

**THE ADDRESSES AND JOURNAL OF
PROCEEDINGS OF THE NATIONAL
EDUCATIONAL ASSOCIATION.
SESSION OF THE YEAR 1875, AT
MINNEAPOLIS, MINNESOTA**

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NATIONAL EDUCATIONAL ASSOCIATION

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NOTE.

The material for this volume was not all received until the 18th of February. The last paper read in the General Association was not received until the middle of November, hence the printing could not be commenced until that time, the proceedings of the General Association occupying the first of the volume. Attention is called to the appendixes for materials which were received too late for insertion in their proper places.

The printing has also been delayed by the sending of proofs to distant parts of the country. Papers should be presented in such a form that no such delay would be necessary.

The records of the Departments do not show who were appointed members of the Publication Committee. This was owing to the fact that so many temporary officers were appointed who were not familiar with the workings of the Association. The undersigned, Secretary *pro tem.* of the Department of Higher Education, was appointed to represent that Department in the Publication Committee, and also by the Board of Directors as Chairman of that Committee, in view of the fact that he was Secretary elect of the General Association, and that the Secretary elected the preceding year was not present at Minneapolis.

The volume of proceedings might be distributed each year as early as December if the papers were handed to the secretaries at the Association.

February 18, 1876.

W. D. HENKLE.

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GENERAL ASSOCIATION.

First Day's Proceedings.

MORNING SESSION.

The fifteenth annual meeting of the National Educational Association took place in the Academy of Music, Minneapolis, Minnesota, Tuesday, August 3d, 1875, at 10:30 o'clock, A. M.

President William T. Harris, of St. Louis, Missouri, called the Association to order, and Rev. R. F. Sample, of Minneapolis, opened by prayer. Hon. O. C. Merriman, Mayor of Minneapolis, was then introduced, who welcomed the delegates to the hospitalities of the city. He stated that he had not heretofore considered himself particularly honored by holding official positions, but on this occasion he was glad to welcome the Association more especially on account of the noble occupation in which its members were engaged. He spoke of the grandeur of the duties of the teacher, and the beneficent results of whose teachings were not for time alone. The city had had but a brief history, but in its behalf and as its servant, he welcomed the Association most cordially to the city of Minneapolis.

His excellency, Gov. Cushman K. Davis, followed with a stirring speech, assuring the members of the convention of his sympathy and hearty co-operation. He regretted that he had no regularly prepared address. He spoke of the delegations from widely separated States. Although a new Commonwealth, Minnesota could boast of an educational system inferior to none, and paid a warm compliment to the University, and other educational institutions. The work of the association, as he learned by reading the proceedings of the Detroit meeting, was not that of a mutual admiration society. The members appreciate their relations to the State and to its politics, in the largest sense of the word. All classes were embraced within its benign influences—the insane, and even the criminal classes, made its beneficiaries. No Webster, nor Clay, nor Marshall, can bear comparison with the potential influences of the school in framing the destinies of States. In conclusion Gov. Davis bade the Association an earnest and hearty welcome to the State of Minnesota.

President W. T. Harris responded in behalf of the Association, after which he presented the following subjects proper for the consideration of the Association:

Course of study in common schools, high schools, and colleges, and in special preparatory schools, and professional schools.

(a). The co-ordination deemed advisable.

(b). The actual psychological requirements and results.

(c). Relation to civil society and the State, and to spiritual culture.

Classification and grading in all of our educational institutions, especially in our common schools and in our high schools. An exhaustive investigation of the effects of the system of ungraded schools as compared with the system of graded schools, especially with a view to determine the psychological effects of individual instruction. Country schools *versus* city schools.

School hygiene. The proper construction of buildings, the modes of ventilation and lighting, the proper length of school sessions, and the time for intermission, etc.

Education in the South. Inter-State conventions. The peculiar problems arising for solution there.

The centennial celebration and the best method of representing our educational status in it.

The Bureau of Education at Washington. Means of enhancing its usefulness.

Normal school education—scope and limitations.

