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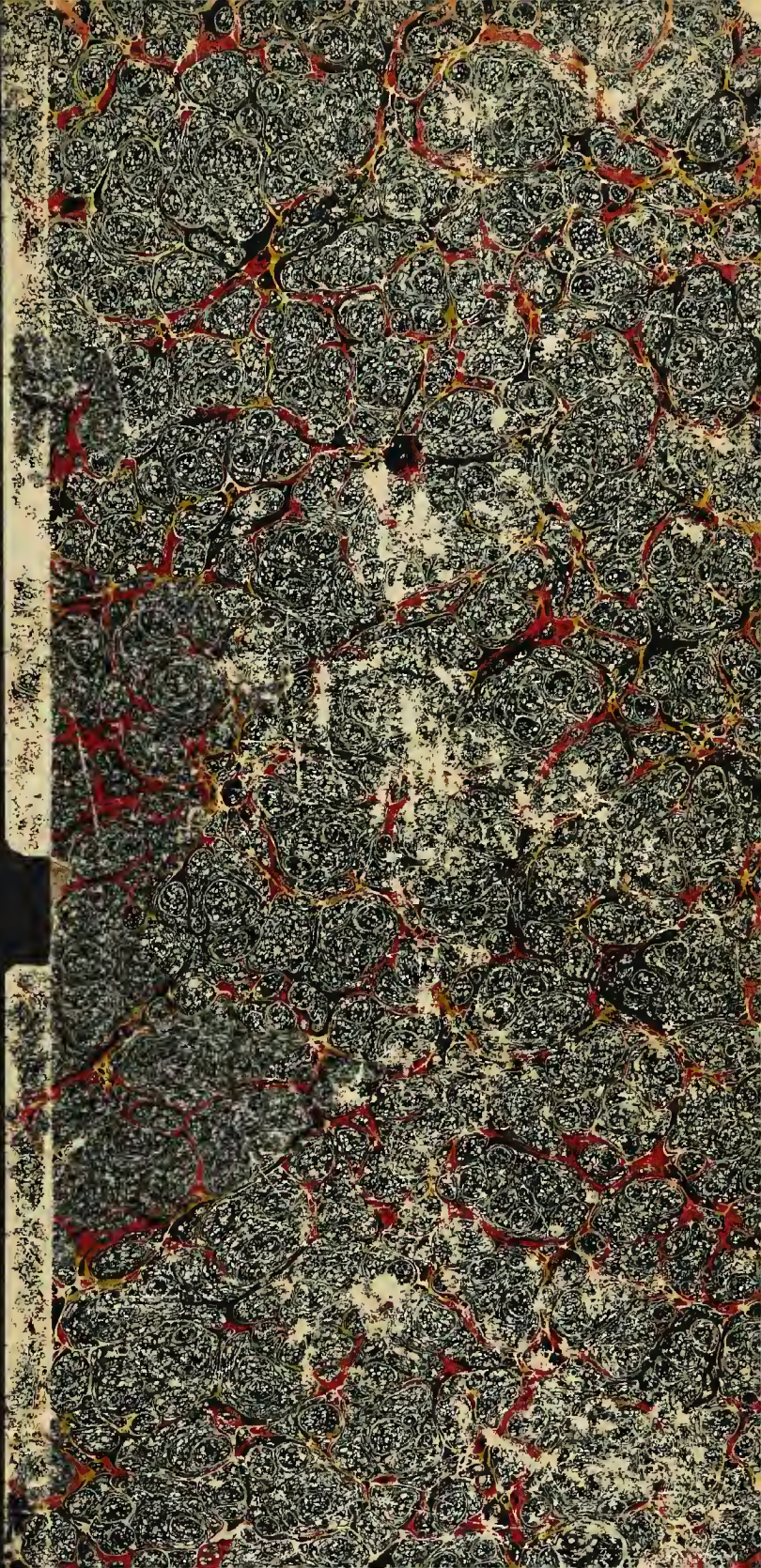

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HISTORY

OF THE

National Educational Association

OF THE UNITED STATES

1857—1891

HISTORY

OF THE

NATIONAL EDUCATIONAL ASSOCIATION

OF THE UNITED STATES

ITS ORGANIZATION AND FUNCTIONS

HISTORICAL SKETCH

LIST OF MEETINGS, PLACES, DATES AND OFFICERS; CHRONOLOGICAL LIST OF PAPERS AND ADDRESSES; ALPHABETICAL LIST OF AUTHORS AND THEIR PAPERS; AND A CLASSIFIED LIST OF SUBJECTS

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THE NATIONAL EDUCATIONAL ASSOCIATION.

ITS ORGANIZATION AND FUNCTIONS.

BY HON. WM. T. HARRIS, COMMISSIONER OF EDUCATION, U. S.

[READ BEFORE THE MEETING OF THE DEPARTMENT OF SUPERINTENDENCE, AT PHILADELPHIA, PA., FEBRUARY, 1891.]

THIRTY-THREE years ago last August there met in the city of Philadelphia a handful of men to organize a National Teachers' Association. The movement started in New York and Massachusetts. A call had been issued and widely circulated the year before (1856), inviting "all practical teachers in the North, the South, the East, the West, who are willing,"—these are its significant words,—"who are willing to unite in a general effort to promote the general welfare of our country by concentrating the wisdom and power of numerous minds and by distributing among all the accumulated experiences of all; who are ready to devote their energies and their means to advance the dignity, respectability, and usefulness of their calling." A constitution was drafted and adopted, and officers were elected for the following year. The directory of the newly formed Association voted to meet in Cincinnati in August, 1858. The noteworthy feature in the constitution adopted is the government of the Association by a board of directors elected at the annual meeting. This board was to consist of a large number of counsellors, one from each State, district, or Territory, together with the president, secretary, treasurer, and twelve vice-presidents. It also became the practice, even from this early meeting, to appoint a large nominating committee,—one member from each State represented in the convention. Inasmuch as it has frequently happened that only a single delegate was present from a State, the nominating committee has been obliged to fill out its extensive list of officers by naming its own members. The first president of the Association, as well as seven of the vice-presidents and two of the counsellors, ten in all, were members of the nominating committee that reported their names. While this strikes us at first as bad form, or even as dangerous to the usefulness of the Association, a moment's reflection convinces us that the danger is imaginary, and affects the form rather than the substance of the thing. If an entire assembly appoint itself on a nominating body, and then names all of its members to one office or another, it amounts to the same as a committee of the whole for the nomination of officers and a distribution of offices to all.

In later years, since the Association has grown to gigantic proportions, it is true that this large committee has dwindled in comparison to the size

of the body it represents. But the fact that the rule requires that all the States, districts, and Territories shall be represented on the board of directors, secures a variety of interests in that board, which prevents the possibility of clannishness or misrule.

Should, however, it be deemed desirable to provide even a wider participation of the rank and file of the Association in the election of its directory, this could be easily effected by a constitutional provision permitting each State delegation to select its member of the nominating committee, leaving the president to select, as heretofore, for those States that decline or neglect to act. Practically, this would be a safeguard against any possible influence that might come from partisanship or political management, but it is quite difficult to conceive any circumstances wherein danger is to be apprehended from such source. All will agree, however, that the highest usefulness of the Association depends on the complete subordination of the political partisan element.

We may here properly inquire what the legitimate results are for which we should look to come from this annual gathering of teachers from the length and breadth of the land. The main answer to this is provided for us in the words of the original call issued in 1856. In the language already quoted, the Association should "concentrate the wisdom and power of numerous minds, and distribute among all the experiences of all." This call was written by Dr. Daniel B. Hagar, then president of the Massachusetts Teachers' Association. It was stated at the Philadelphia meeting in 1857 that there were already in existence twenty-three State Teachers' Associations, besides larger and smaller associations not bounded by State lines,—such, for example, as the American Institute of Instruction in New England, and the American Association for the Advancement of Education, which had been formed in Philadelphia. These associations had demonstrated the value of general conferences in which educational topics were discussed. The wisdom and power of many minds concentrated on the difficult problems of the profession brought light such as none had seen before. The accumulated experience of all was thus distributed to each. The individual teacher, in his uneven development, strong in some points, and weak in others, found complementary strength in the experience of his fellow-teachers, strong where he was weak, and perhaps weak where he was strong.

The divine principle of vicariousness that prevails in the spiritual world, rendering it possible for each man, woman, and child to participate profitably in the experience of another human being,—so that the spectacle of a deed and its consequences renders it entirely unnecessary to perform the deed itself in order to get what of good comes from doing it as a life experience,—this divine principle of vicariousness in the life of human souls at once explains for us the true function of teachers' associations, and also the function of education itself in its entirety. What, indeed, is all edu-

cation except the reënforcement of the individual by the experience of the family, the community, the nation, the race? Education is, therefore, properly defined as the elevation of the individual into participation in the life of the species.

While the brute inherits organically in his muscles and nerves and brain the experience of his progenitors in such a way that the life of his race appears as instinctive impulse, man, on the other hand, not only inherits the results of the life of his ancestry in the form of instincts and aspirations, but he can by language receive and communicate the outcome of his life direct. Hence his ability to collect within himself the results of others' lives is increased infinitely beyond that narrow line of hereditary descent; for he can, through language, avail himself of the sense-perception of others far removed in time and space, making himself thereby a sort of omnipresence in space and time. Then, too, he can avail himself in like manner of the thoughts and reflections of his fellow-men, especially the thoughts and reflections of those most gifted minds that have done most to solve the problems of life and explain the anomalies of experience. More than this, too, he learns not only through their perceiving and by their thinking on what they perceive, but he learns by seeing their doing, and by the story of their doing, what to do himself and what to refrain from doing. Thus, by language, the individual is enabled to live vicariously the life of the race, and to live his own life vicariously for others. Whatever one does, goes into the reservoir of human experience as something of value; if it is a negative deed, bringing with it its punishment, the knowledge of it renders unnecessary the repetition of its like by others. If it is a positive deed, securing for it the normal development of the soul, then it is a precious discovery, and it may be adopted by all men as a new ethical form or moral law.

Thus the very principle of all education,—the principle that makes possible what we value as civilization in contrast to savage life,—this principle is appealed to as explaining and justifying the existence of a national educational association. "Concentrate the wisdom and power of numerous minds; distribute to each the accumulated experience of all."

Who can say, looking back down the ladder of thirty-three years, that this beneficent process of giving and receiving has not characterized every stage of its ascent? Spiritual giving, we are taught, is not a giving which diminishes the supply of the giver. In material giving, there is a transfer which makes him who gives poorer by the amount of his gift. But he who imparts his experience to others, possesses all the more firmly all the fruits of his own experience. Every teacher who has risen in this National Educational Association to expound his own observations or reflections, or to give the results of his experience, has, in the act of doing it, helped himself first of all to see more clearly than before the true lesson of his life. In spiritual participation, there is no division or loss. In material

things,—in food, clothing, and shelter,—to share is to divide and diminish the part that goes to each.

But these general principles we may admit, and yet fail to see in the work of the National Educational Association anything worthy of being classed under such high rubrics. Let us, therefore, take up in detail, that all may recognize some of the phases of the teacher's work that have been under discussion at the annual gatherings.

I find, on looking over the table of contents of the annual volumes of proceedings, that there have been presented 241 papers on the five parts of the school system, namely: twenty-eight on the kindergartens, twenty-seven on primary work, seventy-five on high schools and colleges, fifty-six on normal schools, forty-five on manual training and technical schools.

These 241 papers have all related, incidentally, to matters of course of study and methods. But besides these there were twenty-one papers relating especially to the philosophy of methods; eighty-one to various branches of the theory of education and psychology; twenty-nine to the course of study; ten to the peculiarities of graded and ungraded schools; twenty-five to musical instruction; ten to natural sciences; forty on drawing; and twenty-four to the important subject of moral and religious instruction. These make 240 additional papers on special themes of course of study and methods of discipline and management,—in the aggregate nearly 500 papers on these themes.

Besides these papers, there are others,—on building, heating, and ventilation, three; national aid to education, fourteen; education for Chinese, Indians, and colored people, eight; on supervision of schools, ten; on the uses and abuses of text-books, nine; on examinations of teachers and of pupils, eight; on compulsory education, three; foreign educational systems, ten; education and crime, two; on the best methods of keeping statistics, four; on the criticisms urged against our schools, eight; in all, nearly a hundred more papers on important questions.

We all remember with some remaining feelings of dismay the old-fashioned essays read at teachers' gatherings. The following titles will suggest them: "The Teachers' Motives"; "The Teacher and His Work"; "The Causes of Failure and Success in the Work of the Teacher"; "The Teacher's Ideal." Very often such titles introduced only goody-goody reflections on the personal character of the teacher. In the early days of the Association such essays were more frequent. One is glad to observe their growing rarity, not only in the National Educational Association, but also in State Associations and in educational magazines.

Of course these 600 papers, relating to various points of school management, were only the half of the intellectual pabulum set forth at the annual gatherings. It is safe to say that the impromptu discussions called forth were at least another half. Where the undisciplined mind had flagged and failed to follow the thread of the written discourse, the oral

discussion brought out vividly the points of the paper, and by vigorous opposition or defence aroused the powers of the weakling. The vigorous oral debate has here its tremendous advantages over the printed paper read in the educational periodicals.

We have not mentioned the advantage of personal contact of mind with mind. In these gatherings the young teacher sees those who have grown old in the service and who have acquired reputation for their work. He meets his equals and measures their ideals by his own. He learns to see the details of his profession from many different points of view. The impression derived from the printed page differs from that derived from personal conversation. Each has its advantages. The personal impression is more stimulating and provocative of imitation. The cool study of the printed paper leads to deeper self-activity. Both are useful,—nay, indispensable.

It is obvious that for this personal lesson upon the teacher our recent large associations are far more valuable than the small gatherings of the early date; where three hundred met then, now we have three thousand. The visitor to the Association now sees ten times the number of eminent teachers, and rejoices in a tenfold opportunity for profit.

I do not think that I overestimate the value of this feature of the Educational Association when I call it one-half. On this basis I shall call the direct aid received from the essays and papers read one-fourth; the direct aid from the debates and discussions, one-fourth; the direct aid from personal conversation with and observation of fellow-members of the convention, eminent persons, and otherwise, this,—and the benefit of observation on that section of the country into which the Association takes the visitor, amounts to one-half the direct aid that he gets at the Association.

Since 1870 the Association has been in process of forming departments for the further specialization of work. It has done this partly by absorbing existing associations devoted to special work, and partly by forming new departments direct.

It absorbed the normal school and superintendents' associations, and in after years successively the departments of (*a*) higher instruction, (*b*) elementary instruction, (*c*) industrial education, (*d*) the National Council of Education, (*e*) the kindergarten, (*f*) of art education, (*g*) music instruction, and (*h*) secondary instruction; thus making ten departments in all. There has been since 1884 an educational exposition, which may be called the eleventh department.

Since these departments provide for the much-needed specialization of work, and furnish a counterpoise to the mighty swing of the general meetings of the Association, their influence is salutary. There is no doubt that much more can be done in this direction. There should be a department that unites those interested in the study of child life; another that unites the specialists who are at work in the mastery of foreign systems of education; one for students of the Herbartian educational experiments,

—those that make so much of Robinson Crusoe as a centre of school work, and whose great word is "apperception." Those who have read the educational essay that has made so much noise in England, and which bears the absurd title of "A Pot of Green Feathers," I need not say, are already interested in this question of apperception, as the very centre of educacational psychology. The doctrine of apperception, briefly stated, is this: We not only perceive or see objects, but we recognize or apperceive them. When we apperceive we relate what we see to what we already knew before,—we sometimes call this inward digestion of what we see. Now education, it is evident enough, deals with this matter of recognizing or assimilating (apperceiving) the new material learned by relating it to what we knew before.

If a department of psychology were formed that held two meetings at each annual session, I doubt not that it would soon prepare some work which would gladly be given a place on the program of the General Association, and certainly before it secured a place on the general program it would get into the old departments of elementary instruction or normal instruction, or into the superintendents' section or some other.

I would lay emphasis on the specializing of work indefinitely. Apart from the National Association such specializing would have its danger; but in the Association it at once adds strength and gains strength. There could be a department of statistical study, wherein the few specialists who are interested in the science of statistics, in the new sense which is coming to be accentuated by sociologists, could confer together round a table. Round-table discussions over specialties is in my opinion what is needed to introduce a new fountain of vitality into the Association. Not that the Association is failing in vitality, for it never had so much at any former period as it has now. But this new element of specialization is a new element of vitality which may make the annual visit twice as valuable as it has been hitherto. I have mentioned by way of examples of these round-table departments,—those that should study child life, foreign systems of education (say French, German, English, Chinese, etc.), or pedagogical movements like that of the Herbartians, or, again, educational psychology, or statistics. I would add other examples of specialization. Let the specialists in teaching English literature have a round table; the specialists in teaching ancient history or modern history or the philosophy of history; the specialists in teaching French or any modern language; those specially interested in teaching fractions or any other part of arithmetic. These round-table discussions could be called for any year. They could not be expected to discuss the same subject for two consecutive years. Here is just the trouble with our present departments. They have worked over the material ready to hand, and have no new material in the process of making. The Council of Education has formed a list of committees on a variety of subjects and stereotyped it once for all. The members of those

cast-iron committees find themselves appointed to report on some subject which has no new fresh interest for them, and they do not see how to begin fresh work. We do not want any more reports on such general topics as high schools, or private schools, or co-education, or moral education, or educational psychology, but we do want specialized reports which focus the whole mind of the sub-committees on some special topic, within those more general topics such as (in the domain of moral education) the freedom of the will in the light of Ribot's work on "The Diseases of the Will"; or (in the domain of educational psychology) the effect of committing to memory by the so-called aids or arts of memory; or on the formation of logical habits of thinking; or the best method of cultivating a convenient memory for names; the true remedy for duplicate registration of pupils attending both winter and summer schools, a duplication which is common in most of the State school reports; on a legitimate mode of interesting the people in electing good members to the school board; on the proper manner of securing the interest of the public press in the good features of the public schools; on the effect of the private schools in raising or lowering the standard of respectability in the profession of teaching; on the best method of securing literary and scientific culture in a corps of teachers. No one of these topics would do for a second report; no one of them would do for a first report made by members of the council not interested in it. The volunteer system is the only system for round-table work. It would be best generally to concentrate attention, and guide it by having a report made upon some particular book like Lange's work on Apperception, or Mrs. Jacobi's book on Science and Language Study.

The general work of the Association, as a whole, should go on in deep ruts, but the special work of the departments should be specialized and always fresh and new. This will take care of itself if there be a sufficiency of these small groups encouraged. Perhaps there are only four persons in the entire nation interested in some special topic. The National Association, with its facilities for cheap transportation and cheap board, furnishes the best opportunity each year for the meeting of these four persons, or any other similarly interested four persons. Perhaps the attraction of the particular interest would not be sufficient to draw together the four specialists. But the National Association adds a host of other attractions, and in the aggregate these are strong enough to prevail.

We wish to produce as many growing teachers as possible,—as many as possible who each year have found fresh leads and have distanced their former selves.

It seems to me, therefore, quite doubtful whether the division of the National Association into sectional associations, with which it alternates biennially, would not be rather a step backward. It would perhaps break the continuity which is essential as a kind of background on which the specialization which we have discussed can best take place. It will cer-

tainly make the familiar faces that meet us from year to year, coming from a great distance,—as in the present meeting, from Colorado and Texas,—it will make these faces less familiar to us, and different sections of the Union will be in less direct sympathy than formerly.

If I have studied aright this problem, it is not the General Association that is in need of reform, but only the departments. These departments, instead of breaking away from the type of the General Association, as they should do, are imitating its organization when they ought to devote themselves to developing and fostering voluntary sub-committees or round tables devoted to special work.

The General Association, with its wide scope, its great masses, its distinguished personalities, its cheap fares, its entertaining tours, and its spectacle of great combination, and, lastly, with the great interest and substantial tributes of respect which it elicits from the business men of all parts of the country, and from the world in general outside the scholastic field,—the General Association, with these reasons for being, should continue as it is.

DISCUSSION.

Pres. G. Stanley Hall expressed his appreciation of the views set forth by Dr. Harris. He thought that waste might be avoided were this body to adopt some of the methods pursued by scientific academies in this country and in Europe, and referred in particular to some degree of specialization in studies of educational subjects, instancing as good examples: Canfield's admirable studies of the Relations between the State and the High School in each State in the Union; Draper's Study of the Early History of Schools in New York State; Greenwood's Studies of Children, which had attracted attention in Europe; Hartwell's admirable monograph on Physical Training; Blackmar on State Aid to Higher Education; Knight on Land Grants; Howard's Evolution of the University; Key's School and Health, etc., etc. There is no reason why, besides the mass meeting element, which is indispensable in the National Association, the sections should not be organized for far more effective work than now. Very much of the energy of this Association is wasted by threshing old straw, by random work, by people who have no conception of the best that has been said and done in their own subject. Nothing is more demoralizing and wasteful than to hear a half-hour paper of this sort. There is no association of teachers in the world so badly organized in this respect as those in this country. Even the French and German method of having one preannounced subject for an entire day and footing up the conclusions of the meeting in the form of a syllabus or resolutions, makes their reports more interesting and more valuable than ours. We should also have, in

smaller circles or round tables, little groups of those interested in special topics, like psychology, geography, school hygiene, etc., to work and confer at unoccupied hours, and on a special plan, by methods somewhat like those employed in pedagogical seminaries in Europe.

Dr. E. E. White, of Ohio, supposed that the purpose of the discussion was to determine what changes, if any, were now needed in the organization and management of the National Educational Association. The changes suggested in the able paper, to which all had listened with so much interest, relate to details of administration. The special lines of inquiry and investigation suggested by Dr. Harris can all be provided for in the several departments now organized, and, if necessary, new departments can be added. The several departments of the Association were originally organized for the consideration of topics of special interest to their membership. This has been overlooked in some instances. What is needed is more specialization in these departments.

He was pleased to observe that no radical change in the organization of the General Association is recommended in the paper. The changes needed here relate to administration, and the most important of these relate to the program. It is easy to criticise a program when made, but it is not so easy to make a program that is above criticism. All will agree that no man should be asked as a compliment to himself or his locality to read a paper in the Association. The men who have something to say worthy of such a hearing should be sought out and called to this duty. The topics discussed should be vital topics,—topics of special present interest. What is needed is light, not rhetoric or declamation. One of these vital topics is moral training in the public schools,—a topic that needs to be discussed in a philosophic manner. Moral training should be placed on as sure a psychological basis as intellectual training.

Hon. J. H. Shinn, of Arkansas, said: That so far as he was qualified to speak upon the paper of the learned Commissioner of Education, he should speak as an indorser and not as a critic. That the discussion so far had really added nothing to the paper in comprehension and hardly anything by extension. Dr. Harris asks us to continue the general work of the Association as it has been managed from the beginning, and to make the specialization of the departments still more special and possibly more thorough. So far as I have been correct in my diagnosis of the general work of the Association, so far I fully agree with the paper. The great general work of the National Association should go on in the same trend with a certain deepening of the ruts. Deepen the enthusiasm,—deepen the general regard,—deepen the educational ferment. Take the language of the doctor and make it a watchword: "On as we are, only deepen the ruts." As an addition he would suggest that the departments take on the special tint of special work and go deeper into the scientific nature of

the great problems underlying the general work. He suggested as an additional work for the N. E. A. the gathering together at the end of each twenty-five years the particular papers upon special questions, and a generalization thereof by a committee specially appointed thereto. That this generalization, with all proper limitations, be published as the work of the Association and sold at the least price to teachers of the country. He thought that this would add to the real power of the Association and make it a surer multiple of good.

MR. W. R. GARRETT, State Superintendent of Tennessee, and President of the National Association: Mr. President,—I did not expect to address the Department, but I cannot refuse to respond to your invitation.

When your program announced that the Commissioner of Education would read a paper upon "The National Association: its Organization and Functions," I looked forward with much interest and some anxiety to the expression of his opinions, for I know the weight which they carry with all our members and with the whole country. I have listened to him to-night with pleasure and satisfaction.

The clear and comprehensive view which he has presented of the Association and its functions, and the philosophical analysis which he has made of the elements of its usefulness, leave but little to be said by others. In his estimates of the relative value of its several elements, I do not think he has ranked the social features too high. Among the social features I understand him to include the excursion feature. Those who have been regular attendants upon our meetings have now travelled to every portion of the United States. I need not enlarge upon the pleasure of this feature to its members, or the benefit to the cause of education.

Why do ten thousand members attend our meetings? Why has this Association grown to be the largest, the grandest educational body in the world? It is because the members find in its meetings something which they need. It is because they love the Association. It is because it reaches their hearts as well as their heads.

It is sometimes urged that the work is too general in its character; that it does not possess the definite and specific value of the work of some European societies. There is some force in this objection. I think that we should give heed to it.

Our departments are, however, becoming more special and technical in their work. The General Association can never do this sort of work, and ought not to do it. It has a grander purpose. It is a mass meeting. It is the foundation. Upon this foundation the various departments rest. I favor the introduction of special and technical work into the several departments, and the establishment of such other departments as may be needed to provide for more special work.

It is also argued that too much repetition is found in the papers read

before the Association. Possibly there may be some force in the objection; yet, if true, it is not fatal. We are not a society of inventors. We are an association for the diffusion of knowledge. It is not necessary that everything which is brought before us should be either a fresh theory in philosophy, never before presented to the public, or a brand new system of "new education."

It is also objected that papers, or addresses, or expressions, sometimes find their way into the proceedings of the Association which are not purely intellectual, but which betray some taint of sentiment or rhetoric. Fortunately this is true. I believe in rhetoric, so far as rhetoric means feeling or sentiment. I do not believe in bombast. I believe the great body of our members agree with me. From the human breast thought and impulse spring forth in one mingled ray as inseparably interwoven as the light and heat of the sun. We argue, as teachers, that the whole boy must be sent to school. It is even more true of the man. In voluntary schools the whole man must go to school. He is there with his head and his heart. Let both be addressed.

It is sometimes urged that the Association is becoming unwieldy, and will fall to pieces of its own weight. I do not fear its falling to pieces as long as ten thousand members attend its meetings. In the great law of growth and decay, we have not yet reached the period of decay.

It has been suggested that the Association should, of its own volition, divide into several sectional bodies, with annual meetings, from which delegates should be sent to a national body. This would convert our great national mass meeting into a body of delegates. I think there should be a national body of delegates, but not at the expense of our mass meeting. I should be willing to see a new department organized, to be known as the Department of Delegates, and which should consist of delegates from the several State Teachers' Associations and from other organized educational bodies, under such regulations as this Association might provide. Such a department could meet with us at the same time as the Council, or could hold separate meetings similar to those of the Department of Superintendence, and could do useful work in reflecting, assimilating, and formulating current educational sentiment. I am not willing to abandon our organization to effect these lesser objects.

This Association is a growth. It did not spring full-grown into being. It has grown by successive steps. At one of its early meetings only three members were present. At many of its meetings the attendance was small. Why has it now grown to be the grandest educational body in the world? It has grown because it has supplied a want; because it has adapted itself to the tastes of the educational public. It has grown from a teachers' association to be an educational association. It is a national association, and performs a work which no sectional association can perform.

HISTORICAL SKETCH

OF

THE NATIONAL EDUCATIONAL ASSOCIATION.

BY ZALMON RICHARDS, WASHINGTON, D. C.

[READ BEFORE THE NATIONAL EDUCATIONAL ASSOCIATION, AT THE MEETING HELD IN TORONTO, CANADA, 1891.]

THE present name of this association was assumed in 1870, at the annual meeting, held in the city of Cleveland, Ohio. Previous to that date it bore the name of "The National Teachers' Association." This latter name was assumed at its first organization in Philadelphia, August 26, 1857.

This association has a legitimate origin. It is not the result of any faction, accident, or antagonism. Neither ambition nor rivalry furnished any incentives for its formation; for it was the natural outgrowth from the spirit of the times and the demands of the period.

