

**THE LECTURES READ BEFORE THE
AMERICAN INSTITUTE OF INSTRUCTION,
AT TOWN HALL, SARATOGA SPRINGS, N.
Y.; JULY 6, 1880. WITH THE JOURNAL
OF PROCEEDINGS**

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AMERICAN INSTITUTE OF INSTRUCTION

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PROCEEDINGS

OF THE

AMERICAN INSTITUTE OF INSTRUCTION,
FORTY-NINTH ANNUAL SESSION.

American Institute of Instruction.

FIFTY-FIRST ANNUAL MEETING, 1880.

JOURNAL OF PROCEEDINGS.

FIRST DAY.—TUESDAY, JULY 6.

THE fifty-first annual meeting of the American Institute of Instruction was called to order in the Town Hall at Saratoga Springs, N. Y., at P. M., July 6.

The chair was occupied by I. N. Carleton, of New Britain, Conn., the president of the Institute. The session was opened with prayer by Prof. W. G. Nowell, of Albany, N. Y.

B. G. Northrop, secretary of Board of Education, Conn., then addressed the association on the Quincy Method. (See Lectures.)

DISCUSSION.

Col. F. W. Parker, late superintendent of schools, Quincy, Mass., on being called upon, said:—

I have not a word of complaint to make in regard to some of the criticisms I have heard. Many of the critics of

the Quincy method have a wonderful power of telling what the Quincy method is without examining into it or ever seeing it. We claim nothing new in our method; in fact, we put forward as a reason for using it the age of the method. We are glad to have critics point out its faults. There is no good in telling us that we are wrong without telling us *how*.

The fundamental principle of the "Quincy system" is to make the teachers as useless as possible, and lead the pupil to work for himself. The first element in this progress is freedom of action on the part of superintendents of schools. The teacher must also be free, and allowed to carry out original and individual methods of training. *Freedom*, and not particular method, should be striven after. All the world works in one of three directions,—after a pattern, a pattern cut out by others; after an ideal, our own creation; or we are cobblers, patching up the bad work of others. The work of the teacher should be to follow an ideal. We will find the ideal in the possibilities for development of the human mind. The purpose of education is mind-development. That which is most practical is best adapted to this development. Our purpose should be to lead the teachers to form an ideal of their own, by studying the experiences of others; by studying the mind and by studying the subjects, and then to let them work it out in their own way.

W. T. Harris, LL. D., of Missouri, said that in criticising a system we should bear in mind two important facts: there is a formal activity and a substantial activity of the mind, or a useful and a non-useful activity. Children may be instructed and interested in checkers, but it is useless activity; and though they may not be so much interested in reading, writing, and arithmetic, such activity is more substantial, and hence, more important. It appeared that the personal interest of