School supervision. Our American system, or lack of system, compared in its results with the systems of Great Britain and Prussia.

The proper status of moral and religious instruction in our common schools. How far the separation of church and State should be adopted in the system of public instruction.

The State in education; what should be undertaken by the State, and what is best left to private enterprise; national and State universities.

The relation of education to the demand of rationalism. Natural science *versus* classical culture, or science *versus* the humanities.

Supt. J. M. McKenzie, of Lincoln, Nebraska, was elected Secretary *pro tem.*, and after the general announcements of the meetings of the several departments, the General Association adjourned until evening.

EVENING SESSION.

After calling the Association to order, the president announced that the three regular constitutional committees were not yet appointed. On motion the president was authorized to appoint these committees.

The regular treasurer of the Association being absent, Mr. Aaron Gove, of Denver, Col., was elected treasurer *pro tem.*, and A. J. Daniels, of Grand Rapids, Mich.; A. T. Caldwell, of St. Louis, Mo.; P. M. Woodman, of Minneapolis, Minn.; and F. A. Fogg, of St. Paul, Minn., were elected assistant treasurers. C. H. Roberts, of Rochester, Minn., and W. H. Wynn, of Ames, Iowa, were elected assistant secretaries.

Supt. O. V. Tousley, of Minneapolis, announced that there would be an excursion to the Falls of Minnehaha, on Wednesday afternoon, at 3:45 o'clock, and the members of the Association were cordially invited to participate.

President Harris then introduced W. F. Phelps, Principal of State Normal School at Winona, Minn., who presented the following paper on

THE COUNTRY SCHOOL PROBLEM.

No careful observer of our public school system in all its parts can fail to discover that its weakest points are to be found in its application to the rural districts. How to organize and conduct this class of schools in such a way as to secure the best results, is the most difficult problem connected with the educational movements of this country; and the subject demands a more thorough consideration than it has yet received from our educators and statesmen.

In the local organizations of the cities we find most of the conditions essential to the highest success. They are generally supplied with convenient, well-furnished, and comfortable school edifices. They are able to command the services of educated, skillful, and permanent teachers. They possess libraries, apparatus, and most of the other material aids to instruction. Their gradation, as a general rule, is carefully adjusted to the successive stages in the evolution of the human faculties, and the principle of a *division of skilled labor* suited to each of these stages, is applied to the work in hand. In the department of administration there are boards of education and efficient Superintendents exercising a critical scrutiny into the minutest details and infusing into the schools all the energy and inspiration they are capable of receiving. And what is equally important is the fact, that the daily press and the popular lecture, accessible to the masses of the people, are at hand to lend their powerful aid in keeping alive that intelligent public sentiment so indispensable to the hearty support of all wise educational measures. It may be affirmed, in brief, that these great centers of material and intellectual activity are in most respects surrounded with the best known conditions of success in the promotion of universal education. While therefore, improvements in details are yet possible in the cities, the most satisfactory results may in due time be reasonably expected. Among these improvements that are possible, none is more imperatively demanded than a better method of selecting the boards of education, with special reference to a marked improvement in their average character, and in the motives and methods of their action. Men and women of culture and refinement, such alone as are worthy to sit in the chair of destiny in the American public school will not long consent to be made the foot-balls of sordid schemers and ward politicians. That self-respect which is a leading ingredient in true manhood and womanhood will compel them to abandon a work whose promoters, society should ever hold in the highest esteem.

But while our cities are the chief centers of population, they yet contain in the aggregate, but a small proportion of the masses of the people. The predominant class, so far as numbers are concerned, is the industrial, and especially the agricultural class. The country neighborhoods comprise the vast majority of those who wield the ballot, and who hold in their hands the destinies of the republic. How important, then, that to them should be secured the priceless blessings of a thorough training, a wise and generous education befitting their condition and their weighty responsibilities.

In striking contrast however, with the spectacle presented by the cities are the conditions of the educational problem among the rural population. Only a brief summary of these conditions, with a few of the more prominent evils resulting therefrom, and two or three suggestions hinting at an im-