It is true that at the time of its origin there were not less than twenty-three state educational associations in this country, the first of which was organized in the State of New York in 1845. With pleasure we also speak of the "American Institute of Instruction," organized in 1830, which is still doing efficient and highly commendable work in its New England field. The next year after, 1831, "The Western College of Teachers" was organized in Ohio. This western association should be specially commended and honored for the evolutionary influence which it exerted, not only upon the teaching fraternity of Ohio, but upon the teachers of many other states.

So far as we know now, the first educational association in this country was organized in Middletown, Conn., under the name of "The Middlesex County Association for the Improvement of Common Schools." (See note, "Barnard's Journal of Education," vol. ii., p. 19).

We would also especially refer to "The American Association for the Advancement of Education," which was the result of a "Convention of the Friends of Common Schools and of Universal Education," held in Philadelphia, in December, 1849, and which completed its organization in 1850. Its prominent original movers and officers for 1849 were Hon.

Horace Mann, Pres.; Joseph Henry, John Griscom, Samuel Lewis, Dr. Alonzo Potter, Greer B. Duncan, Vice-Presidents; Charles Northend, P. Pemberton Morris, Solomon Jenner, Secretaries.

The Business Committee were Henry Barnard, John S. Hart, Nathan Bishop, H. H. Barney, and Thomas H. Benton, Jr. These are all venerable names of noble men, whose influence in the cause of education, public and private, will never cease to be felt both in our own and in other countries.

The influence of all these associations was felt more or less by the first movers in the organization of the "National Teachers'Association"; but the most direct influence came from the "American Institute of Instruction," the "New York Teachers' Association," and the "American Association for the Advancement of Education." Of the eleven original founders of the "National Teachers' Association," six of whom are now living, three, viz., T. W. Valentine, the first to suggest its organization, and at the time President of the "New York Teachers' Association," J. W. Bulkley, and James Cruikshank were representatives of the "New York Teachers' Association."

Two of these founders, viz., D. B. Hagar, who prepared the original call and drew up the constitution, and Wm. E. Sheldon, who, with the speaker, are the only members present to-day, were representatives of the "American Institute of Instruction" and of the "Massachusetts State Teachers' Association." Three of them were representatives of educational work in Pennsylvania, viz., J. P. Wickersham, Wm. Roberts, and Edward Brooks. One, C. S. Pennell, was from Missouri; one, J. D. Geddings, was from South Carolina; and one, the writer, Z. Richards, from the District of Columbia, who was also a representative of the "American Institute of Instruction" and of the "American Association for the Advancement of Education." Five of this number, viz., T. W. Valentine, J. W. Bulkley, Wm. Roberts, J. D. Geddings, and J. P. Wickersham have closed their educational work on earth to enter upon a higher and nobler employment.

As above intimated, T. W. Valentine, then President of the "New York Teachers' Association," the oldest state teachers' association in our country, was the first to suggest the formation of the "National Teachers' Association." After consulting with D. B. Hagar, of Massachusetts, and with others, he requested Mr. Hagar to prepare a call for a convention of the Presidents of the various State Teachers' Associations, with a few other prominent educators at that time.

Mr. Hagar prepared the call, and Mr. Valentine sent copies to the officers and workers in the teachers' associations of the whole country, asking for their co-operation; but only ten Presidents responded, or consented to attach their names to the call. Some viewed the call with sus-

picion; some, as visionary; and some with indifference. The call was as follows:

TO THE TEACHERS OF THE UNITED STATES:

The eminent success which has attended the establishment and operations of the several Teachers' Associations in the States of this country is the source of mutual congratulations among all friends of popular education. To the direct agency and the diffused influence of these Associations, more, perhaps, than to any other cause, are due the manifest improvement of schools in all their relations, the rapid intellectual and social elevation of teachers as a class, and the vast development of public interest in all that concerns the education of the young.

That the State Associations have already accomplished great good, and that they are destined to exert a still broader and more beneficent influence, no wise observer will deny.

Believing that what has been accomplished for the States by State Associations may be done for the whole country by a National Association, we, the undersigned, invite our fellow-teachers throughout the United States to assemble in Philadelphia on the 26th day of August next, for the purpose of organizing a National Teachers' Association.

We cordially extend this invitation to all practical teachers in the North, the South, the East, and the West, who are willing to unite in a general effort to promote the general welfare of our country by concentrating the wisdom and power of numerous minds, and by distributing among all the accumulated experiences of all; who are ready to devote their energies and their means to advance the dignity, respectability, and usefulness of their calling; and who, in fine, believe that the time has come when the teachers of the nation should gather into one great Educational Brotherhood.

As the permanent success of any association depends very much upon the auspices attending its establishment, and the character of the organic laws it adopts, it is hoped that all parts of the Union will be largely represented at the inauguration of the proposed enterprise. Signed by

T. W. Valentine,	President of the	New York Teachers'	Association.
D. B. Hagar,	"	Massachusetts	"
W. T. Lucky,	"	Missouri	"
J. Tenny,	"	New Hampshire	"
J. G. May,	"	Indiana	"
W. Roberts,	"	Pennsylvania	"
C. Pease,	"	Vermont	"
D. Franklin Wells,	"	Iowa	"
A. C. Spicer,	"	Wisconsin	"
S. Wright,	"	Illinois	"

In accordance with the above call, many teachers of the United States assembled at the "Athæneum Building," in Philadelphia, at ten o'clock A. M., August 26, 1857.

The meeting was called to order by T. W. Valentine, of New York, who read the call and made the following statement, in substance:

"We assemble here to-day under circumstances of more than ordinary interest. It is true that our meeting is not large in numbers, as our coming together has not been publicly announced in flaming advertisements. We have not expected that the quiet gathering of a body of teachers in this great city would create such a sensation as a political or commercial convention representing merely material interests might

do, yet in its results upon the great cause of education directly, and upon the well-being of the country ultimately, this meeting may prove as important as many of those of a more pretentious character.

"We cannot always see the end from the beginning. That noble band of patriots who, more than eighty years ago, sent forth to the world, from this city, the immortal Declaration of Independence, could scarcely have realized the mighty influence which their action was calculated to exert upon our country and the world. All experience, as well as the word of inspiration, admonishes us not to 'despise the day of small things.'

"Twelve years ago, in the Empire State, the first State Association of Teachers in this country was formed. Some of us now here, who were instrumental in its formation, can well remember the fear and trembling with which that enterprise was commenced. Previous to this organization teachers everywhere were almost entirely unacquainted with each other. But what a mighty change a few years have wrought! Besides many minor organizations, there are now not less than twenty-three State Teachers' Associations, each doing good work in its own sphere of labor, and to-day I trust we shall proceed to raise the cap-stone which shall bind all together in one solid, substantial structure.

"In our proposed organization we shall have no antagonisms with any of the State Associations, for they have their peculiar local work, nor with the venerable 'American Institute of Instruction,' for its field has always been New England, nor with the 'American Association for the Advancement of Education,' which was not designed to be specifically an association of teachers.

"What we want is an association that shall embrace all the teachers of our whole country, which shall hold its meetings at such central points as shall accommodate all sections and combine all interests. And we need this not merely to promote the interests of our own profession, but to gather up and arrange the educational statistics of our country, so that the people may know what is really being done for public education, and what yet remains to be done. I trust the time will come when our government will have its educational department just as it now has one for agriculture, for the interior, for the navy, etc.

"We need such an organization as shall bring the teachers of this country more together, and disseminate as well as collect educational intelligence.

"Such an effort is imperatively demanded of us; and I trust we shall now go forward and devise measures to accomplish these great objects."

After the close of Mr. Valentine's address, Mr. James L. Enos, of Iowa, was made chairman pro tem., and Mr. Wm. E. Sheldon, of Massachusetts, secretary pro tem.

After prayer by Rev. Dr. Challen, of Philadelphia, Mr. Hagar, of Massachusetts, offered the following resolutions:

Resolved, That, in the opinion of the teachers now present as representatives of various parts of the United States, it is expedient to organize a "National Teachers' Association."

Resolved, That a Committee of three be appointed by the Chair to prepare a Constitution adapted to such an Association.

After a full and free discussion of the resolutions they were adopted unanimously, and the chair appointed Messrs. Hagar, of Massachusetts, Cann, of Georgia, and Challen, of Indiana, to prepare and report a constitution.

The convention then engaged in a general discussion upon the condition of educational systems and methods in different parts of our country. In the afternoon the Committee on a Constitution reported the following copy, which, after being examined and discussed, article by article, was, with slight changes, adopted as the Constitution of

THE NATIONAL TEACHERS' ASSOCIATION.

PREAMBLE.

To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States, we, whose names are subjoined, agree to adopt the following

CONSTITUTION.

ARTICLE I.—NAME.

This association shall be styled "THE NATIONAL TEACHERS' ASSOCIATION."

ART. II.—MEMBERS.

Any gentleman who is regularly occupied in teaching in a public or private elementary school, college or university, or who is regularly employed as a private tutor, as the editor of an educational journal, or as a superintendent of schools, shall be eligible to membership. Application for admission to membership shall be made or referred to the Board of Directors, or to such a committee of their number as they shall appoint; and all who may be recommended by them, and accepted by a majority vote of the members present, shall be entitled to the privileges of the association upon paying two dollars and signing this constitution.

Upon the recommendation of the Board of Directors, gentlemen may be elected honorary members by a two-thirds vote of the members present, and as such shall have all the rights of regular members, except those of voting and holding office.

Ladies engaged in teaching may, on the recommendation of the Board of Directors, become honorary members, and shall thereby possess the right of presenting, in the form of written essays (to be read by the Secretary, or any other member whom they may select), their views upon the subject assigned for discussion.

Whenever a member of this Association shall abandon the profession of teaching, or the business of editing an educational journal, or of superintending schools, he shall cease to be a member.

If one member shall be charged by another with immoral or dishonorable conduct, the charge shall be referred to the Board of Directors, or such committee as they shall appoint; and if the charge shall be sustained by them, and afterwards by a two-thirds vote of the members present, at a regular meeting of the Association, the member so charged shall forfeit his membership.

There shall be an annual fee of one dollar. If any one shall omit paying his fee for four years his connection with the association shall cease.

A person eligible to membership may become a life member by paying, at once, ten dollars.

ART. III.—OFFICERS.

The Officers of this Association shall be a President, twelve Vice-Presidents, a Secretary, a Treasurer, and one Counsellor for each State, District, or Territory represented in the association. These Officers, all of whom shall be elected by ballot, a majority of votes cast being necessary for a choice, shall constitute the Board of Directors, and shall have power to appoint committees from their own number such as they shall deem expedient.

THE PRESIDENT shall preside at all meetings of the Association and of the Board of Directors, and shall perform such other duties, and enjoy such privileges, as by custom devolve upon and are enjoyed by a presiding officer.

In his absence the VICE-PRESIDENT, in order, who is present, shall preside; and in the absence of all the Vice-Presidents a *pro tempore* chairman shall be appointed on nomination—the Secretary putting the question.

THE SECRETARY shall keep a full and just record of the proceedings of the Association, and of the Board of Directors, shall notify each member of the Association, or Board, shall conduct such correspondence as the Directors may assign, and shall have his records present at all meetings of the Association and of the Board of Directors. In his absence, a Secretary *pro tem.* may be appointed.

THE TREASURER shall receive and hold in safe keeping all moneys paid to the Association; shall expend the same, in accordance with the vote of the Directors, or of the Association; and shall keep an exact account of his receipts and expenditures, with vouchers of the latter, which account he shall render to the Board of Directors prior to each regular meeting of the Association; he shall also present an abstract thereof to the Association. The Treasurer shall give such bonds for the faithful discharge of his duties, as may be required by the Board of Directors.

THE COUNSELLORS shall have equal powers with the other Directors in performing the duties belonging to the board. The Board of Directors shall have power to fill vacancies in their own body, shall have in charge the general interests of the Association, shall make all necessary arrangements for its meetings, and shall do all in their power to render it a useful and honorable institution.

ART. IV.—MEETINGS.

A meeting shall be held in August, 1858, after which the meetings shall be held biennially. [Changed to annually at the meeting in 1858.]

The place and precise time of meeting shall be determined by the Board of Directors. The Board of Directors shall hold their regular meetings at the place and two hours before the time of the assembling of the Association, and immediately after the adjournment of the same. Special meetings may be held at such other times and places as the Board or the President may determine.

ART. V.—BY-LAWS.

By-laws, not inconsistent with this constitution, may be adopted by a two-thirds vote of the Association.

ART. VI.—AMENDMENTS.

This constitution may be altered or amended at a regular meeting by the unanimous vote of the members present, provided the alteration or amendment has been presented, or substantially proposed, at a previous regular meeting.

Immediately after the adoption of the above constitution, on motion of T. W. Valentine a committee of one from each state and district represented in the convention was appointed by the chair to nominate a list of officers at the evening session.

The following persons were appointed, viz.:

Wm. Roberts, of Pennsylvania; J. F. Cann, of Georgia; James Cruikshank, of New York; D. B. Hagar, of Massachusetts; James L. Enos, of Iowa; N. R. Lynch, of Delaware; J. R. Challen, of Indiana; Thomas Granger, of Illinois; E. W. Whelan, of Missouri; J. W. Barnett, of Illinois; Z. Richards, of the District of Columbia; and J. D. Geddings, of South Carolina.

At the opening of the evening session, Chairman Enos presiding, Mr. T. W. Valentine was called upon to read the specially prepared and valuable address of Professor Wm. Russell, of Massachusetts, whose ill-health prevented his attendance.

This address set forth the importance of this convention, to organize an association of professional teachers that shall be national in its character:

First, As regards wider and juster views of education, and corresponding methods of instruction.

Second, As giving an opportunity for the establishing of a national society of teachers, from which we may expect great national benefits.

After the reading of the address, the committee on nomination of the first officers made the following report. (See Prof. Russell's Address, in full, in "Barnard's Journal of Education," vol. iv., new series, 1864.)

NOMINATIONS.

For President: Z. Richards, of Washington, D. C.

For Vice-Presidents: T. W. Valentine, New York; D. B. Hagar, Massachusetts; Wm. Roberts, Pennsylvania; J. F. Cann, Georgia; J. L. Enos, Iowa; T. C. Taylor, Delaware; J. R. Challen, Indiana; E. W. Whelan, Missouri; P. F. Smith, South Carolina; D. Wilkins, Illinois; T. Granger, Indiana; and L. Andrews, Ohio.

For Secretary: J. W. Bulkley, New York.

For Treasurer: T. M. Cann,* Delaware.

For Counsellors: Wm. E. Sheldon, Massachusetts; James Cruikshank, New York; P. A. Cregar, Pennsylvania; N. R. Lynch, Delaware; Wm. Morrison, Maryland; O. C. Wight, District of Columbia; Wm. S. Bogart, Georgia; Wm. T. Luckey, Missouri; A. J. Stevens, Iowa; Wm. H. Wills, Illinois.

This inaugural meeting was harmonious, enthusiastic, and character-

* Mr. Cann did not attend the meeting at Cincinnati, and Andrew J. Rickoff was chosen treasurer.

istic of the founders, the future workers, and the future meetiugs of the Association.

At a meeting of the Directors, after adjournment, they resolved to hold the first annual meeting in Cincinnati, Ohio, on the second Wednesday in August, 1858, at ten o'clock A. M. After making full arrangements for the next meeting, and expressing their harmonious purposes, the Directors adjourned.

THE FIRST ANNUAL MEETING.

Of the thirty-eight signers of the constitution at the time of its adoption only five were present at the first annual meeting. Appropriate arrangements, however, had been made by Mr. A. J. Rickoff, Superintendent of the Cincinnati public schools, as chairman of the local committee, for the reception of a large delegation.

When the time came for calling the meeting to order it was found that only five of the constituent members were present, viz., the president, the first vice-president, the secretary, and two counsellors.

These few members, however, were heartily welcomed by a very large audience, who were then, and have always been, in blissful ignorance of the small representation of actual members.

After the usual welcome by the dignitaries of Cincinnati, the president called his four coadjutors into service by keeping the secretary by his side on the platform, and by assigning special duties to the three other members, who were located in different parts of the large audience.

Upon the motion of one of these members the secretary was called upon to read the constitution of the Association, for the information of those present who might be disposed to become members.

After the reading of the constitution, and some explanatory remarks by the president, another of these members moved that an opportunity be given for any person to become a member. The opportunity was granted of course. The secretary and, in the absence of the treasurer, one of the three others acting as treasurer, were kept busy for some time in receiving fees and in recording names of applicants, until the number of new members had reached about seventy-five.

This movement, fortunately, furnished a good working body, and prepared the way for other additions. The president, thus being relieved from apprehended embarrassment, in consequence of the small number of members, at first proceeded to deliver his inaugural address, in which he pointed out the causes and the demands for forming a "National Teachers' Association," and urged the following important ends to be aimed at in its future work:

First: The union of all teachers, North, South, East, and West, in friendly associated action, for strengthening the cause of education.

Second: To create and permanently establish a teachers' profession by methods usually adopted by other professions.

Third: To secure the examination of all teachers, by making the examining boards to consist of competent, practical teachers.

Fourth: To increase the number of normal schools, and establish departments of pedagogics in connection with all schools which send out persons to teach.

During the sessions of this first anniversary there was a full attendance, a deep interest and close attention to all the exercises of the programme.

Among the large number of representative teachers and educators present, besides the officers, were the following persons: Hon. Horace Mann, Superintendent J. D. Philbrick, John Hancock, A. J. Rickoff, I. W. Andrews, Wm. Russell, W. E. Cresby, John Ogden, C. E. Hovey, Rev. J. N. MacJilton, Professor Daniel Read, Anson Smyth, O. C. Wight and others.

LECTURES AND PAPERS.

1st. The Inaugural Address of the President.

2d. "The Educational Tendencies and Progress of the past Thirty Years," by Prof. Daniel Read.

3d. "The Laws of Nature," by Prof. John Young.

4th. "On Moral Education," by Supt. John D. Philbrick.

5th. "The Teacher's Motives," by Hon. Horace Mann, of Massachusetts.

ELECTION OF OFFICERS.

For President: Andrew J. Rickoff, Cincinnati, Ohio.

For Vice-Presidents: T. W. Valentine, New York; D. B. Hagar, Massachusetts; B. M. Kerr, Pennsylvania; J. F. Cann, Georgia; J. S. Adams, Vermont; B. T. Hoyt, Iowa; C. E. Hovey, Illinois; I. W. Andrews, Ohio; A. Drury, Kentucky; Daniel Read, Wisconsin; J. N. MacJilton, Maryland; Thomas Bragg, Alabama.

For Secretary: J. W. Bulkley, New York.

For Treasurer: C. S. Pennell, Missouri.

For Counsellors: James Cruikshank, New York; Wm. E. Sheldon, Massachusetts; S. R. Gummere, New Jersey; J. D. Yeates, Maryland; S. I. C. Swezy, Alabama; J. B. Dodd, Kentucky; N. D. Tirrel, Missouri; C. C. Nestlerode, Iowa; L. C. Draper, Wisconsin; Isaac Stone, Illinois; E. P. Cole, Indiana; R. W. McMillan, Ohio; O. C. Wight, District of Columbia; H. C. Hickok, Pennsylvania; C. Pease, Vermont.

One of the most prominent questions discussed at this first annual meeting was that of "Parochial Schools." The leading thought of the discussion was, that "moral training, without sectarianism, is necessary."

The inspiring influence of woman in our educational meetings was welcomed and emphasized by the Association.

After the adjournment of the Association, the Board of Directors met and agreed to hold the next annual meeting in the city of Washington, D. C., and appointed Mr. Z. Richards, of Washington, as chairman of the local committee, to make all local arrangements.

From a careful examination and study of the following partially tabulated work of the Association, from its origin to the present time, we shall be forcibly impressed with the magnitude and importance of its work, and become convinced that this Association has given an impulse and dignity to all the schools and educational institutions of our country.

As proof of the genuine national spirit of the originators of this Association, we may refer to one of the first resolutions, passed at the time of its organization, as follows: Resolved, That there shall be six lecturers appointed for the next meeting: two from the Southern, two from the Western, one from the Middle, and one from the Eastern States.

As this resolution was offered by a true blue New Englander, it shows the characteristic modesty of the Eastern States in not assuming honors which belong equally to the other States. This liberal spirit has at all times characterized the operations of this Association. It started out with high patriotic purposes, and to its honor it may be recorded that there has never been a single manifestation in any of its official operations of a spirit of sectionalism or of partisanship. Its officers and its managers have generally been selected, first, from its most faithful and best qualified workers, which should always be the case, and, second, as representatives of all sections of our country.

Its friends have worked assiduously for the general cause of public and universal education, and not for pecuniary advantage, nor for office, nor for personal honor.

As a historian, having personally known every prominent officer from the first to the last, I can most unreservedly assert and put on record the fact that every officer has been a true gentleman, a sound scholar, an unselfish and loyal friend to universal education, and an honest and an honorable man.

If any one of the officers has had enemies and traducers, it has been the result of ignorance, or of envy, or of malice.

NAME AND PLAN OF ORGANIZATION CHANGED.

At the Cleveland meeting, in 1870, the constitution was so amended * as to admit co-operation and combination with two other educational associations: first, "The American Normal Association," which was organized in 1864; second, "The National Superintendents' Association," organized in 1865. At the same time the constitution was so amended

* See the First Constitution of the National Educational Association, pp. 20, 21.

that other departments could be organized, and immediately two other departments were organized, viz., "The Department of Higher Instruction," and "The Department of Primary or Elementary Instruction." A full set of subordinate officers, viz., a president and secretary for each department, was chosen, who were to provide their own programme of exercises, for their annual meetings.

Until 1870 all the educational topics were discussed before the whole association as a body. While this method of performing educational work has many superior advantages, it would be hazardous either to abandon the plan of departments or to proportionately extend the length or number of sessions so that the whole membership could have an opportunity to listen to all papers and discussions.

It may not, however, be improper for me here to suggest that if the higher and secondary departments were consolidated, also the industrial and the art department, and also the elementary and the kindergarten departments, making three departments out of the six, and then, by giving four days of actual sessions, that an opportunity could then be given for all who desired to listen to all papers and discussions. Let the length of many of the papers be shortened by judicious condensation, and let the length of discussions be limited, and we shall have better papers, and the beneficial results of our associational work will be essentially increased.

In 1875 the "Industrial Department" was organized and admitted under the constitutional provision.

In 1880 "The National Council of Education" was organized as a department, but under a constitution of its own, which required its sixty or more members to be chosen from the general association, and from the several departments.*

Very few persons are aware of the important work performed by the "National Council of Education," unless they attend its sessions, or read its papers and discussions from year to year.

But its meetings and deliberations were to be held so as not to interfere with the general association and the department meetings.

During the first twenty years of its operations its officers were often obliged to put their hands down deep into their own pockets, to meet the annual current expenses. This had to be done in addition to the regular membership fee and the often very heavy travelling expenses.

But in 1884 a new era dawned upon the association. It is true that the enlargement of the association's field of labor in 1870, at the Cleveland meeting, by engrafting upon itself the more specific work of the departments of superintendents of normal schools, of higher instruction,

* See the "Constitution of the National Council of Education" for 1891, pp. 39-42.

and of elementary training, besides providing constitutionally for creating other departments, has done much to broaden the sphere of its work and inspire confidence in its plan of operations.

But no organization in this age of the world can work or exist long, without money. Many of the real friends of this association found that the constant draining of their pockets to keep the ponderous wheels in motion was also draining their patience and weakening their faith in its perpetuity.

Some of the hopeful members had heard of an eastern man who had come to the rescue of the "American Institute of Instruction" when it was almost ready to perish. This man was made president of that institute, and he made a grand rally, which gathered together such a multitude of educators at the White Mountains of New Hampshire that the increased income has been sufficient to keep that Institute in a prosperous condition ever since.

This gratifying success inspired some of the almost despairing members of the "National Educational Association" to call to its leadership the Honorable Thomas W. Bicknell, of Massachusetts. The grand success of the "Madison Meeting," in Wisconsin, in 1884, inaugurated a new financial era by largely increasing the number of members. Since then, by making the annual meetings attractive, and by lessening the expense of attending them, the membership has so increased that the funds of our treasury, now safely invested in interest-bearing bonds, are sufficient, with prudent management, to forever insure the association against financial embarrassment.

This financial security serves to increase the usefulness of the association, and to guarantee its permanency. At the close of the Madison meeting, Hon. E. E. White offered the following resolution, which shows how highly the association appreciated the services of President Bicknell. The resolution was passed unanimously:

Resolved, That the unparalleled success of this meeting is chiefly due to the energy, devotion, and organizing ability of Hon. T. W. Bicknell, the President of this Association, whose wise and comprehensive plans, enthusiastic and self-sacrificing efforts, and directing hand have inspired and guided the great undertaking from its inception to its present triumphant close, and no formal words can properly express our thankful appreciation.

Historically, let it be added, that not one dollar of these funds has ever been added to the emolument of an officer, nor furnished him any "boodle" for speculation.

In 1884 three new departments were organized and entered upon their peculiar work. These were the "Froebel or Kindergarten," the "Art," and the "Music Departments." In 1885 the "Department of Secondary Education" was added to the list, making the whole number ten.

INCORPORATION OF THE ASSOCIATION.

At a meeting of the Board of Directors of the National Educational Association, held at Saratoga Springs, New York, July 14, 1885, the following resolution was passed :

Resolved, That a committee of three be appointed to secure articles of incorporation for the National Educational Association, under United States or State laws, as speedily as may be.

N. A. Calkins, of New York, Thomas W. Bicknell, of Massachusetts, and Eli T. Tappan, of Ohio, were appointed such committee.

Under the authority of the resolution quoted above, and with the approval of the committee, and by competent legal advice, the chairman obtained the following :

CERTIFICATE OF INCORPORATION.

We, the undersigned, Norman A. Calkins, John Eaton, and Zalmon Richards, citizens of the United States, and two of them citizens of the District of Columbia, do hereby associate ourselves together, pursuant to the provisions of the Act of General Incorporation, Class Third, of the Revised Statutes of the District of Columbia, under the name of the *National Educational Association*, for the full period of twenty years, the purpose and objects of which are to elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States. . . . To secure the full benefit of said act. we do here execute this our Certificate of Incorporation as said act provides.

In witness whereof, we severally set our hands and seals, this 24th day of February, 1886, at Washington, D. C.

NORMAN A. CALKINS. [L. S.]
JOHN EATON. [L. S.]
ZALMON RICHARDS. [L. S.]

Duly acknowledged before Michael P. Callan, notary public in and for the District of Columbia, and recorded in Liber No. 4, Acts of Incorporation for the District of Columbia.

The action of the Committee on Incorporation was submitted to the Board of Directors, at Topeka, Kan., July 13, 1886, and the Act of Incorporation was duly approved by the Board of Directors.

A committee was appointed to prepare the changes in the Constitution necessary to meet the requirements of the charter. At the meeting of the National Educational Association, held at Topeka July 15, 1886, the Chairman—E. E. White of Ohio—presented the Report of the Committee on Amendments to the Constitution, and the report was unanimously adopted.*

These departments are all legitimate children, though two of them have been adopted and are older than their parent. But they are a harmonious, hard working, and a thriving family. If any one needs to be convinced

* The Constitution of the National Educational Association may be found on pp. 35-38.

of the truth of this statement, let him undertake to read and thoroughly digest even one of the late volumes of the annual Proceedings. If one copy does not convince him, let him procure a full set of the twenty-two copies from our custodian at Washington, and he will have one of the best pedagogical libraries, especially if he will add to it the twenty-five or thirty volumes of "Barnard's Journal of Education."

The amount of original educational matter now presented at each of our annual meetings is some six or eight times greater than it was for each of the first fifteen or eighteen years of its work. What still adds to the value of these volumes is the generally improved character of the papers and discussions. While very many of the early papers read before the association cannot be excelled in value and importance, still, during these later years, the officers have taken special care to let nothing but new and original matter be presented to the various departments from year to year. As the authors of these papers are generally selected from the large number of first-class educators in our growing country, the papers are becoming more and more elevated and valuable, and contain the best and ripest thoughts of this educational era. The same may be said in regard to the character of the discussions in these various departments, which are quite fully published in these volumes.

