroes as Slocum, Sickles, and Longstreet, Beaver, Hooker (of Mississippi), Robinson, and Gordon, should swell every American heart with the most legitimate pride. It is well, however, that while indulging in justifiable exultation, we, and especially our descendants, should forever remember the lesson taught by the thorough-hearted reconciliation of those who for four years were such deadly foes. It is well that those who come after us shall understand the *true* and *rational ground* of the national

pride which they should cherish, chiefly as an incentive to equal nobleness of achievement. Our pride is not based solely upon the unsurpassed valor displayed upon both sides, for other soldiers in many other lands and times have fought as well, though none better. "*Vixere fortes ante Agamemnoa.*" It has a nobler and loftier source. It is the unequalled — in fact, the unapproached — generosity and magnanimity of the American character which alone in all history was able to achieve victory without vengeance, and to accept the consequences of defeat without degradation and without rancor. It is this noble trait which places us foremost of all the world.

For, without going back to antiquity, which is full of the massacres and proscriptions of the vanquished,