The influence of this national educational association is diffusive and permeating, and is giving character to the systems of education and of school work in all parts of our own country and in other countries—as in South America, Japan, and the Sandwich Islands, and perhaps in some of the old countries of Europe. There is not a state, county, city or town in all our country where the influence of our associational work is not more or less felt. Even the colleges, the universities, and private educational institutions are perhaps, unconsciously to themselves, feeling this diffusive influence.

Though the influence of the association is more plainly, effectually, and promptly felt in the newer portions of our country, yet those States and cities which have been pioneers in educational work so long as to be sometimes chargeable with "old fogyism" have felt, and are now feeling, the transforming influences of the papers and discussions of this great body of educators.

ITS MEMBERSHIP.

The membership of the association is made up of annual members, who pay *two dollars* a year; of life members, who pay *twenty dollars;* of life directors, who pay *one hundred dollars;* also of perpetual directorships, which are usually secured by boards of education, or associations, through the payment of one hundred dollars. This perpetual directorship confers the privilege of sending any one of its members to the meet-

ings, as its representative, which representative shall be entitled to all the privileges of the association, during his attendance, that belong to a life director.

It will be readily understood that the *annual* memberships of this association are changeable because of the migratory meetings—from Boston to St. Paul, Philadelphia to Chicago, Baltimore to St. Louis, San Francisco to Nashville, Saratoga to Topeka, Atlanta to Toronto. During the past ten years the attendance at these meetings has varied from 500 to 10,000. The largest attendance was at Chicago in 1887, the next was at San Francisco in 1888. The meetings at St. Paul in 1890, and at Toronto, Canada, in 1891, were both very large meetings. The constant and unchangeable membership is made up of life members, life directors, and about an equal number of regular and active annual members.

It would be a wise and an economical move if the younger members, both male and female, who wish to retain their working membership should add eighteen dollars to their annual membership fee at once, and thus constitute themselves life members.

The great advantages of these large migratory meetings is not confined to the financial benefits of this association, for it is a generally acknowledged fact that their influence has been essentially beneficial to the cities and states where they have been held, and that the cause of education and public-school instruction has been elevated and greatly improved in every section of our country.

This association has been, and now is, the body-guard of public-school instruction in our country.

THE SCHOOL EXPOSITIONS.

Since the organization of the Industrial, the Art, and the Kindergarten Departments and their auxiliary combination with the general association, the interest in the annual meetings has greatly increased. The school exhibits in many instances have been of a remarkable character, and it must be admitted by every careful observer of their influence upon the practical life of our youth that they have contributed essentially to the educative power of the public-school systems.

The readers of the annual Proceedings will find the reports of these exhibits highly suggestive and instructive.

THE WORKERS OF THE ASSOCIATION.

A merciful Providence has kindly watched over the friends and supporters of this association. Thirty men have been called to preside over and direct its interests during the thirty-four years of its existence.

No meetings were held in 1861, 1862, 1867, and 1878. Twenty-one of its presidents are now living. Nine honored men have been called to go

up higher, viz.: John W. Bulkley, of Brooklyn, N. Y., the third president; John D. Philbrick, of Boston, Mass., the fourth president; Wm. H. Wells, of Chicago, Ill., the fifth president; S. S. Greene, of Providence, R. I., the sixth president; S. H. White, of Peoria, Ill., the fourteenth president; Gustavus J. Orr, of Atlanta, Ga., the twenty-first president; Eli T. Tappan, of Ohio, the twenty-second president; J. P. Wickersham, of Pennsylvania, the seventh president; and John Hancock, of Columbus, Ohio, the eighteenth president.

These were all men of educational faith, who performed the work of their life nobly, and have gone to their graves greatly honored and beloved by all who knew them. We have good reason to believe and expect that the twenty-one surviving presidents will be able to go to their final reward, when it is to be rendered, with equally untarnished honors, and with a revered memory.

We feel also constrained to express our high appreciation and commendation of one of our most faithful and indefatigable secretaries, W. D. Henkle, of Ohio.

At our second anniversary in Washington the association was called upon to express its deep sorrow and regret at the death of the Hon. Horace Mann, who gave a valuable lecture at our first anniversary. Other true and valuable members have closed their educational work on earth to engage in a higher and nobler work, we trust, in the spiritual mansions of the Great Teacher.

Before closing this sketch let me add that I have prepared some itemized and tabulated statements which will greatly increase the value of this historical sketch.

The first tabulated form or statement gives the place and time of each meeting in order, and the name and residence of the three principal officers, viz., the president, secretary, and treasurer.

The second tabulated statement gives also the place and time and presiding officer of each of the meetings of the general association, and of each of the departments; and also the subjects of papers, reports and discussions of each department at each meeting, with the names of the authors.

The third statement contains an alphabetical list of the authors of such papers and discussions as are published in the Proceedings, with the titles of papers following the name, and the volume in which it can be found.

These tables furnish a complete index of the work and of the workers of the association from the beginning.

AMENDED CONSTITUTION.

1870.

THE Constitution of THE NATIONAL TEACHERS' ASSOCIATION was amended at the meeting held at Cleveland, Ohio, 1870, in conformity to the change of name and plan of organization of the Association, and the following was adopted as

THE CONSTITUTION OF THE NATIONAL EDUCATIONAL ASSOCIATION.

PREAMBLE.

To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States, we, whose names are subjoined, agree to adopt the following

CONSTITUTION.

ARTICLE I.—NAME.

This Association shall be styled the National Educational Association.

ARTICLE II.—DEPARTMENTS.

SECTION 1. It shall consist of four Departments: The first, of School Superintendence; the second, of Normal Schools; the third, of Elementary Schools; the fourth, of Higher Instruction.

SECT. 2. Other departments may be organized in the manner prescribed in this Constitution.

ARTICLE III.—MEMBERSHIP.

SECTION 1. Any person in any way connected with the work of education shall be eligible to membership. Such person may become a member of this Association by pay-

ing two dollars and signing this Constitution; and he may continue a member by the payment of an annual fee of one dollar. On his neglect to pay such fee, his membership shall cease.

SECT. 2. Each department may prescribe its own conditions of membership, provided that no person be admitted to such membership who is not a member of the general Association.

SECT. 3. Any person eligible to membership may become a life-member by paying at once ten dollars.

ARTICLE IV.—OFFICERS.

SECTION 1. The officers of this Association shall be a President, twelve Vice-Presidents, a Secretary, a Treasurer, one Counsellor for each State, District, or Territory represented in the Association, and the officers charged with the administration of their respective Departments.

SECT. 2. The President, Vice-Presidents, Secretary, Treasurer, Counsellors, and presiding officers of their respective Departments shall constitute the Board of Directors, and, as such, shall have power to appoint such committees from their own number as they shall deem expedient.

SECT. 3. The elective officers of the Association shall be chosen by ballot, unless otherwise ordered, on the second day of each annual session, a majority of the votes cast being necessary for a choice. They shall continue in office until the close of the annual session subsequent to their election, and until their successors are chosen.

SECT. 4. Each department shall be administered by a President, Vice-President, Secretary, and such other officers as it shall deem necessary to conduct its affairs.

SECT. 5. The President shall preside at all meetings of the Association and of the Board of Directors, and shall perform the duties usually devolving upon a presiding officer. In his absence, the first Vice-President in order, who is present, shall preside; and in the absence of all Vice-Presidents, a *pro tempore* chairman shall be appointed on nomination, the Secretary putting the question.

SECT. 6. The Secretary shall keep a full and accurate report of the proceedings of the general meetings of the Association and all meetings of the Board of Directors, and shall conduct such correspondence as the Directors may assign, and shall have his records present at all meetings of the Association and of the Board of Directors. The Secretary of each department shall, in addition to performing the duties usually pertaining to his office, keep a list of the members of his department.

SECT. 7. The Treasurer shall receive and hold in safe keeping all moneys paid to the Association, shall expend the same only upon the order of the Committee of Finance, shall keep an exact account of his receipts and expenditures, with vouchers for the latter, which accounts he shall render to the Board of Directors prior to each regular meeting of the Association, and shall also present an abstract thereof to the Association. He shall give bonds for the faithful discharge of his duties as may be required by the Board of Directors.

SECT. 8. The Board of Directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the Association; shall make all necessary arrangements for its meetings; and shall do all in its power to make it a useful and honorable institution. Upon the written application of twenty members of the Association for permission to establish a new Department, they may grant such permission. Such new Department shall in all respects be entitled to the same rights and privileges as the others. The formation of such Department shall in effect be a sufficient amendment to this Constitution for the insertion of its name in Article II., and the Secretary shall make the necessary alterations.

ARTICLE V.—MEETINGS.

SECTION 1. The annual meeting of the Association shall be held at such time and place as shall be determined by the Board of Directors.

SECT. 2. Special meetings may be called by the President at the request of five Directors.

SECT. 3. Any Department of the Association may hold a special meeting at such time and place as by its own regulations it shall appoint.

SECT. 4. The Board of Directors shall hold their regular meetings at the place, and not less than two hours before the assembling of the Association.

SECT. 5. Special meetings may be held at such other times and places as the Board or the President shall determine.

SECT. 6. Each new Board shall organize at the session of its election. At its first meeting a Committee on Publication shall be appointed, which shall consist of the Secretary of the Association for the previous year, and one member from each department.

ARTICLE VI.—BY-LAWS.

By-laws, not inconsistent with this Constitution, may be adopted by a two-thirds vote of the Association.

ARTICLE VII.—AMENDMENTS.

This Constitution may be altered or amended at a regular meeting by the unanimous vote of the members present, or by a two-thirds vote of the members present, provided that the alteration or amendment has been substantially proposed in writing at a previous meeting.

BY-LAWS.

1. At each regular meeting of the Association there shall be appointed a Committee on Nominations, one on Honorary Members, and one on Resolutions.

2. The President, First Vice-President, and Secretary shall constitute a Committee on Finance.

3. Each paying member of the Association shall be entitled to a copy of its proceedings.

CONSTITUTION

OF THE

NATIONAL EDUCATIONAL ASSOCIATION.

1886-1891.

PREAMBLE.

To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States, we, whose names are subjoined, agree to adopt the following

CONSTITUTION.

ARTICLE I.—NAME.

This Association shall be styled the National Educational Association.

ARTICLE II.—DEPARTMENTS.

SECTION 1. It shall consist of nine departments: The first, of School Superintendence; the second, of Normal Schools; the third, of Elementary Schools; the fourth, of Higher Instruction; the fifth, of Industrial Education; the sixth, of Art Education; the seventh, of Kindergarten Instruction; the eighth, of Music Education; the ninth, of Secondary Education; and a National Council of Education.

SEC. 2. Other departments may be organized in the manner prescribed in this Constitution.

ARTICLE III.—MEMBERSHIP.

SECTION 1. Any person in any way connected with the work of education, or any educational association, shall be eligible to membership. Such person or association may become a member of this Association by paying two dollars and signing this Constitution, and may continue a member by the payment of an annual fee of two dollars. On neglect to pay such fee, the membership will cease.

SEC. 2. Each department may prescribe its own conditions of membership, provided that no person be admitted to such membership who is not a member of the general Association.

SEC. 3. Any person eligible to membership may become a life-member by paying at once twenty dollars.

ARTICLE IV.—OFFICERS.

SECTION 1. The officers of this Association shall be a President, twelve Vice-Presidents, a Secretary, a Treasurer, one Director for each State, District or Territory represented in the Association, and the presiding officers of the several departments

and a Board of Trustees to be constituted as hereinafter provided. Any friend of education may become a life-director by the donation of one hundred dollars to the Association at one time, either by himself or on his behalf; and any educational association may secure a perpetual directorship by a like donation of one hundred dollars, the director to be appointed annually or for life. Whenever a life-member desires to become a life-director, he shall be credited with the amount he has paid for his life-membership.

SEC. 2. The President, Vice-Presidents, Secretary, Treasurer, Directors, Life-Directors, President of the Council, and presiding officers of their respective departments shall constitute the Board of Directors, and, as such, shall have power to appoint such committees from their own number as they shall deem expedient.

SEC. 3. The elective officers of the Association shall be chosen by ballot, unless otherwise ordered, on the second day of each annual session, a majority of the votes cast being necessary for a choice. They shall continue in office until the close of the annual session subsequent to their election, and until their successors are chosen, except as hereinafter provided.

SEC. 4. Each department shall be administered by a President, Vice-President, Secretary, and such other officers as it shall deem necessary to conduct its affairs; but no person shall be elected to any office of any department, or of the Association, who is not, at the time of the election, a member of the Association.

SEC. 5. The President shall preside at all meetings of the Association and of the Board of Directors, and shall perform the duties usually devolving upon a presiding officer. In his absence, the first Vice-President in order who is present shall preside; and in the absence of all Vice-Presidents, a *pro tempore* chairman shall be appointed on nomination, the Secretary putting the question.

SEC. 6. The Secretary shall keep a full and accurate report of the proceedings of the general meetings of the Association and all meetings of the Board of Directors, and shall conduct such correspondence as the Directors may assign, and shall have his records present at all meetings of the Association and of the Board of Directors. The Secretary of each department shall, in addition to performing the duties usually pertaining to his office, keep a list of the members of his department.

SEC. 7. The Treasurer shall receive and under the direction of the Board of Trustees hold in safe keeping all moneys paid to the Association; shall expend the same only upon the order of said Board; shall keep an exact account of his receipts and expenditures, with vouchers for the latter, which accounts, ending the first day of July each year, he shall render to the Board of Trustees, and, when approved by said Board, he shall report the same to the Board of Directors. The Treasurer shall give such bond for the faithful discharge of his duties as may be required by the Board of Trustees; and he shall continue in office until the first meeting of the Board of Directors held prior to the annual meeting of the Association next succeeding that for which he is elected.

SEC. 8. The Board of Directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the Association, excepting those herein intrusted to the Board of Trustees; shall make all necessary arrangements for its meetings, and shall do all in its power to make it a useful and honorable institution. Upon the written application of twenty members of the Association for permission to establish a new department, they may grant such permission. Such new department shall in all respects be entitled to the same rights and privileges as the others. The formation of such department shall in effect be a sufficient amendment to this Constitution for the insertion of its name in Article II., and the Secretary shall make the necessary alterations.

SEC. 9. The Board of Trustees shall consist of four members, elected by the

Board of Directors for a term of four years, and the President of the Association, who shall be a member *ex officio* during his term of office. At the election of the Trustees in 1886, one Trustee shall be elected for one year, one for two years, one for three years, and one for four years, and annually thereafter, at the first meeting of the Board of Directors held prior to the annual meeting of the Association, one Trustee shall be elected for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a Trustee from two consecutive annual meetings of the Board shall forfeit his membership therein. The Board of Trustees thus elected and constituted shall be the executive financial officers of this Association, as a body corporate, as conferred by the certificate of incorporation under the provisions of the Act of General Incorporation, Class Third, of the Revised Statutes of the District of Columbia, dated the twenty-fourth day of February, 1886, at Washington, D. C., and recorded in Liber No. 4, "Acts of Incorporation for the District of Columbia."

SEC. 10. It shall be the duty of the Board of Trustees to provide for safe keeping and investment of all funds which the Association may receive from life-directorships, or from donations; and the income of such invested funds shall be used exclusively in paying the cost of publishing the annual volume of Proceedings of the Association, excepting when donors shall specify otherwise. It shall also be the duty of the Board to issue orders on the Treasurer for the payment of all bills approved by the Board of Directors, or by the President and Secretary of the Association acting under the authority of the Board of Directors; and, when practicable, the Trustees shall invest all surplus funds exceeding one hundred dollars, that may remain in the hands of the Treasurer after paying the expenses of the Association for the previous year.

ARTICLE V.—MEETINGS.

SECTION 1. The Annual Meeting of the Association shall be held at such time and place as shall be determined by the Board of Directors.

SEC. 2. Special meetings may be called by the President at the request of five Directors.

SEC. 3. Any department of the Association may hold a special meeting at such time and place as by its own regulations it shall appoint.

SEC. 4. The Board of Directors shall hold their regular meetings at the place, and not less than two hours before the assembling of the Association.

SEC. 5. Special meetings may be held at such other times and places as the Board or the President shall determine.

SEC. 6. Each new Board shall organize at the session of its election. At its first meeting a Committee on Publication shall be appointed, which shall consist of the President and the Secretary of the Association for the previous year, and one member from each department.

ARTICLE VI.—BY-LAWS.

By-laws, not inconsistent with this Constitution, may be adopted by a two-thirds vote of the Association.

ARTICLE VII.—AMENDMENTS.

This Constitution may be altered or amended at a regular meeting by the unanimous vote of the members present, or by a two-thirds vote of the members present, provided that the alteration or amendment has been substantially proposed in writing at a previous meeting.

BY-LAWS.

1. At each regular meeting of the Association there shall be appointed a Committee on Nominations, one on Honorary Members, and one on Resolutions.

2. The President and Secretary shall certify to the Board of Trustees all bills approved by the Board of Directors.

3. Each paying member of the Association shall be entitled to a copy of its Proceedings.

4. No paper, lecture, or address shall be read before the Association or any of its departments in the absence of its author, nor shall any such paper, lecture, or address be published in the volume of Proceedings without the consent of the Association, upon approval of the Executive Committee.

5. It shall be the duty of the President, Secretary, and Treasurer of the Association, to appoint annually some competent person to examine the securities of the permanent fund held by the Board of Trustees, and his certificate showing the condition of the said fund shall be attached to the report of the Board of Trustees.

The following amendment to Article III. of the Constitution has been considered by a committee, and recommended for adoption by the Association :

Amend Article III. by adding as follows : Section 4.—Any association may secure a perpetual membership by the payment of thirty dollars, and shall be entitled to one representation each year for every thirty dollars so paid.

NATIONAL COUNCIL OF EDUCATION.

CONSTITUTION.

PREAMBLE.

The National Council of Education shall have for its object the consideration and discussion of educational questions of general interest and public importance, and the presentation, through printed reports, of the substance of the discussions, and the conclusions formulated. It shall be its object to reach and disseminate correct thinking on educational questions; and, for this purpose, it shall be the aim of the Council, in conducting its discussions, to define and state with accuracy the different views and theories on the subject under consideration, and, secondly, to discover and represent fairly the grounds and reasons for each theory or view, so far as to show, as completely as possible, the genesis of opinion on the subject. It shall be the duty of the Council, in pursuance of this object, to encourage from all its members the most careful statement of differences in opinion, together with the completest statement of grounds for the same. It shall further require from the chairmen of its committees the careful preservation and presentation of the individual differences of opinion whenever grounds have been furnished for the same by members of their committees. It shall invite the freest discussion of the reports of its committees, and, whenever said reports are not so amended as to embody the new suggestions developed by such discussion, any member making such suggestion or objection may put in writing his view and the grounds therefor, and furnish the same to the Secretary for the records of the Council. It shall prepare, through its president, with the aid of the chairmen of the several committees, an annual report to the National Association, setting forth the questions considered by the Council during the previous year, and placing before the Association, in succinct form, the work accomplished. It shall embody in this report a survey of those educational topics which seem to call for any action on the part of the Association. The Council shall appoint, out of its own number, committees representing the several departments of education, and thereby facilitate the exchange of opinion among its members on such special topics as demand the attention of the profession or of the public.

ARTICLE I.—MEMBERSHIP.

1. The National Council of Education shall consist of sixty members, selected out of the membership of the National Educational Association. Any member of the Association identified with educational work is eligible to membership in the Council, and after the first election such membership shall continue for six years, except as hereinafter provided.

2. In the year 1885 the Board of Directors shall elect eight members—four members for six years, two for four years, and two for two years; and the Council shall elect

eight members—five members for six years, two for four years, and one for two years; and annually thereafter the Board of Directors shall elect five members and the Council five members, each member, with the exception hereinafter provided for (section 5), to serve six years, or until his successor is elected.

3. The annual election of members of the Council shall be held in connection with the annual meetings of the Association. If the Board of Directors shall fail, for any reason, to fill its quota of members annually, the vacancy or vacancies shall be filled by the Council.

4. The term of service of the several members of the Council, chosen at the first election, shall be arranged by the Executive Committee of the Council.

5. The absence of a member from two consecutive annual meetings of the Council shall be considered equivalent to resignation of membership, and the Council shall fill vacancies caused by absence from the Council as herein defined, as well as vacancies caused by death or resignation, for the unexpired term. All persons who have belonged to the Council shall, on the expiration of their membership, become honorary members, with the privilege of attending its regular sessions, and participating in its discussions. No State shall be represented in the Council by more than eight members.

ARTICLE II.—FEES.

There shall be no fee for membership in the Council of Education, but each member of it shall secure a membership in the National Educational Association by becoming a life member of the same, or by paying to the Treasurer of the Association the annual membership fee of two dollars.

ARTICLE III.—MEETINGS.

There shall be a regular annual meeting of the Council held at the same place as the meeting of the National Association, and at least two days previous to this meeting. There may be special meetings of the Council, subject to the call of the Executive Committee, but the attendance at these meetings shall be entirely voluntary. The regular meeting of the committees shall take place on the days provided for the annual meeting of the Council. Meetings of committees may be called at any time by the chairmen of the respective committees, but attendance at such special meetings shall be entirely voluntary. A majority of the Council shall constitute a quorum for the transaction of business at any meeting, whether regular or called; but any less number, exceeding eight members, may constitute a quorum for the transaction of business at the regular annual meeting, as defined in this article.

ARTICLE IV.—COMMITTEES.

The general management of the affairs of the Council shall be vested in an Executive Committee, composed of the President, Vice-President, and Secretary of the Council, and four other members, all of whom are to be elected by the Council at its annual meeting. There shall be twelve standing committees, each consisting of five members. They shall be appointed by the Executive Committee, and be named as follows:

1. Committee on State School Systems.
2. Committee on City School Systems.
3. Committee on Higher Education.
4. Committee on Secondary Education.
5. Committee on Elementary Education.
6. Committee on Normal Education.
7. Committee on Technological Education.

8. Committee on Pedagogics.
9. Committee on Moral Education.
10. Committee on School Sanitation, Hygiene, and Physical Training.
11. Committee on Psychological Inquiry.
12. Committee on Educational Reports and Statistics.

ARTICLE V.—DUTIES OF STANDING COMMITTEES.

The Committees of the Council shall consider the topics assigned to them, and report on the same; they may select for their deliberations such other questions belonging to their departments as they deem proper to discuss.

Whenever called upon, the Committees shall continue the deliberative work of the Association on topics assigned to them, or prepare questions to be submitted to that body.

It shall be the duty of the Standing Committees to observe the new educational experiments and original investigations within the scope of their assigned topics, and report the same from time to time to the President of the Council.

ARTICLE VI.—DUTIES OF MEMBERS OF THE COMMITTEES.

The members of the Council shall render active service and assistance in the work of the Committee to which they have been assigned, and further the general work of the Council as much as is in their power. They shall give their attention to the questions submitted to them, and communicate their conclusions in writing to the Chairman of the Committee.

Meeting of Committees for Special Work. A half day at each annual session shall be set apart for "Round Table" discussions, and each Standing Committee may conduct its own meeting separately, inviting, at its pleasure, experts, original investigators or other persons to present their experience or theoretical views before it, for discussion.

ARTICLE VII.—DUTIES OF THE CHAIRMEN OF COMMITTEES.

The Chairman of each Committee shall communicate the questions which are to be discussed to each of the members of his Committee, and send them such other communications as may assist them in their work. He shall arrange a suitable plan for an exchange of opinion, and embody the conclusions arrived at in a brief report. He shall, from time to time, inform the Secretary of the Council of the progress made by his Committee. He shall, with the consent of the other members of his Committee, arrange special meetings at a convenient time and place. He shall see that the communications, sent in turn to each member of his Committee, are promptly forwarded. He shall state distinctly (in the form of questions, when feasible) the topics on which he desires to have a brief expression of opinion from the members of his Committee, and embody the substance of their answers in his report.

ARTICLE VIII.—THE WORK OF THE COMMITTEES.

The work of the Committees of the Council shall be carried on in the regular meetings provided for above, and in such special meetings as can be arranged from time to time, according to the pleasure of the Committee, and principally in writing, by an exchange of briefly expressed opinions. It shall be the duty of each Chairman to devise a plan for the latter. Each member may be required to report on a part of the subject; or the whole topic may be submitted to each member, together with the opinion of the other members that have considered the topic before.

Article IX.—Duties of the Council.

It shall be the duty of the Council to further the objects of the National Association, and to use its best efforts to promote the cause of education in general. The Council shall assign work to each Committee, and receive a report on the same; it shall cause to be published such reports of Committees, or part of the same, as in its judgment should be brought to general notice; it shall present, through the President of the Council, an annual report of its work to the National Educational Association.

Arrangement of Annual Programme. The President, in making up the annual programme of exercises, may select any of the twelve Standing Committees which will, in his opinion, prepare work for the Council of the most timely and vital character, and he shall not be limited in his choice by considerations of routine.

The Committee thus reporting may introduce before the Council such specialists, experts, original investigators or inventors of new methods as they may deem essential to present effectively their subject matter before the Council for discussion.

Article X.—Amendments.

This Constitution may be altered or amended, at a regular meeting of the Council, by a two-thirds vote of the members present, and any provision may be waived at any regular meeting, by unanimous consent.

By-laws, not in violation of this Constitution, may be adopted by a two-thirds vote of the Council.

BY-LAWS.

1. Each active member of the Council shall pay annually two dollars, to defray the expenses of the Council.
2. The Secretary shall act as Treasurer of the Council.

THE NATIONAL TEACHERS'

AND THE

NATIONAL EDUCATIONAL ASSOCIATION.

ORGANIZATION, MEETINGS, AND OFFICERS.

THE NATIONAL TEACHERS' ASSOCIATION was organized at Philadelphia, Pa., 1857. James L. Enos, of Iowa, was chosen chairman, and Wm. E. Sheldon, of Massachusetts, secretary.

ANNUAL MEETINGS AND OFFICERS.

	Places.	Year.	Presidents.	Secretaries.	Treasurers.
1.	Cincinnati, O.	1858.	Z. Richards, D. C.	J. W. Bulkley, N. Y.	A. J. Rickoff, Ohio.
2.	Washington, D. C.	1859.	A. J. Rickoff, Ohio	J. W. Bulkley, N. Y.	C. S. Pennell, Mo.
3.	Buffalo, N. Y.	1860.	J. W. Bulkley, N. Y.	Z. Richards, D. C.	O. C. Wight, D. C.
	No sessions in 1861 and 1862.				
4.	Chicago, Ill.	1863.	J. D. Philbrick, Mass.	J. Cruikshank, N. Y.	O. C. Wight, D. C.
5.	Ogdensburg, N. Y.	1864.	W. H. Wells, Ill.	D. N. Camp, Conn.	Z. Richards, D. C.
6.	Harrisburg, Pa.	1865.	S. S. Greene, R. I.	W. E. Sheldon, Mass.	Z. Richards, D. C.
7.	Indianapolis, Ind.	1866.	J. P. Wickersham, Pa.	S. H. White, Ill.	S. P. Bates, Pa.
	No session in 1867.				
8.	Nashville, Tenn.	1868.	J. M. Gregory, Mich.	L. Van Bokelen, Md.	J. Cruikshank, N. Y.
9.	Trenton, N. J.	1869.	L. Van Bokelen, Md.	W. E. Crosby, Ohio.	A. L. Barber, D. C.
10.	Cleveland, O.	1870.	D. B. Hagar, Mass.	A. P. Marble, Mass.	W. E. Crosby, Ohio.
11.	St. Louis, Mo.	1871.	J. L. Pickard, Ill.	W. E. Crosby, Ohio.	John Hancock, Ohio.
12.	Boston, Mass.	1872.	E. E. White, Ohio.	S. H. White, Ill.	John Hancock, Ohio.
13.	Elmira, N. Y.	1873.	B. G. Northrop, Conn.	S. H. White, Ill.	John Hancock, Ohio.
14.	Detroit, Mich.	1874.	S. H. White, Ill.	A. P. Marble, Mass.	John Hancock, Ohio.
15.	Minneapolis, Minn.	1875.	W. T. Harris, Mo.	W. R. Abbot, Va.	A. P. Marble, Mass.
16.	Baltimore, Md.	1876.	W. F. Phelps, Minn.	W. D. Henkle, Ohio.	A. P. Marble, Mass.
17.	Louisville, Ky.	1877.	M. A. Newell, Md.	W. D. Henkle, Ohio.	J. O. Wilson, D. C.
	No session in 1878.				
18.	Philadelphia, Pa.	1879.	John Hancock, Ohio.	W. D. Henkle, Ohio.	J. O. Wilson, D. C.
19.	Chantauqua, N. Y.	1880.	J. O. Wilson, D. C.	W. D. Henkle, Ohio.	E. T. Tappan, Ohio.
20.	Atlanta, Ga.	1881.	Jas. H. Smart, Ind.	W. D. Henkle, Ohio.	E. T. Tappan, Ohio.
21.	Saratoga Springs.	1882.	Gustavus Orr, Ga.	W. E. Sheldon, Mass.	H. S. Tarbell, Ind.
22.	Saratoga Spa.	1883.	Eli T. Tappan, Ohio	W. E. Sheldon, Mass.	N. A. Calkins, N. Y.
23.	Madison, Wis.	1884.	T. W. Bicknell, Mass.	H. S. Tarbell, R. I.	N. A. Calkins, N. Y.
24.	Saratoga Spa.	1885.	F. L. Soldan, Mo.	W. E. Sheldon, Mass.	N. A. Calkins, N. Y.
25.	Topeka, Kan.	1886.	N. A. Calkins, N. Y.	W. E. Sheldon, Mass.	E. C. Hewett, Ill.
26.	Chicago, Ill.	1887.	W. E. Sheldon, Mass.	Jas. H. Canfield, Kan.	E. C. Hewett, Ill.
27.	San Francisco, Cal.	1888.	Aaron Gove, Col.	Jas. H. Canfield, Kan.	E. C. Hewett, Ill.
28.	Nashville, Tenn.	1889.	A. P. Marble, Mass.	Jas. H. Canfield, Kan.	E. C. Hewett, Ill.
29.	St. Paul, Minn.	1890.	Jas. H. Canfield, Kan.	W. R. Garrett, Tenn.	E. C. Hewett, Ill.
30.	Toronto, Can.	1891.	W. R. Garrett, Tenn.	E. H. Cook, N. J.	J. M. Greenwood, Mo.
31.	Saratoga Springs.	1892.	E. H. Cook, N. J.	R. W. Stevenson, Kan.	J. M. Greenwood, Mo.

SUBJECTS OF PAPERS, LECTURES, AUTHORS, ETC.

Organization, 1857, Philadelphia, Pa.—Lecture by Prof. Wm. Russell, of Massachusetts : "The Objects and Demands for a National Teachers' Association."

FIRST ANNUAL MEETING, Cincinnati, O., 1858. Z. RICHARDS, D. C., *President.*

The President's Inaugural Address—"Mission of the Association."

"The Educational Tendencies and Progress for the Past Thirty Years." By Prof. Daniel Read, of Wisconsin University.

"The Laws of Nature." By Prof. John Young, N. W. Christian University, Ind.

"Moral Education." By Supt. J. D. Philbrick, of Mass.

"The Teacher's Motives." By Hon. Horace Mann, Mass.

Discussions : "Parochial Schools."

SECOND ANNUAL MEETING, Washington, D. C., 1859. A. J. RICKOFF, Ohio, *President.*

The President's Inaugural Address.

"The Importance of Civil Polity as a Branch of Popular Education." By Prof. Daniel Read, of Wisconsin University.

"The Place Christianity should Occupy in American Education." By Elbridge Smith, Norwich, Conn.

"Errors in the Agencies in the Pursuit of Knowledge." By Rev. J. N. McJilton, Md.

"Suggestions on Popular Education." Mr. H. L. Stuart, N. Y.

"Condition of Education in Mexico." By J. Escobar, Mexico.

Resolutions on the death of Hon. Horace Mann, and on "The Place of Christian Religion in Public Schools."

THIRD ANNUAL MEETING, Buffalo, N. Y., 1860. J. W. BULKLEY, N. Y., *President.*

The President's Inaugural Address—"Objects and Mission of the National Teachers' Association."

"The Scholarship of Shakespeare." By Prof. Edward North, Hamilton Col., N. Y.

"Our Professional Ancestry." By Prof. Richard Edwards, St. Louis, Mo.

"The Philosophy of Education." By Supt. W. H. Wells, Chicago, Ill.

"The Study of Matter and the Progress of Man." By Prof. Edward L. Youmans, N. Y.

"The Teacher and her Work." By Mr. John Kneeland, Boston, Mass.

"The Special Educational Wants of our Country." By J. W. Hoyt, Wis.

"The National Importance of the Teacher's Profession." By Rev. J. N. McJilton, Baltimore, Md.

"The Gods." A Poem. By Anson G. Chester, Buffalo, N. Y.

Reports of Committees : First, on "School Statistics," by Prof. C. S. Pennell, Mo.; and, second, on a "Phonetic Alphabet," by Z. Richards, D. C.

1861 and 1862.—No meetings.

FOURTH MEETING, Chicago, Ill., 1863. J. D. PHILBRICK, Mass., *President.*

The President's Inaugural Address—"The Nature and Objects of this Association."

"The Bearings of Popular Education on Civilization." By Mr. T. D. Adams, Mass.

"The Causes of Failure and Success in the Office of Teacher." By Prof. E. A. Grant, of Ky.

"Philosophy and Methods in Education." By Supt. J. M. Gregory, Mich.

"School Gymnastics." By S. W. Mason, Boston, Mass.

"The Teacher as an Artist." By Z. Richards, Washington, D. C.

"The Powers to be Educated." By Dr. Thomas Hill, Mass.

"Object Teaching." By Supt. E. A. Sheldon, Oswego, N. Y.

"The Organization of Primary Schools." By Mr. Wm. E. Crosby, Ohio.

"Competitive Examination for Admission to West Point." By Dr. H. Barnard, Conn.

"The Union of Labor and Thought." By Supt. J. L. Pickard, Wis.

FIFTH MEETING, Ogdensburg, N. Y., 1864. WM. H. WELLS, Ill., *President.*

The President's Address—"Educational Advancement."

"Should a Professor of Didactics be Employed in Every Principal College?" By Dr. Thomas Hill. Read by Supt. J. D. Philbrick, Mass.

"Object Teaching." By Dr. H. B. Wilbur, Syracuse, N. Y.

"Teachers' Associations." By J. W. Bulkley, Brooklyn, N. Y.

"Liberal Education." By Supt. S. P. Bates, Pa.

"National Bureau of Education." By Prof. S. H. White, Ill.

"Competitive Examination for Public Service." By Dr. H. Barnard, Conn.

RESOLUTIONS: *First*, That, in the opinion of this Association, the educational interests of our country would be greatly advanced by the establishment of a Bureau of Education.

Second, That a committee of three be appointed, whose duty it shall be to secure, if possible, the establishment of such an agency at Washington during the next session of Congress; and also to report the results of their action at the next meeting of the Association, with their views upon the subject of a National Board of Education, and the appointment of a Secretary of Public Instruction.

A committee was appointed for the purpose of carrying out the resolutions, consisting of Messrs. H. Barnard, Z. Richards, and S. H. White.

SIXTH MEETING, Harrisburg, Pa., 1865. S. S. GREENE, Providence, R. I., *President.*

The President's Address—"The Educational Duties of the Hour: a National System of Education."

"On the Power of the Teacher." By Supt. W. N. Barringer, N. J.

"Distinctive Characteristics of Normal Schools." By Prof. Richard Edwards, Ill.

"The Best Method of Teaching the Classics." By Prof. Albert Harkness, R. I.

"Commonplace Books." By Prof. James D. Butler, Wis.

"Object Teaching." Report of a Committee. By Prof. S. S. Greene, R. I.

"A National Bureau of Education." By Supt. A. J. Rickoff, Ohio.

"Education as an Element in the Reconstruction of the Union." By Supt. J. P. Wickersham, Pa.

SEVENTH MEETING, Indianapolis, Ind., 1866. J. P. WICKERSHAM, Pa., *President.*

The President's Inaugural Address, on "American Education for the American People."

"The Educational Needs of the Border States." By Supt. W. White, W. Va.

"The Relation of the National Government to Education." By Supt. O. Hosford, Mich.

"The Place of Classical Studies in an American System of Education." By Prof. W. P. Atkinson, Mass.

"The Condition of the South as respects Education." By Hon. Wm. Wines, Tenn.

A resolution was adopted to appoint a committee of five, to coöperate with the Committee of the National Superintendents, in urging upon the Senate of the United States the passage of the bill of the House of Representatives, to establish the Department of Education. The committee appointed were Messrs. Z. Richards, Jas. Cruikshank, A. C. Shortridge, J. S. Hart, and R. Coburn.

"The Psychology of St. Paul, or a New Interpretation of 'the Flesh and the Spirit.'" By Rev. J. H. Jones, N. Y.

"Is there too much Time spent in the Study of the Classics at our Colleges?" By Prof. W. P. Atkinson, and many others.

SUPERINTENDENTS' DEPARTMENT. B. G. NORTHROP, Conn., *President.*

"Cost *per Capita* of Education in Different States." By J. W. Bulkley, N. Y.

The committee's report on a National Bureau of Education was read by Mr. E. E. White, chairman; and the following resolutions were adopted:

"*Whereas*, An approved bill, looking to the establishment of a National Bureau of Education, has passed the House of Representatives in Congress:

Therefore, Resolved, That the thanks of this National Superintendents' Association are due, and are hereby tendered, to that body for its liberal and enlightened action on behalf of general education.

Resolved, That this body appoint a committee of five, to properly bring the House bill to the attention of the United States Senate, and secure its early passage by that body.

The committee appointed were Messrs. E. E. White, O. Hosford, D. Stevenson, and J. W. Bulkley.

"Education in the Argentine Republic." By Señor Sarmiento, Minister to the United States.

NORMAL DEPARTMENT. R. EDWARDS, Ill., *President.*

"The Duties of an American State in Respect to Higher Education." By Prof. W. F. Phelps, Minn.

"Oral Instruction: its Philosophy and Methods." By Mrs. Mary Howe Smith.

"Oral Teaching." By Prof. E. C. Hewett, Ill.

"Normal Education in Kansas." By L. M. Kellogg.

"Normal Schools: their Organization and Course of Study." By Prof. W. F. Phelps.

In 1867 there was no meeting.

EIGHTH MEETING, Nashville, Tenn., 1868. J. M. GREGORY, Mich., *President.*

The number of delegates in attendance, on account of heat and location, was unusually small; but the delegates were representative educators. Many of the members of "The National Superintendents' Association" and of "The American Normal School Association," being also members of "The National Teachers' Association," were present, and the three bodies constituted themselves into a joint convention, so that each body could participate in and enjoy the papers and discussions of the others.

President Gregory gave his Inaugural Address.

Addresses of welcome were given by Dr. Charles Lindsley, Gov. Neill Brown, and by Ex-Gov. H. S. Foote, and by Dr. Charles McGuffey, of Va.

"Classical Studies in American Education." By Dr. I. W. Andrews, of Ohio.

"The True Idea of a College." By Prof. P. A. Chadbnrne, of Wis.

"Industrial Education." By President Gregory.

"Education among the Freedmen." By Gen. O. O. Howard, of Washington, D.C.

"Normal Instruction in Colleges." By Prof. Edward North, N. Y.

"The United States Department of Education" was represented by Mr. Z. Richards, an officer in the Department at Washington. After the address of Mr. Richards, Mr. E. E. White, of Ohio, offered the following resolution, "That this Association approves of the action of the Congress of the United States, in organizing a National Department of Education; and the continuance and liberal support of such a Department is most earnestly recommended."

SUPERINTENDENTS' DEPARTMENT. E. E. WHITE, Ohio, *President.*

President White's Opening Address.

"School Funds: how Best Raised, and how Best Disbursed." Gen. John Eaton, Tenn.

The paper was fully discussed, but not furnished for publication.

"School Supervision: State, County, and City;" also "School District Organization, Territorial Units," etc., were fully discussed.

NORMAL DEPARTMENT. D. B. HAGAR, of Mass., *President.*

Resolved, "That State Normal Schools, for the education of teachers, are essential for the efficient operation of public instruction."

This resolution, and also, "The Usefulness of Model Schools in Connection with Normal Schools, and the Mode of Conducting them," were fully discussed.

"Text-Books," a paper, by Supt. M. A. Newell, of Md.

President Hagar stated that the first State Normal School in the United States was established in the old town of Lexington, Mass.

NINTH MEETING, Trenton, N. J., 1869. L. VANBOKELEN, Md., *President.*

President Vanbokelen's Inaugural Address.

"Elementary Schools: Radical Faults and Radical Remedies." By Z. Richards, D. C.

"Obligations of Christianity to Learning." By Judge R. S. Field, N. J.

"The State in its Relation to Higher Education." By Supt. J. P. Wickersham, Pa.

Roll Call. Twenty-eight States, two Territories, and the Dominion of Canada answered to the call; and the District of Columbia.

"Natural Reading." By Mrs. Randall, N. Y.

"The School and the Work Shop." By Supt. J. D. Philbrick, Boston, Mass.

"Physiology." By Prof. Jas. McClintock, Pa.

"Drawing as a Branch of Elementary Education." By Prof. Woodman, N. H.

"The Criterion of School Education." By Supt. E. E. White, Ohio.

"Popular Science." By Mrs. Lincoln Phelps, Md.

"The Work of Education in the South." By Gen. O. O. Howard, D. C.

The same subject was discussed by Francis T. King, Esq., Md.; Hon. S. S. Ashley, N. C., and Judge M. H. Wygant, Ark.

"Christianity in the Public Schools." By Hon. Joseph White, Mass. Followed by an able and interesting discussion.

"Progress of University Education." By Dr. J. W. Hoyt, Wis. A strong resolution in approval of the paper was adopted.

SUPERINTENDENTS' DEPARTMENT. J. W. BULKLEY, N. Y., *President.*

"The Origin and Work of the Department of Education." By Pres. Bulkley.
"A National System of Free Schools." By Rev. Chas. Brooks, Mass.
"Primary Education." By Supt. Geo. B. Sears, N. J.

NORMAL DEPARTMENT. JOHN OGDEN, Ohio, *Acting President.*

Opening Address—"How Shall Pupils be Taught to Teach?" By Rev. John Alden, Pres. of the N. Y. State Normal School.
"School Architecture." By Prof. Wm. F. Phelps, Minn.
"Education as a Science." By Prof. John Ogden, Ohio.
"Course of Study for a Normal School." By Prof. Fordyce Allen, Pa.
"The Spiritual Element of Education." By Prof. Edward Brooks, Pa.

NAME CHANGED AND PLAN FOR DEPARTMENTS ADOPTED—1870.

THE NATIONAL EDUCATIONAL ASSOCIATION.

TENTH MEETING, Cleveland, Ohio, 1870. D. B. HAGAR, Mass., *President.*

The President's Inaugural Address—"Importance of Coöperation with the Normal and Superintendents' Associations."
"Report on a National University." By Dr. J. W. Hoyt, Wis.
"What is the Proper Work of a Primary School?" By Prof. E. A. Sheldon. N. Y.
"The Relation of the National Government to Public Education." By Hon. John Eaton, D. C.
"A Plea for Vocal Music in Public Schools." By Prof. Eben Tourjée, Mass.
Discussion of "Motives and Means to be used Prominently in School Discipline." Opened by Supt. J. L. Pickard, Ill.
"The Prussian School System." By Prof. J. W. Dickinson, Mass.
"Claims of English Grammar in Common Schools." By Prof. J. H. Blodgett. Ill.
"Theory of American Education." By Supt. W. T. Harris, St. Louis, Mo.
"What Free Common Schools can do for the State." By Hon. F. A. Sawyer, S. C.

NORMAL DEPARTMENT. JOHN OGDEN, Ohio, *President.*

"The Condition and Wants of Normal Schools." By Pres. Ogden.
"Course of Study for Normal Schools." By Prof. W. F. Phelps, Minn.
"The Means of Providing Professional Instruction." By Supt. S. H. White, Ill.
"The Human Body: a Subject of Study for Teachers." By Supt. J. L. Pickard, Ill.
"Object Lessons: their Value and Place." By Miss Delia A. Lathrop, Ohio.
"Vocal Music in Normal Schools." By Prof. Geo. B. Loomis, Ind.
"The Application of Mental Science to Teaching." By Prof. J. W. Dickinson, Mass.

ELEVENTH MEETING, St. Louis, Mo., 1871. J. L. PICKARD, Ill., *President.*

Address of Welcome, by Gov. Brown of Mo., on "The Value of Education."
Pres. Pickard's response, with his Inaugural Address, followed by addresses by the presidents of the several departments; viz., from Dr. E. T. Tappan, Prof. A. C Shortridge, Supt. S. H. White, and Prof. W. D. Henkle.
"A National System of Compulsory Education." By Supt. J. P. Wickersham, Pa.
"Education of Children at Public Cost." By Hon. N. Bateman, Ill.; also by Supt. W. T. Harris, St. Louis, Mo.

"An American University." By Dr. J. W. Hoyt, Wis.
"National Aid for Education in the South." By Hon. John Eaton, D. C.
"Pedagogical Bibliography." By Prof. Thos. Davidson, Mo.
"Moral Uses a Recitation may be made to Subserve." By Mr. Alfred Kirk, Ill.
"Place and Use of Text-Books." By Prof. S. G. Williams, Ohio.

ELEMENTARY DEPARTMENT. PROF. A. C. SHORTRIDGE, Ind., *Acting President.*

"First Steps in Teaching Reading." By Supt. E. E. White, Ohio.
"Learning to Draw." By Mr. H. C. Harden, Mass.
"Philosophy of Methods." By Prof. J. W. Armstrong, N. Y.
"How to Teach Geography." By Mrs. Mary Howe Smith, Mo.
"What Constitutes a Good Primary Teacher." Discussed by Supt. W. T. Harris, and others.

NORMAL DEPARTMENT. S. H. WHITE, Ill., *President.*

Pres. White, in his Opening Address, stated that in twenty-one States, forty-three normal schools have been established, and that the number of pupils in 1869 and in 1870 was 7,734.
"Model Schools in Connection with Normal Schools." By Prof. R. Edwards, Ill.
"The Normal School its own Model School." By Miss Anna C. Brackett, Mo.
"Principles and Methods in a Normal Course." By Prof. J. W. Armstrong, N. Y.

HIGHER DEPARTMENT. E. T. TAPPAN, Ohio, *President.*

"Classical Study and the Means of Securing it in the West." By Prof. H. K. Edson, Iowa.
"Superior Instruction as Related to Universal Education." By Hon. John Eaton, D. C.
"Modern Mathematics in the College Course." By Prof. T. H. Safford, Ill.
"Pronunciation of Latin and Greek." By Prof. H. M. Tyler, Ill.

SUPERINTENDENTS' DEPARTMENT. W. D. HENKLE, Ohio, *President.* St. Louis, August.

"The Normal School Problem." By Supt. J. D. Philbrick, Mass.
"Compulsory Education." Discussed by Supt. John Hancock, Ohio.
"School Statistics." By Supt. W. E. Creery, Md.

TWELFTH MEETING, Boston, Mass., 1872. E. E. WHITE, Ohio, *President.*

Pres. White's Opening Address.
"Methods of Instruction in Common Schools." By Rev. A. D. Mayo, Boston, Mass.
"System of Normal Training School Best Adapted to the Wants of the People." By Prof. W. F. Phelps, Minn.
"Educational Lessons of Statistics." By Gen. John Eaton, D. C.
"Compulsory Education." By Hon. N. Bateman, Ill.
"Examination of Teachers." By Prof. John Swett, Cal.
"Drawing in Graded Schools." By Prof. Walter Smith, Mass.

ELEMENTARY DEPARTMENT. MISS DELIA A. LATHROP, Ohio, *President.*

"Object Teaching." By Supt. N. A. Calkins, N. Y. Discussion by Supt. Z. Richards, D. C., and Bronson Alcott, of Mass.
"English Grammar in Elementary Schools." By Prof. M. A. Newell, Md.
"Adaptation of Froebel's Principles of Education to American Schools." By Prof. W. N. Hailmann, Ky.

"Scope and Method of Physical Science in the Common School." By Prof. C. O. Thompson, Mass.

"English Literature and its Place in Popular Education." By Prof. F. H. Underwood, Mass.

NORMAL DEPARTMENT. C. C. ROUNDS, Me., *President.*

"The Proper Work of Normal Schools." By Prof. J. C. Greenough, R. I.

"Normal School Work among the Freedmen." By Gen. S. C. Armstrong, Va.

"The American Normal School." By Miss Anna C. Brackett, N. Y.

"Professional Instruction in Normal Schools." By Supt. T. W. Harvey, Ohio.

"Relation between Matter and Method in Normal Instruction." By Prof. Geo. P. Beard, Mo.

"Practice Schools: their Uses and Relation to Normal Training." By Miss J. H. Stickney, Mass.

HIGHER DEPARTMENT. D. A. WALLACE, *Acting President.*

"College Degrees." By Dr. D. A. Wallace, Ill., Pres.

"Greek and Latin Pronunciation." By Prof. H. M. Tyler, Ill.

"Natural History of Education." By Prof. Shaler, Mass.

"Methods of Teaching English in High Schools." By Prof. F. A. March, Pa.

SUPERINTENDENTS' DEPARTMENT. JOHN HANCOCK, Ohio, *President.* Boston, August.

"The Extent, Methods, and Value of Supervision in a System of Schools." By Supt. H. F. Harrington, of Mass.

"The Early Withdrawal of Pupils from Schools: Causes and Remedies." By Supt. W. T. Harris, St. Louis, Mo.

"Necessity for Public Instruction in the Gulf States." By Supt. Jos. Hodgson, Ala.

"Report on Basis of Percentage of School Attendance." By Supt. W. T. Harris, Mo.

THIRTEENTH MEETING, Elmira, N. Y., 1873. B. G. NORTHROP, Conn., *President.*

Pres. Northrop's Opening Address.

"Release of the Japanese Indemnity by the U.S." By Edward Shippen, Pa.

"Address in Memory of W. H. McGuffey, LL.D." By Prof. Daniel Read, Mo.

"Upper Schools." By Rev. James McCosh, N.J.

"How much Culture shall be Imparted in our Free Schools?" By Hon. R. Edwards, Ill.

"The Relation of the General Government to Education." By Prof. G. W. Atherton, N. J.

"Education in the Southern States." By Supt. J. C. Gibbs, Fla.

HIGHER DEPARTMENT. DANIEL READ, Mo., *President.*

"National University." By Dr. Charles W. Eliot, Mass.

"Classical Studies." By Prof. Edward Jones, Va.

"Liberal Education of the Nineteenth Century." By Prof. W. P. Atkinson, Mass.

NORMAL DEPARTMENT. A. G. BOYDEN, Mass., *President.*

"Duties and Dangers of Normal Schools." By Prof. R. Edwards, Ill.

"Elementary and Scientific Knowledge." By Hon. J. W. Dickinson, Mass.

"Instruction in Natural Science in Normal Schools." By Prof. J. C. Greenough, R. I.

"Training Schools: their Place in Normal School Work." By Miss D. A. Lathrop, Ohio.

"Relative Contribution of Scholarship and Methods to the Power of the Teacher." By Prof. H. B. Buckham, N. Y.

ELEMENTARY DEPARTMENT. N. A. CALKINS, N. Y., *President.*

"Primary Reading: the Thought and Sentence Method." By Supt. Geo. L. Farnham, N. Y.

"Elementary Reading: the Phonetic Method." By Dr. E. Leigh, N. Y.

"What should be the Leading Object of American Schools?" By Supt. H. F. Harrington, Mass.

"What Froebel's System of Education is, and How it can be Introduced into our Public Schools." By Prof. J. W. Dickinson, Mass.

"School Hours for Children under Ten." By Supt A. J. Rickoff, Ohio.

SUPERINTENDENTS' DEPARTMENT. W. T. HARRIS, Mo., *President.* Elmira, August.

"Schoolhouse Plans." By Supt. A. J. Rickoff, Ohio.

"The Relation between School Boards and Superintendents." By Supt. J. H. Binford, Va.

"Western University Education." By Pres. Chas. W. Eliot, Mass.

"Leigh's Method of Teaching Reading." By Supt. Wm. M. Bryant, Iowa.

FOURTEENTH MEETING, Detroit, Mich., 1874. S. H. WHITE, Ill., *President.*

President's Opening Address.

"Intermediate, or Upper Schools." By Prof. Geo. P. Hays, Pa.

"The Profession of the Teacher." By Mr. Wm. R. Abbott, Va.

"Preparatory Schools for College, and University Life." By Dr. Noah Porter, Conn.

"A National University." By Pres. Andrew D. White, N. Y.; also by Supt. W. T. Harris, Mo.

"System of Public Instruction in Ontario." By Supt. J. Geo. Hodgkins, Ont.

"The Building of a Brain." By Dr. Edward H. Clarke, Mass.

"Four Years in Vassar College." By Prof. James Orton, N. Y.

"Co-Education of the Sexes in Universities." By Prof. J. K. Hosmer, Mo.

HIGHER DEPARTMENT. DANIEL READ, Mo., *President.*

Pres. Read's Opening Address.

"The Elective System in Colleges." By Rev. A. P. Peabody, Mass.

"The Plan of the University of Va." By Prof. C. S. Venable, Va.

"A National University." By Dr. J. W. Hoyt, Wis.

"Defence of Classical Studies. How Dead Languages Make Live Men." By Prof. James D. Butler, Wis.

"National Endowments for Schools for Scientific and Technical Training." By Prof. J. K. Patterson, Ky. University.

NORMAL DEPARTMENT. J. H. HOOSE, N. Y., *President.*

"What Constitutes a Consistent Course of Study for Normal Schools." By Prof. J. Ogden, Ohio.

"Training Schools in Connection with Normal Schools." By Prof. J. C. Greenough, R. I.

"What must be the Work of Normal Schools to Entitle them to be called Professional?" By Prof. Larkin Dunton, of Mass.

"Method and Manner." By Prof. L. F. Soldan, St. Louis, Mo.

ELEMENTARY DEPARTMENT. MISS HATTIE CUMMINOS, Mo., *President.*

"Several Problems in Graded School Management." By E. E. White, Ohio.

"Language Lessons in Elementary Schools." By Miss H. A. Keeler, Ohio.

"Science in Common Schools." By Dr. J. W. Armstrong, N. Y.

"What shall we Attempt in Elementary Schools?" By Mrs. A. C. Martin, Mass.

SUPERINTENDENTS' DEPARTMENT. J. H. BINFORD, Va., *President.* Washington, D. C., January, 1874.

"Report on Statistical Forms." By Prof. J. W. Harvey, Ohio.

At Washington, Jan., 1874, Pres. J. H. Binford, Va., called for a paper by Supt. Geo. J. Luckey, Pa., on "A Uniform Plan and Form for Publishing the Principal Statistical Tables on Education." A long discussion followed

"Scientific and Industrial Education, and the True Policy of the National and State Governments in Regard to it." By Dr. A. D. White, N. Y.

"Systems of Public Instruction in European and American Cities compared." By Supt. J. D. Philbrick, of Mass.

FIFTEENTH MEETING, at Minneapolis, Minn., 1875. W. T. HARRIS, Mo., *President.*

"Subjects Proper for the Consideration of the Association." By Pres. Harris.

"The Country School Problem." By Prof. W. F. Phelps, Minn.

"Families, Past and Present." By Prof. Lewis Felmeri, University of Hungary.

"Caste in Education." By A. P. Marble, Mass.

"The Relation of Art to Education." By Miss Grace C. Bibb, Mo.

"Full Orbed Education." By Dr. J. R. Buchanan, Ky.

"Public Instruction in Minnesota." By Pres. W. W. Folwell, Minn. University.

"Educational Necessities of the South." By Supt. Leon Trousdale, Tenn.

INDUSTRIAL DEPARTMENT. Organized at this Meeting. S. R. THOMPSON, Neb., *President.*

ELEMENTARY DEPARTMENT. JAS. MACALISTER, Wis., *President.*

"Language Teaching: its Importance and its Methods." By Supt. H. F. Harrington, Mass.

"What shall we do with the Boys?" By Supt. J. L. Pickard, Ill.

"The Relation of the Teacher to the Reforms of the Day." By Miss Frances E. Willard, Ill.

SUPERINTENDENTS' DEPARTMENT. No report at hand.

SIXTEENTH MEETING, at Baltimore, Md., 1876. WM. F. PHELPS, Minn., *President.*

"Inaugural Address." By Pres. Phelps.

"The Demands of the coming Century on the American Common School." By Dr. A. D. Mayo, Mass.

"The Country School Problem." By Prof. Edward Olney, of Mich.

"The Moral Element in Primary Education." By Hon. W. H. Ruffner, Va.

"Education in Brazil." By Dr. DeMotta.

"Education in Sweden." By Dr. Merjerberg.

"The Normal Schools of the U. S.: their Past, Present, and Future." By Dr. Richard Edwards, Ill.

"The Course of Study from Primary School to University." By Supt. W. T. Harris, Mo.

"Education in Japan." By Dr. David Murray, D.C.

"Education in the Argentine Republic." By Senor Dorna.

"The Lacks and the Needs of the South, Educationally." By Prof. Alexander Hogg, Texas.

At this meeting the fact was made public that the Association was in debt, and needed $500 for publishing its proceedings. An effort was made to increase the funds by Life Memberships and Life Directorships. Over $500 were raised by the effort, and 290 copies of the volume of the proceedings of this meeting subscribed for.

HIGHER DEPARTMENT. D. C. GILMAN, Md., *Acting President.*

"Notice of the History of the South Carolina College." By Prof. W. J. Rivers, Md.

"The Political Economy of Higher and Technical Education." By Supt. H. A. M. Henderson, of Ky.

"Position of the Modern Languages in the Higher Education." By Prof. Edward S. Joynes, of Tenn.

"The Terms Anglo-Saxon and English." By Prof. Henry E. Shepherd, Md.

"Position of the Modern Mathematical Theories in our Higher Courses of Pure Mathematics." By Prof. Wm. Thornton, Va.

"Report on Orthoepy." By Prof. E. Sawyer.

"Phonetic Reform." By Rev. E. Jones, Liverpool, England.

"The Study of Anglo-Saxon Language and Literature." By Dr. J. M. Garnett, Md.

NORMAL DEPARTMENT. EDWARD BROOKS, Pa., *President.*

"Centennial Thoughts on Normal Schools." By Dr. Edward Brooks, Pa.

"What is a School, etc.?" By Prof. J. H. Hoose, N. Y.

"What may Schools do to furnish Right Habits of Thought and Study in their Pupils?" By Prof. C. A. Morey, Minn.

"Personal and Acquired Gifts of Teaching." By Prof. H. B. Buckham, N. Y.

"A Professional Course of Study for Normal Schools." By Prof. John Ogden, Ohio.

ELEMENTARY DEPARTMENT. MRS. M. STONE, Conn., *President.*

"Characteristics of Froebel's Method of Kindergarten Training." By Mrs. John Kraus Boelte, N. Y.

"Æsthetics of Education." By Miss Minnie Swazie, N. J.

INDUSTRIAL DEPARTMENT. S. R. THOMPSON, Neb., *President.*

Pres. Thompson's Inaugural Address.

"The Industrial Education of Women." By Supt. Ezra S. Carr, Cal.

"Instruction in Manual Arts in Connection with Scientific Studies." By Prof. Manly Mills, Ill.

"What can be done to secure a Larger Proportion of Educated Labor among our Producing and Manufacturing Classes?" By Prof. Wm. Russel, N. Y.

"What are the Legitimate Duties of an Agricultural Professor?" By Prof. E. M. Pendleton, Ga.

"Drawing as an Element of Advanced Industrial Education." By Prof. C. B. Stetson, Mass.

"Required Adjustments in Scientific Education; with Special Reference to Instrumental Drawing." By Prof. S. Edward Warren, N. Y.

SEVENTEENTH MEETING, at Louisville, Ky., 1877. M. A. NEWELL, Md., *President.*

"Universal Suffrage must be accompanied by Universal Intelligence." By Pres. M. A. Newell, Md.
"Silent Forces in Education." By J. F. Blackinton, Mass.
"The Study of English as Introductory to the Study of Latin and Greek." By Prof. Thos. R. Price, Va.
"The Relation of the Preparatory, or Grammar School, to College and University." By Prof. W. R. Webb, Tenn.
"The Place of English in the Higher Education." By Prof. A. B. Stark, Ky.
"The Study of Economy (Social) in Public Schools." By Prof. Maurice Kirby, Ky.
"The Limits of Education." By Prof. W. R. Garrett, Tenn.
"Some Reasons why Drawing should be taught in Public Schools." By Prof. L. S. Thompson, Ohio.
"Report of a Committee on the Bureau of Education." By Prof. Wm. F. Phelps, Wis.
"Educational Interests of Texas." By Dr. R. C. Burleson, Texas.
"Educated Mind : its Mission and Responsibility." By Supt. Geo. W. Hill, Ark.

HIGHER DEPARTMENT. ELI T. TAPPAN, Ohio, *President.*

"The Elective System." By Prof. LeRoy Brown, Tenn.
"The Class System." By Dr. Noah Porter, Conn.
"American Revision and Adaptation of Foreign Text-Books." By Prof. Caskie Harrison, Tenn.

NORMAL DEPARTMENT. F. L. SOLDAN, Mo., *President.*

"Normal Schools." By Pres. Soldan.
"Range and Limits of Normal School Work." By Prof. E. C. Hewett, Ill.
"Common School Studies in Normal Schools." By Prof. J. C. Greenough, R. I.
"Attacks on Normal Schools." By Prof. C. C. Rounds, Me.
"A few Queries concerning some of the Details of Normal School Work." By Supt. S. H. White, Ill.

ELEMENTARY DEPARTMENT. H. A. M. HENDERSON, Ky., *President.*

"The English Language in Elementary Schools." By Supt. Z. Richards, D. C.
"Moral Training in Schools." By Rev. R. H. Rivers, Tenn.
"The Kindergarten : its Use and Abuse in America." By Prof. John Kraus and by Mrs. Kraus-Boelte, N. Y.

INDUSTRIAL DEPARTMENT. J. R. BUCHANAN, Ky., *Acting President.*

"Relation of the Common School to Industrial Education." By Prof. S. R. Thompson, Neb.
"Systematic Manual Training or Labor in Industrial Education." By Prof. Geo. T. Fairchild, Kan.
"The Russian System of Mechanical Art Education." By Prof. J. D. Runkle, Mass.
"The Relation of Manual Labor to Technological Training." By Prof. Chas. O. Thompson, Mass.

SUPERINTENDENTS' DEPARTMENT. M. A. NEWELL, Md., *President.* Washington, D. C., March, 1877.

"Lessons of the Centennial." By Supt. B. G. Northrop, of Conn.
"Reports of various Committees on Southern Education." By Supt. Etter, Ill.
"The Reduction of Teachers' Salaries." By Hon. J. W. Dickinson, Mass.

"What has been done by the National Government in Aid of Education." By Gen. John Eaton, of the Dist. of Columbia.

Addresses by Hon. Geo. B. Loring, Mass., and by Hon. James A. Garfield, Ohio.

"The High School Question." By Hon. J. W. Dickinson, Mass., and by Supt. Jas. H. Smart, Ind.

"Memorial of Dr. Edward Leigh, on Improved Methods in Teaching Reading."

No meeting in 1878.

EIGHTEENTH MEETING, at Philadelphia, 1879. JOHN HANCOCK, Ohio, *President.*

Pres. Hancock's Inaugural Address, on "Review of Educational Associations."

"The High School Question." By Hon. J. W. Dickinson, Mass.

"The Neighborhood as a Starting Point in Education." By Rev. Robt. E. Thompson.

"A Readjustment of Common School Studies Necessary." By Supt. A. J Rickoff, Ohio.

Discussion of Mr. Rickoff's Paper. By Supt. H. F. Harrington, Mass.

"Education, at Home and Abroad." By Supt. J. D. Philbrick, Mass.

"The New Teacher in New America." By Rev. A. D. Mayo, Mass.

"Industrial Education ; or the Equal Cultivation of the Head, the Heart, and the Hand." By Hon. Alexander Hogg, Texas.

"The Historical Method in Teaching English." By Dr. Jas. M. Garnett, Md.

HIGHER DEPARTMENT. E. T. TAPPAN, Ohio, *President.*

"College Dormitories." By Dr. Charles K. Adams, Mich.

"Orthography in High Schools and Colleges." By Prof. F. A. March, Pa.

NORMAL DEPARTMENT. WM. F. PHELPS, Minn., *President.*

"Professional Degrees for Teachers." By Prof. J. C. Gilchrist, Iowa.

"A Contribution to the Question of Professional Instruction in Normal Schools." By Prof. Lewis McLouth, Mich.

ELEMENTARY DEPARTMENT. GEO. P. BROWN, Ind., *President.*

"Culture in Elementary Schools." By Pres. Brown.

"The Relation of the Kindergarten to the School." By Supt. W. T. Harris, Mo.

"A Graduating System for Country Schools." By Supt. A. L. Wade, W. Va.

"The first School Days." By Mrs. Rebecca Rickoff, Ohio.

"Art and Drawing in Education." By Prof. Walter Smith, Mass.

INDUSTRIAL DEPARTMENT. L S. THOMPSON, Ind., *President.*

"Educated Labor." By Pres. Thompson.

"The Beginning of Industrial Education." By Prof. M. A. Newell, Md.

"Destitute Children." By Hon. John Hitz, D. C.

"The Use of Modeling in Education." By Prof. Edward A. Spring, N. J.

SPELLING REFORM ASSOCIATION. PROF. F. A. MARCH, Pa., *President.*

"The Present State of the Spelling Reform in America." By Prof. March.

"Spelling Reform in England." By Mr. E. Jones, of England.

"The Etymologic Objection to Spelling Reform." By Prof. S. S. Haldeman, Pa.

"Spelling Reform in Journalism." By Prof. S. N. D. North.

"The Potency of Caprice." By Supt. W. T. Harris, Mo.

SUPERINTENDENTS' DEPARTMENT. Meeting in Washington, D. C. J. P. WICKERSHAM, Pa., *President.* February, 1879.

"Popular Education in Switzerland." By Hon. John Hitz, Consul General.

"Popular Education in France." By Dr. E. C. Wines, N. Y.
"Technical Education." By Prof. E. A. Apgar, N. J.
"The True Kindergarten, and Kindergarten Training." By Mrs. L. Pollock, D. C.
"Education in the South." By Hon. G. J. Orr, Ga.
"Education, and the Tenth Census." By Supt. W. T. Harris, Mo.
"The Needs of the United States Bureau of Education." By Gen. John Eaton, D. C.
"Instruction in Governmental Ideas." By Justice Strong, U. S. Su. Court.
"Technical Education and Industrial Drawing." By Prof. Walter Smith, Mass.
"Education at the Paris Exhibition." By Supt. J. D. Philbrick, Mass.

NINETEENTH MEETING, at Chautauqua, N. Y., 1880. J. ORMAND WILSON, D. C., *President.*

"Object Lessons in Moral Instruction in the Common School." By Rev. A. D. Mayo, Mass.
"Modified Spelling, Rules and Examples." By Prof. E. A. Spring, N. J.
"Normal Training for Girls' Industrial Schools in Switzerland." By Hon. J. Hitz, D. C.
"The Unattainable in Public Education." By Supt. A. P. Marble, Mass.
"The Domain of Nature and Art in the Process of Instruction." By Prof. W. H. Payne, Mich.
"Normal Departments in State Universities." By Miss Grace C. Bibb, Mo.
"The Development of the Superintendency." By Chas. F. Adams, Esq., Mass.
"The Education of the Negro: its Rise, Progress, and Present Status." By Hon. G. J. Orr, of Ga.

THE NATIONAL COUNCIL OF EDUCATION was organized at this meeting.

"The Report of the Committee and Organization on the National Council of Education." By Hon. T. W. Bicknell, Mass., Chairman.
"Results of Methods of Teaching." By Hon. J. W. Dickinson, Mass.
"Text-Books, and their Uses." By Supt. W. T. Harris, Mo.
"What Constitutes a Practical Course of Study." By Edgar A. Singer, Pa.
"From Pestalozzi to Froebel." By Prof. W. N. Hailmann, Mich.
"The Importance of Harmonizing the Primary, the Secondary, and the Collegiate Systems of Education." By Dr. James McCosh, N. J.
"The Relation of Educators to the Spelling Reform." By Prof. F. A. March, Pa.

HIGHER DEPARTMENT. E. T. TAPPAN, Ohio, *President.*

"Scholarships." By Prof. J. L. Pickard, Iowa.
"Complexity of Causes." By Dr. E. T. Tappan, Ohio.
"Equivalents in a Liberal Course of Study." By Supt. W. T. Harris, Mo.

NORMAL DEPARTMENT. J. C. GILCHRIST, Iowa, *President.*

"Instruction in Subject Matter a Legitimate Part of Normal School Work." By Prof. G. L. Osborne, Mo.
"Some of the Obstructions, Natural and Interposed, that Resist the Formation and Growth of the Pedagogic Profession." By Prof. G. P. Brown, Ind.

ELEMENTARY DEPARTMENT. J. H. SMART, Ind., *President.*

"The Practical Use of Reference Books." By Miss Mary W. Hinman, Ind.
"What should we Seek to Accomplish in the Reading Exercise?" By Prof. E. O. Vaile, Ill.
"How can Character be Symmetrically Developed?" By Miss Ellen Hyde, Mass.

INDUSTRIAL DEPARTMENT. E. E. WHITE, Ind., *President.*

"Technical Training in American Schools." By President White, Ind.

"Technical Instruction in the Land Grant Colleges." By Supt. J. M. Gregory, Ill.

SUPERINTENDENTS' DEPARTMENT. A. J. RICKOFF, Ohio, *Acting President.* Washington, D. C., February, 1880.

"Bell's System of Visible Speech." By Prof. L. A. Butterfield, Mass.

Discussion of Mr. Bicknell's report on a "National Council of Education."

"Education of Dependent Children." By Hon. C. D. Randall, Mich.

"Best System of Schools for a State." By Prof. Jas. A. Smart, Ind.

"University Education." By President D. C. Gilman, Md.

"Technical Education in its Relation to Schools (Elementary)." By J. D. Philbrick, Mass.

"The Tenth Census from an Educational Point of View." By Supt. W. T. Harris, Mo.

"Congress and the Education of the People." By Dr. W. H. Ruffner, Va.

"Outline of the School Systems of the Various States." By the Bureau of Education.

TWENTIETH MEETING, at Atlanta, Ga., 1881. JAMES H. SMART, Ind., *President.*

Welcome and Response—"The Purpose of the Public School." By Pres. Smart.

"Lines of Advance." By Prof. C. C. Rounds, of Me.

"The Common School Studies." By Supt. A. J. Rickoff, Ohio.

"Education and the Building of the State." By Gen. John Eaton, D. C.

"Education and Crime." By Supt. J. P. Wickersham, Pa.

"Some Essentials in the Development of a School System." By Hon. D. F. DeWolf, Ohio.

"The Teacher's Work in the Development of Mental and Moral Power." By Supt. N. A. Calkins, N. Y.

"Revision of the Common School Curriculum." By Supt. M. A. Newell, Md.

"The Necessity for Spelling Reform." By Prof. T. R. Vickroy, Mo.

"The Leading Characteristics of American Systems of Public Education." By Supt. J. P. Wickersham, Pa.

"Moral and Literary Training in Public Schools." By Supt. J. B. Peasley, Ohio.

"The Effect of Student Life on the Eye-Sight." By Dr. A. W. Calhoun, Ga.

"The Kindergarten." By Mrs. Louise Pollock, D. C.

"An Evening in Wonder-Land" (Yellow Stone Park). By Wm. L. Marshall, Mass.

"The Century and the School." By Prof. F. L. Soldan, Mo.

"The Lessons of the International Educational Congress at Brussels." By Supt. W. T. Harris, Mo.

HIGHER DEPARTMENT. LEMUEL MOSS, Ind., *President.*

"The Study of Political Science in Colleges." By Dr. I. W. Andrews, Ohio.

"Advancement of Higher Education." By Dr. H. H. Tucker, Ga.

NORMAL DEPARTMENT. JEROME ALLEN, N. Y., *President.*

"The Necessity of a Normal School in a Public System of Instruction." By Prof. Jerome Allen, the President.

"What Constitutes a Normal School." By Prof. J. C. Gilchrist, Iowa.

"The Best Normal Training for Country Teachers." By Mr. T. C. H. Vance, Ky.

ELEMENTARY DEPARTMENT. J. M. BLOSS, Kan., *President.*

"The Philosophy of Illustration." By Hon. J. J. Burns, Ohio.

"Education of the Sensibilities." By Mr. J. W. Dowd, Ohio.

INDUSTRIAL DEPARTMENT. E. E. WHITE, Ohio, *President.*

"Industrial Education." By Prof. E. E. White, Ohio.
"Annual Report of the Industrial Department." By Prof. S. R. Thompson, Neb.
"The Decay of Apprenticeship." By Prof. L. S. Thompson, Ind.

SUPERINTENDENTS' DEPARTMENT. Met in New York City. A. P. MARBLE, Mass., *President.*

Welcome Address, by Hon. Stephen A. Walker; and a Response, by Pres. Marble.
"Uniformity of School Statistics." By Hon. Andrew McMillan, N. Y.
"Weak Places in our Systems of Public Instruction." By Supt. J. P. Wickersham, Pa.
"The Conservation of Pedagogic Energy." By Prof. C. O. Thompson, Mass.
"Our Schools and our Forests." By Dr. F. Hough, N. Y.
"Museums Illustrative of Education." By Gen. John Eaton, D. C.
"Education and the State." By Supt. J. W. Patterson, N. H.

TWENTY-FIRST MEETING, at Saratoga Springs, N. Y., 1882. GUSTAVUS J. ORR, *President.*

Pres. Orr's Inaugural Address.
"The University: its Place and Work in the American System of Education." By Dr. E. T. Tappan, Ohio.
"Self-Consciousness in Education." By Rev. E. T. Jeffers, Pa.
"Country Schools." By Supt. Jas. P. Slade, Ill.
"The Foundation Principles of Education by the State." By Hon. Samuel Barnett, Ga.
"Secularization of Education." By Dr. W. W. Folwell, Minn.
"The Prize System, on the whole, the Best for Colleges." By Dr. J. H. Carlisle, S. C.
"The Delsarte Philosophy of Expression." By Prof. Moses True Brown, Mass.
"A Memorial Paper on the Death of Prof. W. D. Henkle." By Prof. W. H. Venable, Ohio.
"Oral Instruction." By Prof. Larkin Dunton, Mass.

HIGHER DEPARTMENT. Dr. I. W. ANDREWS, of Ohio, *President.*

"The Place of Original Research in a College Education." By Prof. J. H. Wright, N. Y.
"Man the Machine, or Man the Inventor, Which?" By Prof. John W. Glenn, Ga.

SUPERINTENDENTS' DEPARTMENT. T. B. STOCKWELL, R. I., *Acting President.*

Meeting in Washington, D. C., March 22, 23, 1882.
"How to Determine the Merits of the Heating and Ventilating of School Buildings." By Dr. John S. Billings, U. S. Army.
"The Chemical Examination of Air, applied to Questions of Ventilation." By Dr. Charles Smart, U. S. Army.
"Obstacles in the Way of Primary Education." By Supt. H. S. Jones, Pa.
"Chairs of Pedagogy in our Higher Institutions of Learning." By Prof. G. Stanley Hall, Mass.
"National Aid to Education." By Dr. A. D. Mayo, Mass., and by Hon. Dexter A. Hawkins, N. J., also by Hon. J. L. M. Curry, of Va.
"Education in Alaska." By Rev. Sheldon Jackson.

"Fundamental Inquiries concerning Common School Studies." By Dr. J. M. Gregory, Ill.

"How to Improve the Qualifications of Teachers." By Hon. W. T. Harris, Mass.

INDUSTRIAL DEPARTMENT. Prof. W. W. FOLWELL, *President*, of Minn. University.

"The National Industrial College: its History, Work, and Ethics." By Prof. E. E. White, of Perdue University.

"The Function of an American Manual Training School." By Prof. C. M. Woodward, Mo.

"Annual Report of the Secretary of the Industrial Department." By Prof. S. R. Thompson, of Neb.

"Dexterity before Skill." By Prof. George T. Fairchild, Kan.

NORMAL DEPARTMENT. C. C. ROUNDS, of Me., *President*.

"The True Place of a Normal School in the Educational System." By Supt. D. L. Kiehle, Minn.

ELEMENTARY DEPARTMENT. JOHN M. BLOSS, *President*.

"On the Relation of the Processes of Acquisition and Memory to Elementary Teaching." By Prof. George P. Brown, Ind.

"What, How, and How Better?" By Miss Carrie B. Sharpe, Ind.

TWENTY-SECOND MEETING, at Saratoga Springs, in 1883. ELI T. TAPPAN, Ohio, *President*.

"Examination of Teachers." By Pres. Tappan, in his Inaugural Address.

"What has been done for Education by the Government of the United States?" By Gen. John Eaton, Bureau of Education, D. C.

"City Systems of Management of Public Schools." By Supt. J. L. Pickard, Iowa.

"Intellectual Growth, and its Relation to Methods of Instruction." By Prof. G. Stanley Hall, Md.

HIGHER DEPARTMENT. Prof. W. W. FOLWELL, Minn., *President*.

"The University, How and What?" By Pres. Folwell, Minn.

"The Schools of Political Science." By Prof. C. K. Adams, Mich.

SUPERINTENDENTS' DEPARTMENT. N. A. CALKINS, N. Y., *President*. Held at Washington, D. C., February 20, 21, 22, 1883.

Pres. Calkins' Inaugural Address.

"Natural History in Public Schools." By Prof. Albert Bickmore, N. Y.

"Industrial Education in Boston." By Prof. James A. Page, Mass.

"Industrial Education in Philadelphia." By Prof. Charles G. Leland, Pa.

"The Educational Lessons of the Census." By Hon. W. T. Harris, Mass.

"If Universal Suffrage, then Universal Education." By Rev. Atticus G. Haygood, Ga.

"Constitutionality of National Aid to Education." By Judge Wm. Lawrence, D. C.

"Indian Education." By Supt. B. G. Northrop, Conn.

"How, and by Whom, the Fitness of Pupils for Promotion is Determined." By Mr. C. G. Edwards, of Md.

"Practical Results of Compulsory Education." By Hon. Joseph White, Mass.

"Chief Obstacles to Successful Results in the Schools." By Supt. M. A. Newell, Md.

INDUSTRIAL DEPARTMENT. C. M. WOODWARD, Mo., *President.*

"The Fruit of Manual Education." By Pres. Woodward, Mo.
"Drawing in our Schools, in Relation to Industrial Education." By Prof. Henry Hitchings, Mass.
"Moral Influence of Manual Training." By J. R. Buchanan, Mass.
"Drawing in Grammar Schools." By Prof. Walter S. Perry, Mass.
"Normal Instruction in Drawing." By Prof. L. W. Miller.

NORMAL DEPARTMENT. E. C. HEWETT, Ill., *President.*

"Normal Schools: their Origin, Object, and Condition." By Pres. Hewett, Ill.
"Right Use of Memory, against Cramming." By Supt. B. G. Northrop, Conn.
"The Normal School Problem, and the Problems of the Schools." By Prof. H. H. Straight, N. Y.
"The Place and Function of the Normal School." By Prof. Charles DeGarmo, Ill.

ELEMENTARY DEPARTMENT. W. E. BARRINGER, N. J., *President.*

"The Education of the Heart." By Prof. H. H. Fick, Ohio.
"Primary Education: What and How?" By Supt. Henry Raub, Ill.

ART DEPARTMENT. L. S. THOMPSON, Ind., *President.*

This Department was organized at this meeting.

TWENTY-THIRD MEETING, at Madison, Wis., in 1884. THOS. W. BICKNELL, Mass., *President.*

This was the first large meeting held. There were nearly 3,000 members in attendance; but its largest attendance of auditors must have been 10,000. The income from membership was sufficient to relieve its finances effectually. This remarkable attendance and success were mainly attributable to the efforts and management of the President, T. W. Bickneil, Mass.

Inaugural Address, by President Bicknell, at the mass meeting in the Capitol park, where the addresses of welcome from the State and city officials were made; and the responses by President Bicknell, and by several members of the association, are contained in the volume of the proceedings of 1884.

At this convention was held our first, and one of our most successful, "educational expositions."

"Citizenship and Education." By Hon. J. L. M. Curry, Va.
"Education in the Northwest." By Hon. Wm. F. Vilas, Wis.
"Education at the South." By Maj. Robert Bingham, N. C., also by Supt. Albert Salisbury, Ga., also by Prof. Wm. H. Crogman, Ga., by Rev. A. D. Mayo, Mass., and by Prof. B. T. Washington, Ala.
"Needs in American Education." By Miss Eva D. Kellogg, Mass.
"The Constant in Education." By Supt. B. A. Hinsdale, Ohio.
"Woman's Work in Education." By Mrs. May Wright Sewall, Ind., and by Miss Louisa Hopkins, Mass.; by Miss Frances Willard, Ill., and by Miss Clara Conway, Tenn.
"Education of the Indian." By Gen. S. C. Armstrong, of Va., also by Gen. John Eaton, D. C.
"Method in Teaching." By Hon. J. W. Dickinson, Mass.
"Relation of the Art to the Science of Education." By Hon. W. T. Harris, Mass.
"What Children Know." By Supt. J. M. Greenwood, Mo.

ELEMENTARY DEPARTMENT. F. LOUIS SOLDAN, Mo., *President.*

"Training Needed." By Pres. Soldan.
"Form, Color, and Design." By Miss Fannie S. Commings, N. Y.
"Methods of Teaching Music." By Prof. H. E. Holt, Mass.
"English Instruction for Children." By Mr. O. T. Bright, Ill.

NORMAL DEPARTMENT. E. C. HEWETT, Ill., *President.*

"Necessity for Normal Schools." By Pres. Hewett.
"Normal Schools : their Necessity and Growth." By Thomas Hunter, N. Y.
"Some Applications of Psychology to the Art of Teaching." By Prof. W. H. Payne, Mich.
"Enthusiasm." By Prof. H. B. Norton, Cal., and by Prof. Thos. Metcalf, Ill.

HIGHER DEPARTMENT. W. W. FOLWELL, Minn., *President.*

"The Civic Education." By Pres. Folwell, of Minn.
"Study of Language in a Liberal Education." By Pres. John Bascom, Wis.

SUPERINTENDENTS' DEPARTMENT. B. L. BUTCHER, W. Va., *President.* Madison, Wis., 1884.

"City and Town Supervision of Schools." By Supt. R. W. Stevenson, Ohio.

A special meeting of this department was held at New Orleans, La., February, 1885. *See* Volume N. E. A., 1885.

INDUSTRIAL DEPARTMENT. C. M. WOODWARD, Mo., *President.*

"A Layman's Views of Manual Training." By Col. Augustus Jacobson, Ill.
"Technical and Art Education in Public Schools, as Elements of Culture." By Prof. Felix Adler, N. Y.
"Hand Work in Public Schools." By Prof. John M. Ordway, La.

ART DEPARTMENT. L. S. THOMPSON, Ind., *President.* Organized in 1883.

"How Drawing should be Taught in our Public Schools." By President Thompson.

A very full Report of the Special Committee.

NATIONAL COUNCIL OF EDUCATION. E. E. WHITE, Ohio, *President.*

Reports of Papers and Discussions, in the volume of our Proceedings, for 1884 : *First :* "On Hygiene in Education," by J. H. Hoose ; *Second :* "On Oral Teaching," by J. W. Dickinson ; *Third :* "On City School Systems," by A. Gove ; *Fourth :* "Duties of Superintendents," by A. J. Rickoff ; *Fifth :* "On Preparation for College," by Lemuel Moss ; *Sixth :* "Pedagogics as a Science," by W. T. Harris; and *Seventh :* "On Study of Children," by G. Stanley Hall.

FIRST EDUCATIONAL EXPOSITION. Hon. J. H. SMART, Ind., *Director.*

Reports in full :
"On Exhibits of the Froebel Union;" "On State Exhibits;" "On Art and Industrial Exhibits, from Various Institutions and Schools," and "On Special Exhibits."

TWENTY-FOURTH MEETING, at Saratoga Springs, N. Y., in 1885. F. LOUIS SOLDAN, Mo., *President.*

"Changes in Education." By Pres. Soldan.
"The Ideal School-Master." By Prof. Thomas J. Morgan, N. Y.
"The Public Schools and Morality." By Prof. J. W. Stearns, Wis.
"Psychological Inquiry." By Hon. W. T. Harris, Mass.

"How to Learn." By Rev. A. D. Mayo, Mass.
"The Child's Environment." By Miss Clara Conway, Tenn.
"Physics in Common Schools." By Prof. Charles K. Wead, Mich.
"Civil Service Reform and the Public Schools." By H. Randall Waite, Mass.
"Teaching as a Business for Men." By Mr. C. W. Bardeen, N. Y.
"The Apprenticeship System and the Public Schools." By Mr. Thos. Hampson. D. C.
"Report on the Higher Education of Women." By Mrs. May Wright Sewall, Hon. W. T. Harris, and Mr. W. E. Sheldon.

SUPERINTENDENTS' DEPARTMENT. LEROY D. BROWN, Ohio, *President.* Saratoga Springs, 1885.

Inaugural Address. By Pres. Brown.
"The County Superintendency." By Supt. John W. Holcombe, Ind.
"High Schools and the State." By Mr. J. E. Seaman, La.
"English in American Schools." By Supt. E. S. Cox, Ohio.

HIGHER DEPARTMENT. DR. E. T. TAPPAN, Ohio, *President.*
"The Relation of Secondary Education to the American University Problem." By Prof. Andrew F. West, N. J.
"The Practical Value of College Education." By Dr. S. N. Fellows, Iowa.

NORMAL DEPARTMENT. GEO. P. BROWN, Ind., *President.*
"Educational Value of each of the Common School Studies." By Prof. J. H. Hoose, N. Y.
"The Function of the Normal School." By Prof. Edward E. Sheib, La.

INDUSTRIAL DEPARTMENT. H. H. BELFIELD, Ill., *President.*
"Report of the Progress of Industrial Education during the Year." By Prof. S. R. Thompson, Pa.
"The Educational Value of Manual Training." By Prof. Charles Ham, Ill.
"Outline of Work for a Manual Training School." By Prof. Wm. F. Goss, Ind.

ART DEPARTMENT. OTTO FUCHS, Md., *President.*
"Art Education." By Pres. Fuchs.
"Drawing in Primary and Grammar Schools." By Mrs. E. F. Dimmock, Ill.
"Drawing in High Schools." By Prof. Walter S. Perry, Mass.
"Drawing in Normal Schools." By Miss Kate E. Shattuck, Mo.
"Industrial Drawing for Primary and Grammar Schools." By Prof. Chas. M. Carter.
"Evening Industrial Drawing Schools." By Prof. Otto Fuchs, Md.

ELEMENTARY DEPARTMENT. WM. N. BARRINGER, N. J., *President.*
"A Syllabus." By Pres. Barringer.
"The True Object of Early School Training." By Supt. C. E. Meleny, N. J.
"Language as an Educator." By Prof. Z. Richards, D. C.
"A New Departure in Teaching Geography." By Prof. L. R. Klemm, Ohio.
"Avenues to the Mind." By Prof. Wm. M. Giffin, N. J.

KINDERGARTEN DEPARTMENT. W. N. HAILMANN, Ind., *President.*
Pres. Hailmann's Opening Address.
"The Kindergarten in the Mother's Work." By Mrs. E. P. Bond, Mass.
"Relation of the Kindergarten to the Primary Schools." By Hon. J. W. Dickinson, Mass.
"Some Essentials of the Kindergarten." By Mrs. Eudora Hailmann, Ind.

MUSIC DEPARTMENT. D. B. HAGAR, *President*. Organized in 1884.

Pres. Hagar's Opening Address.

"Vocal Music in the Public Schools." By Mr. T. H. Brand, Wis.

"The Tonic Sol-Fa System." By Prof. T. F. Seward, N. Y.

"A Plea for the Elements of Music in Primary Grades." By B. Jepson, Conn.

"Methods of Teaching Vocal Music" By Prof. H. E. Holt, Mass.

"The Relative Importance of Song-Singing and the Reading of Music." By Mr. O. Blackman, Ill.

NATIONAL COUNCIL OF EDUCATION. E. E. WHITE, Ohio, *President*.

Reports of Committees.

First, "On Hygiene in Education—Recess or no Recess in Schools." By J. H. Hoose.

Second, "Practice Schools in Connection with Normal Schools." By C. C. Rounds.

Third, "State Supervision." By J. H. Smart.

Fourth, "The Place and Function of the Academy." By Wm. A. Mowry.

Fifth, "Educational Literature—School Reports." By John D. Philbrick.

Sixth, "Educational Statistics. Some Reports Needed." By Thos. W. Bicknell.

Seventh, "Method of Pedagogical Inquiry." By Hon. W. T. Harris and Prof. G. S. Hall.

Eighth, "Reports on Education at the World's Cotton Centennial Exhibition, N. O." By T. W. Bicknell.

Ninth, "Exhibit of the U. S Bureau of Education." By Supt. J. Hancock.

Tenth, "Report on Industrial Education." By Prof. J. M. Ordway, La.

Eleventh, "Report on the Exhibit of the School at the Christian Brothers." By Supt. M. A. Newell.

Twelfth, "Report on the Education of the Colored People."

Thirteenth, "Reports on Exhibits at New Orleans."

TWENTY-FIFTH MEETING, at Topeka, Kan., 1886. N. A. CALKINS, N. Y., *President*.

Inaugural Address. By Pres. Calkins.

"Scientific Temperance Instruction in the Public Schools." By Mrs. J. E. Foster, Iowa.

"The Effects of Alcohol on the Human System." By Prof. A. C. Boyden, Mass.

"The Educational Cure of Mormonism." By Rev. A. E. Winship, Mass.

"Moral Training in the Public Schools." By Hon. E. E. White, Ohio.

"Some Serious Errors in Teaching." By Supt. L. R. Klemm, Ohio.

"Other Errors in Teaching." By Supt. J. M. Greenwood, Mo.

"Education in Louisiana." By Col. Wm. Preston. La.

"The Result of Education in the Indian Territory." By Mr. Robt. L. Owen, Ind. Ter.

"The Education of the Chinese." By Rev. S. L. Baldwin, late missionary in China.

"Education of the Mexican." By Mr. W. H. Ashley, New Mex.

"Education among the Colored People." By Prof. W. H. Bartholomew, Ky.

These addresses were followed by several able discussions.

CONSTITUTIONAL CHANGES.

At this meeting the Constitution of the Association was so amended as to provide for a Board of Trustees of four members, elected by the Board of Directors, for a

term of four years, with the existing president *ex officio* member. In accordance with a vote of the Association at its last meeting, the Committee appointed by the Board of Directors reported an Act of Incorporation, which was unanimously adopted; and the first trustees elected were, N. A. Calkins of N. Y., John Eaton, D. C., Z. Richards, D. C., and H. S. Tarbell, R. I.

NATIONAL COUNCIL OF EDUCATION. D. B. HAGAR, Mass., *President.*

The following Reports were received and discussed.

First, "On Text Books in Elementary Schools." By Albert G. Boyden.

Second, "On School Systems, Pupils, Classification, Examination and Promotion." By H. S. Jones.

Third, "On Higher Institutions Required." By A. L. Chapin.

Fourth, "On Technical Education for Girls." By H. M. James.

Fifth, "On the Pedagogical Value of the School Workshop." By S. H. Peabody.

Sixth, "A Tribute to the late John D. Philbrick, of Boston." By Larkin Dunton.

SUPERINTENDENTS' DEPARTMENT. WARREN EASTMAN, La., *President.* Topeka, July, 1886.

"County Superintendents: their Relations and Duties to Teachers." By Supt. E. B. McElroy, Or.

"Teachers' Institutes." By Hon. D. C. Tillotson, Kan.

The principal meeting of this department was held at Washington, D. C., February, 1886. Proceedings were not published in the volume of N. E. A.

HIGHER DEPARTMENT. JEROME ALLEN, N. Y., *President.*

Inaugural Address. By Pres. Allen.

"The College Curriculum." By Prof. Wm. A. Mowry, Mass.

"Colleges North and Colleges South." By Prof. Julius D. Dreher, Va.

NORMAL DEPARTMENT. ALBERT G. BOYDEN, Mass., *President.*

"Distinctive Principles of Normal School Work." By Pres. Boyden.

"Organization, Courses of Study and Methods of Instruction in Normal Schools." By Prof. A. R. Taylor, Kan.

"Educational Value of Common School Studies." By Prof. J. H. Hoose, N. Y., also by Dr. W. H. Payne and by Dr. Edward Brooks.

ART DEPARTMENT. WALTER S. GOODNOUGH, Ohio, *President.*

Opening Address. By Pres. Goodnough.

Report of the Committee on "The Relation of Drawing to other Studies, and how its Use as a Means of Illustration can be best promoted." By Mrs. Mary D. Hicks and by Prof. Walter S. Perry.

"Manual Training through Industrial Drawing." By Prof. Chas. M. Carter, Mass.

ART EXHIBITION at Topeka. See Appendix. A, B, C, D, E.

INDUSTRIAL DEPARTMENT. J. M. ORDWAY, La., *President.*

"Manual Training from the Other Side." By Prof. Geo. F. Magoun, Iowa.

The reports of this Department this year are meager and unsatisfactory.

ELEMENTARY AND KINDERGARTEN DEPARTMENT. Joint Meeting. J. W. HOLCOMBE, *President.*

"Application of Froebel's Principles (Educational) to the Primary School." By Prof. W. N. Hailmann, Ind.

Symposium—*First*, "Historical Sketch." By Prof. W. H. Bartholomew, Ky.
Second, "Necessary External Conditions." By Miss Vina Ware.
Third, "The Course of Study, Proper Limits, etc." By Supt. H. M. James.
Fourth, "Order of Subjects." By Miss Mary B. Phillips.
Fifth, "Principles of Method." By Miss Agnes I. Rounds.
Sixth, "Country Schools, Suggestions for Improvement." By J. C. McPherson and G. F. Felts.

MUSIC DEPARTMENT. O. S. WESCOTT, Ill., *Acting President.*

"Music in the Public High School." By Pres. Wescott.
"What the Average Teacher can do in Musical Instruction." By Sara L. Dunning, N. Y.
"What Music Instruction in Public Schools should be." By Mr. N. Coe Stewart, Ohio.
"Better Teaching or a New Notation—Which?" By Prof. H. E. Holt, Mass.
"Tonic Sol Fa Notation as a Factor in Musical Education." By Prof. T. F. Seward, N. J.

TWENTY-SIXTH MEETING, at Chicago, Ill., 1887. WM. E. SHELDON, Mass., *President.*

After the addresses of welcome and response, President Sheldon introduced the State Superintendent of Illinois, Hon. Richard Edwards, who took for his subject, "The Problem of the Day."

"The Psychological and Pedagogical Value of the Modern Methods of Elementary Culture."
First, "The Socratic Element." By Prof. J. W. Stearns, Wis.
Second, "The Objective Element." By Hon. J. W. Dickinson, Mass.
Third, "The Scientific Element." By Prof. F. L. Soldan, Mo.
Fourth, "The Natural or Developing Element." By Prof. W. N. Hailmann, Ind.

These subjects were discussed by Hon. W. T. Harris, of Mass.; Prof. Geo. P. Brown, Ind.; Prof. J. H. Hoose, N. Y.; and Rev. A. E. Winship, Mass.

"The Art and Method of Questioning adapted to Ordinary School Work." By Supt. J. M. Greenwood, Mo.
"Examinations as Tests for Promotion in Public Schools." By Supt. H. S. Tarbell, R. I.
"Methods of Conducting Examinations in Ordinary School Work." By Supt. Aaron Gove, Col.
"Historical Bearings of the Ordinance of 1787 upon the Problems of Social and Political Life in the United States." By Dr. I. W. Andrews, of Ohio.
"Lessons of the Ordinance of 1787 as to the Future Educational Policy of our Government." By Hon. J. L. Pickard, Iowa.
"General Influence and Results of Opening the Northwest Territory." By Supt. B. A. Hinsdale, Ohio; also, by Hon. Thos. A. Banning, Ill.
"Relation of the University to Public Education." By Rev. Jas. B. Angel, Mich.
"Relation of the Christian College." By Dr. J. W. Strong, Minn.
"Relation of Technological Schools to Public Education." By Dr. I. I. Hopkins, Ga.
"Relation of University, College and Higher Schools to Public Education." By Prof. T. H. McBride, Iowa. An able discussion followed the reading of these papers.

"The Means and Ends of Culture to be Provided for the American People beyond the Ordinary School Period." By Dr. J. H. Vincent, N. Y.
"Evening Schools." By Supt. A. P. Marble, Mass.
"The School and the Library." By Prof. T. J. Morgan, R. I.
"Manual Education in Urban Communities." By Gen. Francis A. Walker, Mass.
"Kinds of Schools for Manual Training." By Miss L. A. Fay, Mass.
"The Function of the Public School." By Prof. C. M. Woodward, Mo.
"How to Spread True Information Concerning School Education." By Supt. H. Sabin, Iowa.
"How to Teach Parents to Discriminate between Good and Bad Teaching." By Miss E. F. Young, Ill.
"How to Awaken an Interest for Good Teachers." By Prof. W. W. Parsons, Ind.

NATIONAL COUNCIL OF EDUCATION. D. B. HAGAR, Mass., *President.*

"Function of the Public School." By Dr. W. T. Harris, Mass.; by Dr. W. H. Payne; also by Prof. F. L. Soldan and by Prof. J. H. Hoose.
"The Relation of High Schools to Colleges." By Prof. E. W. Coy, Ohio.
"Teachers' Institutes." By Prof. E. C. Hewett, Ill.
"Relation of Mental Labor to Health." By Prof. W. N. Hailmann, Ind.
"Teachers' Tenure of Office." By Supt. E. E. Higbee, Pa.
"Points for Constant Consideration in the Statistics of Education." By Gen. John Eaton, D. C.

KINDERGARTEN DEPARTMENT. W. N. HAILMANN, Ind., *President.*

Pres. Hailmann's Opening Address.
"Value of Kindergarten Training in Normal Schools." By Miss Clara A. Burr, N. Y.
"Application of Froebel's Principles to the Primary School." By Miss Kate L. Brown, Mass.
"The Kindergarten in the Education of the Blind." By Miss Eleanor Beebe, Ky.

ELEMENTARY DEPARTMENT. W. H. BARTHOLOMEW, Ky., *President.*

"The Union of Oral and Book Teaching." By Mrs. N. S. Williams, Ky.
"Meaning of the maxim, 'We Learn to Do by Doing.'" By Dr. N. C. Schaeffer, Pa.
"The Importance of Religious Motives and Sanctions in Moral Training." By Prof. Robert Allyn, Ill.

SECONDARY DEPARTMENT. H. L. BOLTWOOD, Ill., *Acting Vice-President.*

"The Claims of the Classics." By Mr. A. F. Nightingale, Ill.
"The Ministration of Literature." By Miss Minnie C. Clarke, Mass.
"The Order and Relation of Studies in the High School Course." By Prof. Samuel Thurber, Mass.

HIGHER DEPARTMENT. WM. A. MOWRY, Mass., *President.*

"The Place of Literature in the College Course." By Prof. H. B. Sprague, Cal.
"Requisites for Admission to College and for College Degrees." By Reports.

NORMAL DEPARTMENT. A. R. TAYLOR, Kan., *President.*

President's Opening Address.
"Methods of Instruction in the Normal Schools of the United States." By Prof. Thos. J. Gray, of Minn.
"The General System of Normal Schools." By Prof. Charles DeGarmo, Ill.
"Conditions of Psychology in Normal Schools." By Prof. G. S. Albee, Wis.

SUPERINTENDENTS' DEPARTMENT. CHARLES S. YOUNG, Nev., *President.* Chicago.

"School Supervision Compared." By Supt. John Hancock, Ohio.

Discussion of the Paper. By Supt. J. W. Akers, Iowa.

"The Superintendent and Good Literature in Schools." By Mr. O. B. Cooper, Texas.

INDUSTRIAL DEPARTMENT. J. M. ORDWAY, La., *President.*

No papers, but extended discussions on various topics.

ART DEPARTMENT. WALTER S. PERRY, Mass., *President.*

Pres. Perry's Opening Address.

"Drawing in Primary and Grammar Schools." By Miss Elizabeth F. Dimmock, Mass.

"Drawing in Ungraded Country Schools." By Prof. W. S. Goodnough, Ohio.

"Drawing in High Schools." By Prof. W. S. Perry, Mass.

"Drawing in Normal Schools." By Miss M. L. Field, Mass.; also, by Miss Harriet B. Magee, Wis.

Report of a Committee.

MUSIC DEPARTMENT. O. S. WESCOTT, Ill., *President.*

"What has been done in the Public Schools for Music?" By Pres. Wescott.

"Shall the State Teach Music?" By Gen. Thos. J. Morgan, R. I.

"Voice Training and Singing." By Prof. F. A. Root, Ill.

"Educational Value of the Tonic Sol-Fa System." By Mr. Daniel Bachelor, Pa.

"Fervent Voice: its Nature and Reflex Influence." By Wm. L. Tomlins, Ill.

NECROLOGY. Interesting Reports.

EXPOSITION. GEO. P. BROWN, Ill., *Chairman.*

Mr. Brown's General Report.

Reports of Gen. T. J. Morgan, Profs. E. W. Coy, Jas. H. Baker, W. A. Mowry, Henry Sabin, H. S. Jones, Albert Salisbury, and W. J. Brier.

Reports in the Art Department. By Miss Josephine C. Locke, W. N. Hailmann, Prof. Jerome Allen.

TWENTY-SEVENTH ANNUAL MEETING, at San Francisco, Cal., 1888. AARON GOVE, Col., *President.*

GRAND RECEPTION. Speeches of Welcome and Response in the Great Pavilion.

"Literature in the Reading Courses of the Public Schools." Papers read:

First, "The Place for such Reading." By Mr. Horace E. Scudder, Mass.

Second, "Practical Methods of Using Literature." By Prof. LeRoy Halsey, Mich.

Third, "Value of a Taste for Good Literature." By Miss Mary L. Beecher, Tenn.

"Ought Young Girls to Read the Daily Newspapers?" By Hon. W. T. Harris, Mass.

THEME: "How can our Schools Best Prepare Law-abiding and Law-respecting Citizens?"

First, "The Most Valuable Discipline to this End." By Prof. Duncan Brown, Kan.

Second, "The Most Valuable Culture." By Prof. Joseph Baldwin, Tex.; and by Prof. Geo. H. Atkinson, Ore., and by Prof. B. F. Tweed, Mass.

"The Schools Fail to Teach Morality or to Cultivate the Religious Sentiment." By Prof. John W. Cook, Ill.

"The Schools Fail to Give a Reasonable Mastery of Subjects Studied." By Miss Lillie J. Martin, Ind.

"The Schools Fail to Give a Proper Preparation for Active Life." By Prof. John O. Irish, Cal.; also by Mr. W. E. Sheldon, Mass.

"The Philosophical View of Practical Education." By Prof. Jos. H. Baker, Col.

"The Popular View: Education as a Preparation to Earn a Living." By Prof. R. K. Buehrle, Pa.

"Where should General Education End, and Where should Special Education Begin?" By Supt. J. M. Greenwood, Mo.

"The General Function of the State, in Relation to School Books and Appliances." By Supt. John Swett, Cal.

"If there should be an Uniformity of Text Books, should it be (*a*) by State Contract, (*b*) State Publication, (*c*) or by State Decree?" By Supt. A. P. Marble, Mass.

"Should the State furnish Books and Appliances Free?" By Supt. R. W. Stevenson, O.

"Free Text-Books for Free Schools." By Supt. Thos. Tash, Me.

"State Uniformity of Text-Books." By Prof. L. S. Cornell, Col.; also by Prof. Homer B. Sprague, Dak.

"The True American Idea of Labor." By Mr. W. N. Ackley, R. I.

"What the Public School should Teach the American Laborer." By Mr. Geo. H. Howison, Cal.

NATIONAL COUNCIL OF EDUCATION. J. L. PICKARD, Iowa, *President.*

"In Memoriam—Israel Ward Andrews, D.D., LL.D." By Gen. John Eaton, Ohio.

"The Elective System in Colleges." By Dr. S. H. Peabody, *Chairman.* Same Subject. By Hon. W. T. Harris, Mass.

"Books on Pedagogy." By Prof. N. C. Schaeffer, Pa.

"Agricultural Schools: their Objects, their Methods and Equipments." By Prof. Geo. T. Fairchild, Kan.

"Waste in Elementary Education." By Prof. J. W. Stearns, *Chairman.*

"The Business Side of City School Systems." By Supt. B. A. Hinsdale, Ohio.

KINDERGARTEN DEPARTMENT. MISS EVA B. WHITMORE, Ill., *Acting President.*

Introductory Address. By Mrs. E. L. Hailmann. Read by Mrs. S. B. Cooper.

"Brief Résumé of Kindergarten Growth." By Mrs. S. B. Cooper, Cal.

"The Educational Value of the Beautiful." By Prof. N. C. Schaeffer, Pa.

"Professional Training School for Kindergartners and Teachers." By C. H. McGrew, Cal.

ELEMENTARY DEPARTMENT. LEROY D. BROWN, Nev., *President.*

"Greek Philosophy and Modern Education." By Pres. LeRoy D. Brown.

"Normal Training for Teachers of Elementary Schools." By Miss K. N. T. Tupper, Ore.

"The Application of Arithmetic to Physical Science." By W. McNab Miller, Nev.

"Scientific Methods in Teaching Geography." By Mr. C. F. Palmer, Ohio.

"Short and Rational Method of Number Work." By Mr. F. B. Ginn, Cal.

SECONDARY DEPARTMENT. A. F. NIGHTINGALE, Ill., *Vice-President*, presided.

"Teaching English in Secondary Schools." By Mr. J. B. McChesney, Cal.

"Educating the Whole Boy." By Mr. J. W. McDonald, Mass.

"Relation of the High School to the Primary School." By Miss Olive A. Evers, Minn.

HIGHER DEPARTMENT. HORACE DAVIS, Cal., *President pro tem.*

"Philosophy in Colleges and Universities." By Hon. W. T. Harris, Mass.

"Historical Sketch of Higher Education on the Pacific Coast." By Prof. W. Cary Jones, of Cal.

"Higher Education." Prof. H. Stebbins, Cal.

"The State University and Public High School." By Prof. A. L. Cook, Cal.

"Needs and Prospects of Higher Education on the Pacific Coast." By Mr. C. C. Stratton, Cal.

NORMAL DEPARTMENT. S. S. PARR, Ind., *President.*

"The Normal School Problem." By Pres. Parr.

"The Distinctive Work of the Normal School." By Prof. Joseph Baldwin, Tex.

"The Subject Matter which Belongs Properly to the Normal School Curriculum." By Mr. C. W. Hodgin, Ind.; by Dr. W. T. Harris; also by Miss Lucy M. Washburne, Cal.

"The Training School as an Adjunct of the Normal School." By Prof. Chas. H. Allen, O.

"The Relation of the Normal to the Academic School." By Thos. H. Kirke, Wis.

SUPERINTENDENTS' DEPARTMENT. N. C. DOUGHERTY, Ill., *President.* San Francisco, July, 1888.

President Dougherty's Opening Address.

"Efficient Supervision." By Supt. J. M. Greenwood, Mo.

An able discussion followed, by Mr. M. Chidester, Kan.; R. K. Buerhele, Pa.; John Hancock, Ohio; and several others.

"The Ethics of School Management." By Supt. C. B. Gilbert, Minn.

INDUSTRIAL DEPARTMENT. GEO. T. FAIRCHILD, Kan., *President.*

"Some Limitations in Industrial Training." By Prof. Fairchild.

"A Brief Summary of the Progress of Industrial Education during the Year." By Prof. S. R. Thompson, Pa.

"The Relation of Industrial and Moral Training in our Schools." By Prof. Z. Richards, D. C.

"The Power and Utility of Industrial Education in our Grammar Schools." By Mr. T. O. Crawford, Cal.

"The Relation of Manual Training Schools to Technical Schools." By Prof. C. M. Woodward, Mo.

ART DEPARTMENT. G. H. BARTLETT, Mass., *President.*

Pres. Bartlett's Annual Address.

"The Educational Value of the Construction of Objects in our Schools Over-Estimated." By Prof. L. S. Thompson, Ind.

"Historic Ornament and Design in Grammar and High Schools." By Mr. H. T. Bailey, Mass.

"Free Industrial Drawing Schools." By Pres. Bartlett.

"Importance of High Aim in Art Education." By Mr. Albert Munsell, Mass.

MUSIC DEPARTMENT. N. COE STEWART, Ohio, *President.*

Pres. Stewart's Opening Address.

"The Tonic Sol-Fa System." By S. McBurney, Cal.

"Aids in Elementary Music Teaching." By Mr. W. F. Heath, Ind.

"Some Healthful Things Learned by Teaching Music." By Mrs. M. E. Brand, Wis.

"The Use of Accent, and Time Language." By Mr. Herbert Griggs, Col.
"Elementary Music in Public Schools." By Mr. J. H. Elwood, Cal.
"What can School Superintendents do to Advance Proper Musical Instruction?" By Supt. L. W. Day, Ohio.

SPECIAL ADDRESSES, during the Meetings.

"New Plan for Educating Hindoo Women." By the Pundita Ramabai, India.
"Aims of the Del Sartean Disciples." By Edna Snell, Cal.
"The Working of a Teachers' Aid Society." By Miss Nellie E. Owens, Cal.
"The First Free School in California." By Col. J. D. Stevenson, Cal.

EXHIBITION REPORTS, of all Departments.

First, On Terminology, by O. Blackman, chairman.
Second, by W. T. Harris, chairman, On the Whole Exhibition.
Third, by the General Director, Joseph O'Connor, Esq., Cal.
Fourth, by Prof. Geo. T. Fairchild, On Exhibits of Common School Work.
Fifth, by L. S. Thompson, On Work in Drawing.
Sixth, by Prof. J. M. Ordway, On Industrial and Drawing Evening Schools.
Seventh, by Prof. S. M. Peabody, On Manual and Technical Exhibits.
Eighth, by Miss Nora A. Smith, On Kindergarten Exhibits.
Ninth, by Miss Emily A. Edmunds, On Primary, Grammar, and High Schools, in Art.
Tenth, by J. M. Greenwood, On Exhibits of California Schools.
Eleventh, by Jean Parker, Cal., On Exhibits of the Schools of the Central and Eastern States.
Twelfth, by Prof. A. S. Munsell, On Art Exhibits.

ATTENDANCE AT THE MEETING.

The whole number of members present at this meeting was about 8,500; of which number, California sent 4,352. Illinois sent 1,792 at the Chicago meeting.

SUPERINTENDENTS' DEPARTMENT. Meeting in Washington, 1889. FRED. M. CAMPBELL, Cal., *President.*

Opening Address. By Hon. N. H. R. Dawson, U. S. Com'r Education.
"Education on the Pacific Coast." By Supt. F. M. Campbell, Cal.
"A Teacher's Certificate—County, City, State, National." By A. J. Rickoff.
"Civil Service and Public Schools." By Hon. LeRoy D. Brown. Ohio.
Discussion. By Supt. B. S. Morgan, W. Va.; Supt. W. N. Baringer, N. J.; Thos. P. Ballard, Ohio; Supt. Geo. G. Luckey, Pa.; Dr. H. R. Waite, Mass.; W. H. Anderson, W. Va.; J. D. Haile, Io.; and Supt. A. P. Marble, Mass.
"Powers and Duties of School Officers and Teachers—Absolute and Relative." By Supt. A. P. Marble, Mass.
Discussion. By Supt. B. A. Hinsdale, Ohio; Supt. O. E. Latham, Ill.; Supt. J. M. Green, N. J.; W. E. Sheldon, Mass.; Col. F. W. Parker, Ill.
"City and County Supervision." Hon. E. E. Higbee, Pa.
"Industrial Education in the Public Schools." Col. F. W. Parker, Ill.
Discussed by Dr. J. W. Dickinson on "The Province of the Public Schools;" also by Supt. W. B. Powell, D. C., and by Supt. H. W. Compton, Ohio.
"System of Grading for Country Schools." By J. W. Holcombe, D. C.
Discussion. By Prof. O. B. Johnson, S. C.; Supt. H. C. Speer, Kan.; Hon. Jno. Macdonald, Kan.; and Supt. M. A. Newell, Ind.
"The Best System of State Supervision." By Supt. Warren Easton, La.
Discussion. By Hon. R. Edwards, Ill., and Dr. J. L. Buchanan, Va.

"The Relation of our Public Schools to our General Government." Senator H. W. Blair, N. H.

"Education in Alaska." Dr. Sheldon Jackson.

TWENTY-EIGHTH MEETING, at Nashville, Tenn., 1889. A. P. MARBLE, Mass., *President.*

The Addresses of Welcome, and Response, were of an unusually interesting character.

General Subject—Manual Training.

First, "The Results of the St. Louis Manual Training School." By Prof. C. M. Woodward, St. Louis, Mo.

Second, "The Intellectual Value of Tool Work." By Hon. W. T. Harris, Mass.

Third, "The Value of Tool Instruction, as related to the Active Pursuits in which Pupils may Subsequently Engage." By Prof. S. H. Peabody, Ill.

Fourth, "Manual Training in the Primary and Grammar Schools." By Supt. H. A. Wise, Baltimore, Md.

"Should Americans Educate their Children in Denominational Schools?"

1st, by Cardinal Gibbons, of Baltimore, Md.

2d, by Bishop John J. Keane, D. C.

3d, by Mr. Edwin D. Mead, of Mass. "Has the Parochial School a proper Place in America?"

4th, Response to Mr. Mead, by Bishop Keane.

5th, "Public and Parochial Schools." By Hon. John Jay, of N. Y.

6th, "The Legal Status of the Public Schools." By Supt. A. S. Draper, N. Y.

"A National University." By Prof. Wm. A. Mowry, Mass.

"Educational Progress of the Colored People in the South." By Mr. John H. Burrus, Miss.

"The Culture Value of the History of Education." By Prof. B. H. Hinsdale, Mich.

"The Practical Value of the History of Education." By Prof. W. H. Payne, Tenn.

"Value to Teachers of the History of Education." By Prof. S. G. Williams, N. Y.

"First Schools in the Ohio Valley." By Mr. W. H. Venable, Ohio.

"The Recitation." By Supt. Geo. Howland, Chicago, Ill.

"Literature for Children to the Front." By Miss M. E. Burt, Ill.

"Literature in the High Schools." By Miss M. C. Clark, Mo.

"Observation and Experiment in Pedagogical Inquiry Essential." By Mr. E. K. Russell, Mass.

"Sound Blindness." By Miss Sarah E. Wiltse, Mich.

"Honorary Degrees, as conferred in American Colleges." By Prof. Chas. F. Smith, Tenn.

"The Problem of the Hour." By Prof. Alexander Hogg, Tex.

"Education and the Republic." By Mr. A. S. Colyar, Tenn.

"Teaching of Patriotism in Public Schools." By Mr. Geo. W. F. Price, Tenn.

"History, a Patriotic Force in the School." By H. B. Carrington, Mass.

"Educational Progress in the South since 1865." By Mr. W. A. Candler, Ga.

NATIONAL COUNCIL OF EDUCATION. J. L. PICKARD, Iowa, *President.*

Licensure of Teachers—a Discussion.

"The Opportunities of the Rural Population for Higher Education." By Prof. James H. Canfield, Kan.

"Professional and Academic Studies in Normal Schools." Report of Committee.
"Hygiene in Education, Harmonious Development." By Prof. W. N. Hailmann, Ind.
"The Educational Value of Manual Training." By Hon. W. T. Harris, Mass.
"What Statistics should be collected by Superintendents?" By Supt. J. M. Greenwood, Mo.
"City School Systems." Discussion by Hon. W. T. Harris, Mass.

KINDERGARTEN DEPARTMENT. WM. E. SHELDON, Mass., *President.*

President Sheldon's Opening Remarks.
"The Kindergarten Methods Contrasted with the Methods of the American Primary School." By Hon. W. T. Harris, Mass.
"Story Telling in the Kindergarten." By Miss Nora A. Smith, Cal.
"The Principles and Methods of Educating our Girls for Parenthood." By Mrs. E. L. Hailmann, Ind.
"The Kindergarten in Relation to Motherhood." By Mrs. Sarah B. Cooper, Cal.
"Froebel's Message to Parents." By Mrs. A. H. Putnam, Ill.
"The Child." By Prof. F. A. Parker, Ill.

ELEMENTARY DEPARTMENT. J. M. DEWBERRY, Ala., *Acting President.*

"Discipline in Elementary Schools." By Miss Bettie A. Dutton, Ohio.
"Individuality of Teachers." By Mr. J. M. Dewberry, Ala.

SECONDARY DEPARTMENT. A. F. NIGHTINGALE, Ill., *President.*

"The High School." Pres. Nightingale.
"The High School and the Citizen." By Mr. H. C. Messimer, Pa., and by Miss Laura Donnan, Ind.
"Methods of Study in English." By Mr. M. W. Smith, Ohio.
"Uniform Course of Studies for High Schools." By Prof. E. W. Coy, Ohio.

HIGHER DEPARTMENT. S. H. PEABODY, Ill., *President.*

"An Educational Experiment." By Pres. Peabody.
"The Higher Education of the Colored Race." By Mr. A. Owen, Tenn., and "What Has Been Done, and What Can be Done." Also, by Mr. W. S. Scarborough, Ohio.

NORMAL DEPARTMENT. IRWIN SHEPARD, Minn., *President.*

"Pedagogical Chairs in Colleges and Universities." By Prof. B. A. Hinsdale, Mich.
"Report of Committee appointed at Chicago, on Methods of Instruction and Course of Studies in Normal Schools." By Prof. Thos. H. Gray; by Prof. A. G. Boyden; and by Prof. C. C. Rounds.
"Normal School Work among the Colored People." By Mr. A. J. Steele, Tenn.
"The Training of the Teacher in the South." By Rev. A. D. Mayo, Mass.

SUPERINTENDENTS' DEPARTMENT. C. C. DAVIDSON, Ohio, *Acting President.*

No papers or discussions at Nashville.

INDUSTRIAL DEPARTMENT. C. M. WOODWARD, Mo., *Acting President.*

Some interesting discussions.
"Ways, Means, and Maxims in Manual Training." By Mr. J. D. Walter, Kan.
"Industrial Education in the South." By B. G. Northrop, Conn.

ART DEPARTMENT. L. S. THOMPSON, N. J., *President.*

"Systems of Drawing in the United States." By President Thompson.

"Art Education the True Industrial Education. A Cultivation of Æsthetic Taste is of Universal Utility." By Hon. W. T. Harris.

"Form Study in all Grades below the High School, with Applications." By Mr. Jesse H. Brown, Ind.

MUSIC DEPARTMENT. N. COE STEWART, Ohio, *President.*

Pres. Stewart's Opening Address.

"The Province of Music in Education." By Prof. Wm. A. Mowry, Mass.

"The Outside Musician's Views of Music in the Public Schools." By Mr. Wm. H. Dana, Ohio.

"Special Report on the Condition of Music Instruction in our Public Schools." By Mr. Edgar O. Silver, Mass.

"The Relation of Music Instruction to our Educational Systems." By Rev. A. E. Winship, Mass.

"Music in Public Schools, from a Music Director's Stand-point." By Mr. O. C. McFaddon, Minn.

TWENTY-NINTH MEETING, at St. Paul, Minn., 1890. JAMES H. CANFIELD, Kan., *President.*

Many important and interesting reports were presented.

At a large and interesting open air mass-meeting, the Addresses of Welcome and Response were unusually able and instructive.

Papers—"Forms of Discipline, and Discipline of Forms." By Prof. B. L. Wiggins, of Tenn.

Report—"Pedagogical and Psychological Observation." By Prof. Geo. P. Brown and Dr. W. T. Harris.

"Relation of Instruction to Will-Training." By Prof. Charles DeGarmo, Ill.

"Examinations as Tests for Promotion." By Supt. W. H. Maxwell, Brooklyn, N. Y.

"The Moral Value of Art Education." By Miss Ada M. Laughlin, Minn.; also by Miss Flora Pennel, Ill.; by Mrs. Hannah J. Carter, N. Y.; Miss Christine Sullivan, Ohio; Miss Josephine C. Locke, Ill.; and by Mrs. Mary D. Hicks, Mass.

"The White Cross Movement in Education." By Miss Frances E. Willard, Ill.

"State Schools and Parish Schools—Is Union between them Impossible?" By Bishop John Ireland, Minn.

"Compulsory Laws, and their Enforcement." By Supt. O. H. Cooper, Tex.

"The Correlation of Subjects in Elementary Programs." By Prof. J. W. Stearns, Wis.

"The Place and Function of the Agricultural College." By Supt. D. L. Kiehle, Minn.; and also by Mr. Lewis McLouth, Dak.

"Organization and System against Originality and Individuality on the Part of Teacher and Pupil." By Supt. Henry Sabin, Iowa; with Discussions by C. W. Bardeen, N. Y., John T. Buchanan, Mo., and W. H. Anderson, W. Va.

"University and School Extension." By Dr. W. T. Harris, D. C.

"The Race Problem." By Mr. A. A. Gunby, La., and by Rev. J. C. Price, N. C.

"A Problem in Civilization." By Hon. H. W. Blair, N. H.

NATIONAL COUNCIL OF EDUCATION. S. H. PEABODY, Ill., *President.*

"Memorial of Supt. E. E. Higbee, of Pa." By Prof. N. C. Schaeffer, Pa.

"School Superintendence in Cities." By Hon. E. E. White, Ohio.

"Educational Literature." By Mr. W. E. Sheldon, Mass.; W. R. Garrett, Tenn.; Mrs. D. L. Williams, Ohio; Prof. W. H. Payne, Tenn.; and Prof. F. L. Soldan, Mo.

"Co-Education of the Sexes." By Supt. John Hancock, Ohio.

"Essentials of Elementary Education." By Supt. N. A. Calkins.

"Supplementary Report of Committee on School Systems." By Prof. B. A. Hinsdale, Mich.

SUPERINTENDENTS' DEPARTMENT. A. S. DRAPER, N. Y., *President*. Met in New York City, February, 1890.

"School Statistics as the Basis of Legislative or Official Action: What? and How?" By Prof. H. M. LaFollette, Ind.; followed by an able Discussion.

"The American Educational Exhibit at the International Exposition of 1892." By Hon. John Eaton, Ohio; James H. Canfield, Kan.; A. P. Marble, Mass.; Aaron Gove, Col.; E. E. Higbee, Pa.; Chas. K. Adams, Henry Sabin, James MacAlister, Pa.; Geo. Howland, Ill.; C. W. Bardeen, N. Y.; C. W. Parks, W. D. Sheldon, Mass.; Nicholas M. Butler, N. Y.; Thos. B. Stockwell, R. I.; John Hancock, Ohio; T. J. Morgan, D. C.; and G. Stanley Hall, Mass.

"State Supervision: What Plan of Organization and Administration is most effective?" By Supt. J. W. Patterson, N. H.; followed by an able Discussion by John Hancock, O.; E. H. Cook, N. J.; D. L. Kiehle, Minn.; W. B. Powell, D. C.; James M. Milne, N. Y.; M. A. Newell, Md.; B. G. Northrop, Conn.; Z. Richards, D. C.

"City School Systems." By Supt. W. H. Maxwell, N. Y.

"Popular Criticisms, and their Proper Influence upon School Superintendence." By Prof. M. E. Gates, N. J.

"The General Government, and Public Education throughout the Country." By Hon. W. T. Harris, D. C, followed by Hon. J. W. Dickinson, Mass., and Gen. T. J. Morgan.

"The Education of the Negro in the South." By Supt. J. A. B. Lovett, Ala.; also by W. B. Powell, D. C., W. H. Bartholomew, Ky, L. H. Jones, Ind., A. J. Rickoff, N. Y., Mrs. Rickoff, and Supt. J. M. Greenwood, Mo.

"The Gap between the Elementary Schools and Colleges." By Dr. Chas. W. Eliot, of Mass.; followed by Prof. N. C. Dougherty, Ill., John E. Bradley, Minn., J. W. Johnson, Miss., R. K. Bucherle, Pa.

KINDERGARTEN DEPARTMENT. MRS. E. L. HAILMANN, Ind., *President*.

"The Kindergarten Work and Mission, from the Stand-point of an Outside Observer." By Miss Helen E. Starrett, Ill.

"The Effects of Kindergarten Training on the Primary School." By Prof. Irwin Shepard, Minn.

"They have Eyes and Ears." By Miss Lucy F. Wheelock, Mass.

"Schoolishness in the Kindergarten." By Supt. W. N. Hailmann, Ind.

"The Letter Killeth." By Miss Anna E. Bryan, Ky.

ELEMENTARY DEPARTMENT. MISS BETTIE A. DUTTON, Ohio, *President*.

"Geology in Early Education." By Prof. A. Winchell, Mich.

"Science Training in Primary and Grammar Grades." By Mr. Gustave Guttenberg, Pa.

"Our Brother in Stripes, and in the School-Room." By Miss Julia S. Tutwiler, Ala.

"Fairy Tales and Folk Lore." By W. T. Harris, D. C.

"The Teacher and the Parent." By Mrs. Jennie S. McLauchlin, Ill.

SECONDARY DEPARTMENT. H. T. WHITE, Tenn., *Acting President.*

"The High School as a Fitting School." By Mr. A. F. Pechdolt, Minn.

"Effect of the College Preparatory High School upon Attendance and Scholarship in the Lower Grades." By C. W. Bardeen, N. Y.

"The Demands of the High School for Severance from the College and University." By Prof. J. W. Johnson, Miss.

"Art Instruction in the High School: its Utility and Value." By Miss Christine Sullivan, Ohio.

"The High School as a Factor in Mass Education." By Mr. E. A. Steere, Mont.

"The Purpose and Scope of History in the High School." By Mr. W. M. West, Minn.

HIGHER DEPARTMENT. G. B. CUTTING, Ill., *Acting President.*

"What Have the People a Right to Ask from Colleges?" By Mr. Chas. A. Blanchard, Ill.

"Shorter College Courses to Meet a Popular Demand." By Prof. H. L. Stetson, Io.

"A Chair of Pedagogy." By Prof. R. G. Boone, Ind., and by Prof. Levi Seely, Ill.

"Defects in College Discipline." By Mr. Rufus C. Burleson, Tex.

"Coöperative Government." By Mr. W. C. Fernald, Me.

"The Relation of the College to the Morals of the Student." By Mr. M. D. Hornbeck, Ill.

"The Spiritual Element in Education." By Mr. E. F. Bartholomew, Ill.

"College Education and Professional Life." By Mr. J. C. Hutchinson, Ill.

"Uniform Requirements for Admission." By Mr. H. A. Fischer, Ill.

"College Fraternities: their Influence and Control." By Prof. J. T. McFarland, Iowa.

NORMAL DEPARTMENT. W. W. PARSONS, Ind., *President.*

"The Normal School Curriculum." By Pres. Parsons.

"Educational Ideas in Dickens's Novels." By Prof. F. L. Soldan, Mo.

"Common School Branches, from a Professional Point of View." By Miss Isabel Lawrence, Kan.

"Difference between Normal School and High School Methods." By Hon. W. T. Harris, D. C.

"Recitation Estimates." By Prof. A. R. Taylor, Kan.

"Report of Committee; Criticism in Normal Schools: its Value as an Element in training Teachers." By Prof. Thomas J. Gray, Minn.

"Mental Effects of Form in Subject Matter." By Prof. J. H. Hoose, N. Y.

INDUSTRIAL DEPARTMENT. A. J. RICKOFF, N. Y., *President.*

"Classification, Nomenclature, and Practical Details of Manual Training." By Prof. C. M. Woodward, St. Louis, Mo.

ART DEPARTMENT. JESSE H. BROWN, Ind., *President.*

"High School Work in Drawing." By Miss E. Selleck, Ind.

"The Mission of Color." By Miss J. C. Locke, Ill.

"Normal School Work in Drawing." By Mrs. H. J. Carter, N. Y.

MUSIC DEPARTMENT. HERBERT GRIGGS, Col., *President.*

President Griggs's Opening Address.

"Music as a Factor in Education." By Miss Margaret Morris, Ohio.

"Music as a Regular and Required Branch of Grade Work." By Supt. Aaron Gove, Col.

"Value of the Tonic Sol-Fa Notation." By Robert H. Beggs, Cal.

JOINT SESSIONS OF THE DEPARTMENTS OF ELEMENTARY SCHOOLS, INDUSTRIAL EDUCATION, AND MANUAL TRAINING. ANDREW J. RICKOFF, N. Y., *President.*

"Manual Training in Primary Classes." By Supt. N. A. Calkins, N. Y.
"Manual Training in Grammar Grades." By Supt. J. E. Bradley, Minn.
"Manual Training in Elementary Grades." By W. L. Hailmann, Ind.
"Influence of Manual Training in Elementary Schools." By Supt. H. M. James, Neb.
"Drawing by a New Method." By Mr. Frank Aborn, Ohio.

THIRTIETH MEETING, at Toronto, Can., 1891. W. R. GARRETT, Tenn., *President.*

Addresses of Welcome by representatives of the various Provinces of Canada.
Responses by the officers and prominent members of the Association.

This meeting was international in its character, and was the first of its meetings ever held outside of the United States.

"The School of the Future." By Francis W. Parker, Ill.

This paper was discussed by A. P. Marble, Mass.; G. Stanley Hall, Mass.; Mrs. Schofield, S. C.; Nicholas M. Butler, N. Y., etc.

"Teaching Patriotism." By J. R. Preston, Miss. Discussion.
"Historical Sketch of the National Education Association." By Z. Richards, of Washington, D. C. Discussion by E. C. Hewett, Ill.
"The Present Status of Education in the U. S." By U. S. Commissioner of Education W. T. Harris.
"The Educational System of Ontario." By Hon. Geo. W. Ross, Minister of Education in Ontario.
"Spelling Reform." By H. W. Brewster, Minn.
Another paper on the same subject. By T. R. Vickroy, Mo. Discussion by H. H. Lincoln, of Boston; by Wm. Houston, Ont.; and by Z. Richards, D. C.
"A Year in a German Model School." By Miss Julia S. Tutwiler, Ala.
"A Basis for Ethical Training in Elementary Schools." By Pres. Chas. DeGarmo, Pa. Discussion.
"The Profession of Teaching for Light and Power." By Pres. M. E. Gates, Mass.
"Elementary Education in England." By Prof. Wm. Clark, Can.
"The Professional Training of Teachers." By D. J. Goggin, Manitoba.
"Educational Propaganda." By A. J. Rickoff, N. Y.
"The Independent District System." By John A. MacDonald, Kan.
"Military Education in the United States." By Allen Allensworth, N. Mex.
"Indian Education." By Dr. Oronhyatekha, Can.
"In Search of an Education." By Momolu Massaquoy, Africa.
"The Influence of the Public School, Nationally and Internationally." By Rev. Prin. Geo. M. Grant, Ontario.
Report of Committee on Exhibits. By John E. Bradley, Minn., Chairman.

NATIONAL COUNCIL OF EDUCATION. SELIM H. PEABODY, Ill., *President.*

"In Memoriam—of John Hancock, LL.D., Ohio." By E. E. White, Ohio.
Report on "Compulsory Education." By D. L. Kiehle, Iowa, Chairman, followed by discussion.
Report on "Secondary Education." By Jas. H. Baker, Col., Chairman. Discussion.
Report on "Normal Education." By L. H. Jones, Ind., Chairman. Discussion.
Report on "Pedagogy." By Geo. P. Brown, Ill., Chairman. Discussion.
Report on "Hygiene—Physical Education." By Miss Clara Conway, Tenn., Chairman. Discussion by G. Stanley Hall, and others.

Report on "Educational Statistics." By U. S. Com. W. T. Harris. Discussion.
"The Education of Girls." By Robert Allyn, Ill. A Volunteer Paper.
Report on "The Reorganization of the National Council." By W. E. Sheldon, Chairman.

SUPERINTENDENTS' DEPARTMENT. A. S. DRAPER, N. Y., *President.* Meeting held in Philadelphia, February, 1891.

After several Addresses of Welcome and Responses, the first paper read was,
"Recent Legislation upon Compulsory Education in Illinois and Wisconsin." By N. C. Dougherty, Ill., followed by discussion.
"Compulsory Education in Massachusetts." By Geo. H. Martin, Mass. Discussion by Supt. Seaver, Boston; Supt. A. P. Marble, Mass.; B. G. Northrop, Conn.; and others.
"Qualification and Supply of Teachers for City Schools." By Wm. E. Anderson, Wis. Discussion followed.
"The National Educational Association · its Organization and Functions." By Commissioner W. T. Harris. Discussion.
"Art Education in the Public Schools." By Jas. MacAlister, Penn. Discussion.
"The Highest Office of Drawing." By Frank Aborn, Ohio. Discussion.
"The Public School and Civil Service Reform." By Hon. Geo. Wm. Curtis, N. Y.
"Universities and Schools." By Supt. O. H. Cooper, Texas. Discussion.
"What Present Means are Available for the Preparation of Teachers for their Work?" By Supt. Henry Sabin, Iowa. Discussion.

KINDERGARTEN DEPARTMENT. MRS. E. L. HAILMANN, Ind., *President.*

Address of Welcome. By Mrs. L. T. Newcomb, Ontario.
"Kindergarten and the Primary School." By Commissioner W. T. Harris.
"Kindergarten Methods in Intellectual Training." By Mrs. J. L. Hughes, Ont.
"The Organic Connection between the Kindergarten and the Primary School.' By Miss A. Cropsey, Ind.
"Theory Tested by Experience." By Miss Anna E. Frederickson, Ind.
"Magicians that Make a Child's Life Happy or Miserable." By Mrs. Louise Pollock, Washington, D. C.
"Some Things a Kindergartner Should Know." By Wm. E. Sheldon, Mass.

ELEMENTARY DEPARTMENT. H. S. JONES, Neb., *President.*

"Synthetic Sound System of Teaching Reading." By Supt. F. B. Gault, Wash.
"Natural Science for the Common Schools." By Wilbur S. Jackson, Ill. Discussion.
"The Educational Burdens upon the Lower Grades." By Miss Abbie Low, Pa.
"Voice Culture in Primary and Elementary Schools." By Z. Richards, D. C.

SECONDARY DEPARTMENT. FRANK E. PLUMMER, Iowa, *President.*

The President's Address—"The Future High School."
"How English is Taught in one High School." By Ray Greene Huling, Mass.
"A Plea for State and National Aid in Industrial Education." By B. F. Hood, S. Dak.
"Geometry in our Schools." By Miss Matilda T. Karnes, N. Y.
"Aims in Teaching Civil Government." By Frank A. Hill, Mass.
"Necessity and Means of Developing Individuality." By Samuel B. Todd, Kan.
"Methods of Teaching General History." By Mrs. Mary Sheldon Barnes, Ind.
"The Province of the Western High School." By L. H. Austin, Neb.

DEPARTMENT OF HIGHER EDUCATION. J. J. MILLS, Ind., *President.*

"Should the College Course be Shortened?" By John M. Coulter, Ind.

"The Importance of Pedagogical Training for College Professors." By H. F. Fisk, Ill.

NORMAL DEPARTMENT. B. A. HINSDALE, Mich., *President.*

"The Teacher's Academical and Professional Preparation." By Pres. Hinsdale.

"What Constitutes Professional Work in a Normal School?" By Chas. DeGarmo, Pa. Discussion.

"The Place of the City Training School." By Miss Ellen G. Reveley, Ohio.

"The Function of a Teacher's Training College." By Walter L. Hervey, N. Y. Discussion.

DEPARTMENT OF INDUSTRIAL EDUCATION. LEWIS MCLOUTH, S. Dak., *President.*

The President's Opening Address—"Some Definitions."

"The Teacher of Tool Work." By C. M. Woodward, Mo.

"Manual Training, and its Place in the Educational System of Ontario." By Prof. N. Wolverton, Ontario.

DEPARTMENT OF ART. MRS. HANNAH JOHNSON CARTER, N. Y., *President.*

President's Opening Address.

"The Conditions Underlying Art Education in European and American Schools." By Walter S. Perry, N. Y.

"Supervision of Form Study and Drawing in Public Schools." By Walter S. Goodnough, N. Y. Discussion. By Sara A. Fawcett, N. J.

"Color in Nature in Relation to Color in the Schoolroom." By W. A. Sherwood, Can.

"Should Instruction in Form be Based upon Type Solids or upon Miscellaneous Objects?" By Mrs. Mary Dana Hicks, Mass.

DEPARTMENT OF MUSIC. HERBERT GRIGGS, Col., *President.*

President's Opening Address.

"Growth of Music among the People." By Edgar O. Silver, Mass.

"Methods in Teaching Music." By A. T. Cringan, Can.

"The Study of Music in its Relation to Mental Development." By S. H. Preston, Can.

ROUND TABLE CONFERENCE.

"The Organization of Higher Education." Conducted by Nicholas Murray Butler, of N. Y.

"The Study of Children." Conducted by G. Stanley Hall, Mass.

"Educational Psychology." Conducted by Walter L. Hervey, N. Y.

NOTE.—The whole number of papers and discussions contained in the volumes of reports is about one thousand, and the number of different authors about five hundred. The largest number of papers and discussions by one author is about forty, by Dr. W. T. Harris. The other authors have from one to thirteen.

NAMES OF AUTHORS AND SUBJECTS OF PAPERS AND DISCUSSIONS IN THE NATIONAL EDUCATIONAL ASSOCIATION SINCE ITS ORGANIZATION IN 1857 TO 1892.

A

W. R. ABBOTT.

Vol.

"The Profession of the Teacher" 1874

FRANK ABORN.

"Drawing by a New Method" 1890

"The Highest Office of Drawing" 1891

M. N. ACKLEY.

"The True American Idea of Labor" 1888

CHAS. K. ADAMS.

"College Dormitories" 1879

"Schools of Political Science" 1883

CHAS. F. ADAMS.

"The Development of the Superintendency" 1880

H. B. ADAMS.

"University Extension" 1891

T. D. ADAMS.

"The Bearing of Popular Education on Civilization" 1863

FELIX ADLER.

"Technical and Art Education in Public Schools" 1884

G. S. ALBEE.

"Condition of Psychology in Normal School" 1887

JOHN ALDEN.

"How shall Pupils be Taught to Teach?" 1869

FORDYCE ALLEN.

"Course of Study for a Normal School" 1869

CHARLES ALLEN.

"The Training School an Adjunct of the Normal School" 1888

JEROME ALLEN.

Vol.
"The Necessity of a Normal School in a System of Instruction"..... 1881
Opening Address in the Higher Department..... 1886
Report on Art Department..... 1887

ALLEN ALLENSWORTH.

"Military Education in the United States"..... 1891

ROBERT ALLYN.

"The Importance of Religious Motives in Moral Instruction"..... 1887
"The Education of Girls"..... 1891

I. W. ANDREWS.

"Classical Studies in American Education"..... 1868
"The Study of Political Science in Colleges"..... 1881
"Historical Bearing of the Ordinance of 1787 upon Political Life in the United States"..... 1887

JAMES B. ANGEL.

"Relation of the University to Public Education"..... 1887

W. E. ANDERSON.

"Organization and System against Originality and Individuality, etc."..... 1890
"Qualifications and Supply of Teachers"..... 1891

E. A. APGAR.

"Technical Education"..... 1879

J. W. ARMSTRONG.

"Philosophy and Principles of Methods"..... 1871
"Science in Common Schools"..... 1874

S. C. ARMSTRONG.

"Normal School Work among the Freedmen"..... 1872
"Education of the Indians"..... 1884

W. H. ASHLEY.

"The Education of the Mexican"..... 1886

G. W. ATHERTON.

"The Relation of the General Government to Education..... 1873

GEO. H. ATKINSON.

"The Best Culture for Citizenship"..... 1888

W. P. ATKINSON

"The Place of Classical Studies in an American System of Education. Is there too much Time Spent in Classics?"..... 1866
"Liberal Education in the Thirteenth Century"..... 1873

L. H. AUSTIN.

"Province of the Western High Schools"..... 1891

B

DANIEL BACHELOR.

Vol.
"The Educational Value of the Tonic Sol-Fa System"..... 1887

H. T. BAILEY.

"Historic Ornament and Design in Grammar and High Schools"..... 1888

JOSEPH H. BAKER.

"The Philosophical View of Practical Education"..... 1888
"Report on Secondary Education"..... 1891

JOSEPH BALDWIN.

"The Distinctive Work of the Normal School"..... 1888
"The Most Valuable Culture for Making Good Citizens"..... 1888

S. L. BALDWIN.

"The Education of the Chinese"..... 1886

THOS. P. BALLARD.

"Civil Service and the Public Schools" (Discussion)..... 1887

THOS. A. BANNING.

"Lessons of the Ordinance of 1787"..... 1887

C. W. BARDEEN.

"Teaching as a Business for Men"..... 1885
"The American Educational Exhibit in 1892" (Discussion)..... 1890
"Effect of the College Preparatory High School upon Attendance and Scholarship in the Lower Grades"..... 1890
"Organization and System against Originality"..... 1890

HENRY BARNARD.

"Competitive Examination for Admission to West Point"..... 1863
"Competitive Examination for Admission to Public Service"..... 1864

SAMUEL BARNET.

"The Foundation Principles of Education by the State"..... 1882

MRS. MARY S. BARNES.

"What Are the Real Things of History, and How Shall we Use Them?"..... 1891

W. N. BARRINGER.

"The Power of the Teacher"..... 1865
"A Syllabus of School Work"..... 1885
"Discussion of Civil Service and Public Schools"..... 1887

W. H. BARTHOLOMEW.

"Historical Sketch of Froebel's Principles"..... 1886
"Education among the Colored People"..... 1886
"Education among the Colored People at the South"..... 1890

E. F. BARTHOLOMEW.

Vol.

"The Spiritual Element in Education"..... 1890

G. H. BARTLETT.

Opening Address in Art Department..... 1888
"Free Industrial Drawing"..... 1888

JOHN BASCOM.

"Study of Language in a Liberal Education"..... 1884

N. BATEMAN.

"Education of Children at Public Cost"..... 1871
"Compulsory Education"..... 1872

S. P. BATES.

"Liberal Education"..... 1864

GEO. P. BEARD.

"Relation between Matter and Method in Normal Instruction"..... 1871

A. F. BECHDOLT.

"The High School as a Fitting School"..... 1890

MISS ELEANOR BEEBE.

"The Kindergarten in the Education of the Blind"..... 1887

MISS MARY L. BEECHER.

"Value of a Taste for Good Literature"..... 1888

ROBERT H. BEGGS.

"Value of the Tonic Sol-Fa System"..... 1890

MISS GRACE BIBB.

"Relation of Art to Education"..... 1875
"Normal Departments in State Universities"..... 1876

ALBERT BICKMORE.

"Natural History in Public Schools"..... 1883

THOMAS W. BICKNELL.

"Report on Forming a Council of Education"..... 1880
"History of the Association." (Inaugural Address)..... 1884
"Educational Statistics—Some Reports Needed"..... 1885

DR. JOHN S. BILLINGS.

"How to Ventilate School Buildings"..... 1882

J. H. BINFORD.

"The Relation between School Boards and Superintendents"..... 1873

ROBERT BINGHAM.

"Education in the South"..... 1884

J. F. BLACKINTON.

Vol.
"Silent Forces in Education" 1877

O. BLACKMAN.

"The Relative Importance of Song-singing and Reading Music" 1886
"Report on Terminology" 1888

HON. H. W. BLAIR.

"The Relation of our Public Schools to our General Government" 1887
"The Problem in Civilization" 1889

CHARLES A. BLANCHARD.

"What Have the People a Right to Ask from Colleges?" 1890

JAMES H. BLODGETT.

"Claims of English Grammar in Common Schools" 1870

MRS. E. P. BOND.

"The Kindergarten in the Mother's Work" 1885

R. G. BOONE.

"A Chair of Pedagogy" 1890

A. C. BOYDEN.

"The Effects of Alcohol on the Human System" 1886

ALBERT G. BOYDEN.

"Distinctive Principles of Normal School Work" 1886
"Text Books in Public Schools" 1886
"Report of Committee on Normal Methods of Instruction" 1889

MISS ANNA C. BRACKETT.

"The Normal School its own Model School" 1871
"The American Normal School" 1872

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"Drawing as a Branch of Elementary Education"..... 1869

C. M. WOODWARD.

"The Function of an American Manual Training School"..... 1882
"The Fruit of Manual Education"..... 1883
"The Function of the Public School"..... 1887
"The Relation of Manual Training Schools to Technical Schools"..... 1888
"The Results of the St. Louis Manual Training School"..... 1889
"Classification, Nomenclature, and Practical Details of Manual Training Schools"..... 1890
"The Teaching of Tool-Work"..... 1891

RAMSEY WRIGHT.

"The Relation between Liberal and Professional Study"..... 1891

J. H. WRIGHT.

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"The Place of Original Research in a College Education"..... 1882

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EDWARD L. YOUMANS.

"The Study of Matter and the Progress of Man"..... 1860

JOHN YOUNG.

"The Laws of Nature"..... 1858

MISS E. F. YOUNG.

"How to Teach Parents to Discriminate between Good and Bad Teachers" 1887

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IN THE VOLUMES OF PROCEEDINGS

OF THE

NATIONAL EDUCATIONAL ASSOCIATION,

FROM 1870 TO 1891 INCLUSIVE.

This Classified List gives the *Topics* upon which papers have been read before the *Association*, the *Name of the Author*, and the *Volume*, or *Year*, in which the paper may be found.

GENERAL CLASSIFICATION OF SUBJECTS.

1. American Public Education.

2. City Schools—Graded.
3. Country Schools—Ungraded.
4. Compulsory Education.
5. Culture in Schools.
6. Current Criticism of Public Schools.

7. Denominational Schools.
8. Drawing and Industrial Education.

9. Education in Particular Sections of Our Country.
10. Education in Foreign Countries.
11. Education and Crime.
12. Elementary Schools—Primary Instruction.

13. High Schools, Colleges, Universities, etc.

14. Kindergarten.

15. Manual Training—Technical Education.
16. Methods in Education—Philosophy of, etc.
17. Moral Education.
18. Music in Public Schools.

19. Natural History—Physical Sciences, etc.
20. National Aid to Education.
21. Normal Schools.

22. Pedagogics, Psychology, etc.

23. Race Education.

24. School Attendance.
25. " Discipline.
26. " Houses.
27. " Supervision.
28. " Ventilation.
29. " Instruction—Subjects, etc.
30. " Examinations.
31. Spelling Reform.

32. Teacher—Examination of, etc.
33. Text-Books—Use of.

34. Woman's Work in Education.

THE NATIONAL EDUCATIONAL ASSOCIATION.

PRIOR to 1870 there were three National Associations, each independent of the others, yet all engaged in considering educational work. These were the "National Teachers' Association," organized in 1857; the "American Normal Association"; and the "National Superintendents' Association."

At the annual meeting of the "National Teachers' Association," held in Cleveland, O., August, 1870, its Constitution was amended, its name changed to that of *The National Educational Association*, and four departments were organized within the Association, consisting of Department of School Superintendence; Department of Normal Schools; Department of Elementary Schools; Department of Higher Education.

By concurrent action on the part of the three National Organizations above named, they were united in one. This was the beginning of *The National Educational Association*, in its broad field of labor, with all classes of educators coöperating in the educational work of our country. This *Association* now includes *nine departments*, as follows:

Department of *School Superintendence;*
" " *Normal Schools;*
" " *Elementary Schools;*
" " *Kindergarten Instruction;*
" " *Secondary Education;*
" " *Higher Education;*
" " *Industrial Education;*
" " *Art Education;*
" " *Music Education;* and
The National Council of Education,

which is composed of sixty members, ten of whom are chosen annually from the members of the *Association*. The *Council* comprises twelve Standing Committees of five members each, who consider the topics assigned to them, and kindred subjects, and report upon the same at the meetings of the Council. Since the year 1883, the proceedings of the Council have been published in the Volume of Proceedings of *The National Educational Association;* and the topics considered by it are included in the following *Classified List.*

The joint publication of the proceedings of the three National Associations, mentioned above, began with the volume for 1870. It is hardly possible now to find copies of the proceedings of either of those Associations prior to that date. They were generally issued in pamphlet form, and seldom contained all the papers that were read at the meetings.

Beginning with 1870 each volume is bound in cloth. The increasing demand for these volumes of *The National Educational Association* has already exhausted the editions for the years 1870 and 1872; and only a limited number of copies are now on hand for the years 1871, 1882, 1883. These three volumes can now be sold *only when sets are ordered.* As soon, however, as the "*calls*" for the volumes out of print seem to warrant their republication, arrangements will be made for reprinting them. Until that time, a volume for either of the years 1873, 1875, 1876, 1879, 1880, 1884, 1886, 1887, 1888 will be sent in exchange for a volume of either of the years 1870, 1871, 1872, 1882, 1883, 1885.

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1887. Educational Influences and Results of the Ordinance of 1887. Its Adoption. Opening Address by the President. W. E. SHELDON, Mass.
History of the Ordinance. ISRAEL W. ANDREWS, Marietta, Ohio.
Lessons Taught by the Ordinance in regard to the Future Educational Policy of our Government. J. L. PICKARD, Iowa.
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The Influence of its Operations. THOS. A. BANNING, Chicago, Ill.
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1888. The State University and Public High Schools. A. L. COOK, Cal.
1888. Higher Instruction on the Pacific Coast. C. C. STRATTON, Cal.
1888. The Place of Literature in Common School Education. HORACE E. SCUDDER.
1888. The Application of Arithmetic to Physical Science. WALTER MCNAB MILLER.
1888. Scientific Methods in Teaching Geography. C. F. PALMER.
1888. Teaching English. J. B. MCCHESNEY, Oakland, Cal.
1888. Educating the Whole Boy. J. W. MACDONALD, Mass.
1889. Literature for High Schools. MINNIE C. CLARK, Kansas City, Mo.
1889. Honorary Degrees as Conferred by American Colleges. CHARLES F. SMITH, Tenn.
1889. A National University. WM. A. MOWRY, Boston, Mass.
1889. The Opportunities of the Rural Population for Higher Education. J. H. CANFIELD, Lawrence, Kan.
1889. The High School and the Citizen. H. C. MISSIMER, Erie, Pa.
1889. Uniform Course of Study for High Schools. E. W. COY, Cincinnati, O.; HENRY C. KING, Oberlin, O.
1889. The High School. A. F. NIGHTINGALE, Ill.

XIV.—KINDERGARTEN.

1872. Adaptation of Frœbel's System of Education to American Institutions. W. N. HAILMANN, Ky.
1873. Frœbel's System of Education—What it is—How it can be Introduced into Public Schools. J. W. DICKINSON, Mass.
1876. Characteristics of Frœbel's Methods. MME. KRAUS-BOELTE, New York.
1877. The Kindergarten. JOHN KRAUS.
1877. The Kindergarten and the Mission of Women. MME. KRAUS-BOELTE.
1879. Relations of the Kindergarten to the School. W. T. HARRIS, Mo.
1880. From Pestalozzi to Frœbel. W. N. HAILMANN, Mich.
1880. Modeling in Public Schools and in the Kindergarten. EDWARD A. SPRING, N. J.
1881. Kindergarten. MRS. LOUISA POLLOK, Washington, D. C.
1885. Kindergarten in the Mother's Work. MRS. ELIZABETH P. BOND, Mass.
1885. Relation of the Kindergarten to the Primary School. JOHN W. DICKINSON, Mass.
1885. Some Essentials of the Kindergarten. MRS. EUDORA HAILMANN, Ind.
1886. Application of Frœbel's Educational Principles. W. N. HAILMANN.
1886. Necessary External Conditions. MISS VINNA WARR, Iowa.
1886. Course of Study: Proper Limits and Divisions. H. M. JAMES, Neb.
1886. Course of Study: Order of Subjects MISS MARY B. PHILLIPS, Ill.
1887. Value of Kindergarten Training in Normal Schools. MISS CLARA A. BURR, N. Y.
1887. Application of Frœbel's Principles to the Primary Schools. MISS KATE L. BROWN, N. Y.
1887. Kindergarten in the Education of the Blind. MISS ELEANOR BEEBE, Ky.
1888. Brief Résumé of Kindergarten Growth. SARAH B. COOPER, Cal.
1888. Educational Value of the Beautiful. N. C. SCHAUFFER, Penn.

XIV.—KINDERGARTEN—Continued.

1888. An Ideal Professional Training School for Kindergartners. C. H. McGrew, Cal.
1889. The Kindergarten Methods Cootrasted with the Methods of the American Primary School. William T. Harris, Mass.
1889. The Relation of the Kindergarten to Motherhood. Mrs. Sarah B. Cooper, Cal.
1889. The Principles and Methods of Educating Our Girls for Parenthood. Mrs. Eudora L. Hailmann, La Porte, Ind.
1889. Frœbel's Message to Parents. Mrs. Alice H. Putnam, Englewood, Ill.
1889. Story-Telling in the Kindergarten. Nora A. Smith.

XV.—MANUAL TRAINING.—TECHNICAL EDUCATION.

1876. The Political Economy of Higher and Technical Education. Hon. H. A. M. Henderson, Ky.
1876. What Can be Done to Secure a Larger Proportion of Educated Labor among our Producing and Manufacturing Classes? Prof. William C. Russell, Cornell University.
1876. What are the Legitimate Duties of an Agricultural Professor? Prof. E. M. Pendleton, Ga.
1877. Systematic Manual Labor in Industrial Schools. Prof. George T. Fairchild.
1877. The Russian System of Mechanical Art Education. J. D. Runkle.
1877. The Relation of Manual Labor to Technological Training. Charles O. Thompson, Mass.
1879. Educated Labor. Prof. L. S. Thompson, Indiana.
1879. Beginning of Industrial Education. Hon. M. A. Newell, Md.
1879. The Use of Modeling in Education. Edward A. Spring, N. J.
1879. Industrial Education, or the Equal Cultivation of the Head, the Heart, and the Hand. Alexander Hogg, Texas.
1879. Destitute Children. John Hitz, Washington, D. C.
1880. Technical Training in American Schools. E. E. White, Ind.
1880. Technical Instruction in Land Grant Colleges. J. M. Gregory, Ill.
1881. Decay of Apprenticeships—Its Causes and Remedies. L. S. Thompson.
1882. Man the Machine, or Man the Inventor; Which? John W. Glenn, Ga.
1882 The National Industrial College—Its History, Work, and Ethics. E. E. White.
1882. The Function of an American Manual Training School. C. M. Woodward.
1882. Dexterity before Skill. Geo. T. Fairchild.
1883. Manual Training. C. M. Woodward, Mo.
1883. The Moral Influence of Manual Training. Dr. J. R. Buchanan.
1884. A Layman's View of Manual Training. Col. Augustus Jacobson.
1884. Technical and Art Education in Public Schools as Elements of Culture. Felix Adler, New York.
1884. Handwork in the School. John M. Ordway.
1885. The Apprenticeship Question and Industrial Schools. Thos. Hampson, Washington, D. C.
1885. Educational Value of Manual Training. Chas. H. Hamm, Ill.
1885. Outline of Technical Work for a Manual Training School. William F. M. Goss, Ind.
1886. Technical Education for Girls. Report.
1886. Technological Education. Report.
1887. Educational Exposition, Chicago. George P. Brown, Ill.
1887. Manual Education in Urban Communities. F. A. Walker, Mass.
1887. Kinds of Schools to be Introduced, and Practical Methods of Instruction Discussion. Miss L. A. Fay, Mass.
1888. The True American Idea of Labor. W. N. Ackley, R. I.
1888. Some Limitations in Industrial Training. G. T. Fairchild, Kan.
1888. Progress of Industrial Training during the year. R. S. Thompson, Penn.
1888. The Relation of Industrial to Intellectual and Moral Training in Public Schools. Z. Richards, Washington, D. C.
1888. Educational Power of Industrial Training. T. O. Crawford, Cal.
1888. Relation of Manual Training to Technical. C. M. Woodward, Mo.
1888. Where should General Education end and Special Education begin? J. M. Greenwood, Kansas City, Mo.
1889. Manual Training. The Results in the St. Louis School. C. M. Woodward.
1889. Value of Tool Work as Related to the Active Pursuits in which Pupils may Subsequently Engage. S. H. Peabody, Champaign, Ill.
1889. To what extent may Manual Training be Introduced at this Time into the Public Schools? Henry A. Wise, Baltimore, Md.

XV.—MANUAL TRAINING.—TECHNICAL EDUCATION—Continued.

1889. The Intellectual Value of Tool-Work. Wm. T. Harris, Mass.
1889. Educational Value of Manual Training. G. P. Brown, Ill.
1889. The Effect of Tool-Work upon the Usefulness of the Schools. E. E. White, O.

XVI.—METHODS, PHILOSOPHY OF, ETC.

1871. Philosophy of Methods. John W. Armstrong, Fredonia, N. Y.
1873. Elementary and Scientific Knowledge. J. W. Dickinson, Mass.
1873. Relative Contribution of Scholarship and Methods to the Power of the Teacher. H. B. Buckham, Buffalo, N. Y.
1874. Method and Manner. Prof. F. L. Soldan, Mo.
1876. What may Schools do to Form Right Habits of Thought and Study in their Pupils? C. A. Morey, Minn.
1876. What is a School, etc. Dr. J. H. Hoose, Cortland, N. Y.
1876. The Relation of the Teacher to the Reforms of the Day. Miss Frances E. Willard.
1876. Personal and Acquired Gifts of Teaching. H. B. Buckham, N. Y.
1879. The Historical Method in the Teaching of English. James M. Garnett, Md.
1880. The Dominion of Nature and Art in the Process of Instruction. Wm. H. Payne.
1880. Results of Methods of Teaching. J. W. Dickinson, Mass.
1881. The Teacher's Work in the Development of Mental and Moral Power. N. A. Calkins, New York.
1881. The Philosophy of Illustration. J. J. Burns, Dayton, O.
1882. Oral Instruction. Larkin Dunton, Boston, Mass.
1884. The Constant in Education. B. A. Hinsdale, Ohio.
1884. Method in Teaching. John W. Dickinson, Mass.
1885. Method of Pedagogical Inquiry. William T. Harris.
1885. Pedagogical Inquiry. G. Stanley Hall.
1886. Principles of Method. Miss Agnes I. Rounds, N. H.
1889. The Recitation. George Howland, Chicago, Ill.
1889. Methods of Study in English. M. W. Smith, O.

XVII.—MORAL EDUCATION.

1871. What Moral Uses may a Recitation be made to Subserve? A. Kirk, Ill.
1872. Methods of Moral Instruction in Common Schools. A. D. Mayo, Ohio.
1875. Full-Orbed Education. Dr. J. R. Buchanan, Ky.
1875. What shall we do with the Boys? J. L. Pickard, Ill.
1876. Moral Elements in Primary Education. Hon. W. H. Ruffner, Va.
1877. Moral Training. R. H. Rivers, Tenn.
1880. Object Lessons in Moral Instruction in the Common School. A. D. Mayo.
1880. How can Character be Symmetrically Developed. Ellen Hyde, Mass.
1881. Moral and Literary Training in the Public Schools. John B. Peaslee, Ohio.
1883. Education of the Heart. Henry H. Fick.
1885. The Public Schools and Morality. J. W. Stearns, Wis.
1886. Scientific Temperance Instruction. Mrs. J. Ellen Foster, Iowa.
1886. Educational Cure of Mormonism. A. E. Winship, Mass.
1886. Moral Training in the Public Schools. E. E. White, Ohio.
1887. Religious Motives and Sanctions in Moral Training. Robert Allyn, Ill.
1888. Moral Training to be combined with Industrial and Intellectual. Z. Richards.

XVIII.—MUSIC IN PUBLIC SCHOOLS.

1870. A Plea for Vocal Music in Public Schools. Eben Tourjee, Mass.
1870. Vocal Music in Normal Schools. G. B. Loomis, Ind.
1884. Methods of Teaching Music. H. E. Holt.
1885. President's Address. David B. Hagar.
1885. Vocal Music in the Public Schools. T. H. Brand.
1885. Tonic Sol Fa System. Theo. F. Seward, N. Y.
1885. Elementary Vocal Music in Primary Grades. B. Jepson, Conn.
1885. Methods of Teaching Vocal Music. H. E. Holt, Mass.
1885. Relative Importance of Song-Singing and the Reading of Music. O. Blackman.
1887. What has been done in Public Schools for and with Vocal Music? O. S. Westcott, Ill.
1887. Shall the State teach Music? Thos. J. Morgan, R. I.
1887. Voice Training and Singing. F. W. Root, Ill.
1887. Educational Value of the Tonic Sol Fa Method. D. Bachelor, Pa.

XVIII.—MUSIC IN PUBLIC SCHOOLS—Continued.

1887. Fervent Voice—Its Nature and Reflex Influence. WM. L. TOMLINS, Ill.
1888. President's Address. N. COE STEWART, Ohio.
1888. The Tonic Sol Fa System. S. MCBURNEY, Cal.
1888. Aids in Elementary Music Teaching. W. F. HEATH, Ind.
1888. Some Helpful Things I have Learned from my Experience in Teaching Music. MRS. M. E. BRAND, Wis.
1888. The Use of Accent to Young People; and the Use of Time-Language. HERBERT GRIGGS, Col.
1888. Elementary Music in Public Schools. J. H. ELWOOD, Cal.
1888. What can Superintendents do to advance Proper Musical Instruction. L. W. DAY, Ohio.
1889. Department of Music. Address of the President. N. COE STEWART.
1889. The Province of Music in Education. WM. A. MOWRY, Boston, Mass.
1889. The Relation of Music Instruction to our Educational System. W. E. WINSHIP, Boston, Mass.
1889. Music in the Public Schools, From the Music Director's Standpoint. O. E. MCFADON, Minneapolis, Minn.

XIX.—NATURAL HISTORY, PHYSICAL SCIENCE, ETC.

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1872. Natural History in Education. PROF. SHALER, Harvard.
1872. The Scope and Method of Physical Science in Common Schools. C. O. THOMPSON, Mass.
1874. Science in Common Schools. J. W. ARMSTRONG, N. Y.
1881. Effect of Student Life on the Eyesight. A. W. CALHOUN, M.D., Ga.
1881. An Evening in Wonderland. WM. I. MARSHALL, Mass.
1887. Relation of Mental Labor to Physical Health. Discussion. REPORT.
1889. Relation of Mental Labor to Physical Health. W. N. HAILMANN, Ind.

XX.—NATIONAL AID TO EDUCATION.

1871. How Far may the State Provide for the Education of her Children at Public Cost? HON. NEWTON BATEMAN, Ill.
1871. National Aid to Education in the South. GEN. JOHN EATON.
1873. Relation of General Government to Education. PROF. G. W. ATHERTON, N. J.
1874. A National University. J. W. HOYT, Wis. (Review of a paper read at Elmira, N. Y., by CHARLES W. ELLIOT.)
1874. National Endowments for Schools for Scientific and Technical Training. J. K. PATTERSON, Ky.
1874. A National University. ANDREW D. WHITE, Cornell University.
1874. A Paper on a National University. WM. T. HARRIS, Mo.
1882. Annual Report of the National Educational Association. THOMAS W. BICKNELL.
1882. National Aid to Education. A. D. MAYO.
1882. National Aid to Education. J. L. M. CURRY.
1883. National Aid to Education, from a Northern Standpoint. HON. DEXTER A. HAWKINS, N. Y.
1883. What has been Done for Education by the Government of the United States? HON. JOHN EATON.
1884. The Supplementing of the War. ALBERT SALISBURY.
1889. A National University. WILLIAM A. MOWRY, Mass.

XXI.—NORMAL SCHOOLS.

1870. Report on a Course of Study for Normal Schools. W. F. PHELPS, Minn.
1871. The Normal School Problem. J. W. PHILBRICK, Mass.
1871. Principles and Methods in a Normal Course. JOHN W. ARMSTRONG, N. Y.
1871. Model Schools in Connection with Normal Schools. RICHARD EDWARDS, Ill.
1872. System of Normal Training Schools best adapted to the wants of our People. W. F. PHELPS, Minn.
1872. The Proper Work of Normal Schools. J. C. GREENOUGH, R. I.
1872. Practice Schools—their Uses and their Relation to Normal Training. MISS J. H. STICKNEY, Mass.
1872. The American Normal School. ANNA C. BRACKETT, N. Y.
1872. Professional Instruction in Normal Schools. T. W. HARVEY, Ohio.
1872. Relation between Matter and Method in Normal Instruction. GEO. P. BEARD, Mo.
1872. Normal School Work among Freedmen. GEN. S. C. ARMSTRONG.

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1873. Duties and Dangers of Normal Schools. RICHARD EDWARDS, Ill.
1874. Training Schools in Connection with Normal Schools. J. C. GREENOUGH, R. I.
1874. What Constitutes a Consistent Course of Study for Normal Schools? JOHN OGDEN, Ohio.
1874. Special Work of Normal Schools to entitle them to be called Professional. LARKIN DUNTON, Boston.
1875. Professional Training of Teachers. DELIA A. LATHROP, Ohio.
1876. Normal Schools in the United States—their Past, Present, and Future. RICHARD EDWARDS, Ill.
1876. Centennial Thoughts on Normal Schools. EDWARD BROOKS, Pa.
1876. A Professional Course of Study for Normal Schools. JOHN OGDEN, Ohio.
1877. Range and Limits of Normal School Work. E. C. HEWETT, Ill.
1877. Common School Studies in Normal Schools. J. C. GREENOUGH.
1877. Attacks on Normal Schools. C. C. ROUNDS, N. H.
1877. A few Queries Concerning some of the Details of Normal School Work. S. H. WHITE, Ill.
1879. Professional Degrees for Teachers. J. C. GILCHIST, Ia.
1879. Professional Instruction in Normal Schools. LEWIS MCLOUTH, Mich.
1880. Normal Departments in State Universities. GRACE C. BIBB.
1880. Instruction in Subject-Matter a Legitimate Part of Normal School Work. G. L. OSBORNE, Mo.
1880. Some of the Obstructions, Natural and Interposed, that Resist the Formation and Growth of the Pedagogic Profession. G. P. BROWN, Ind.
1881. The Necessity of a Normal School in a Public System of Instruction. JEROME ALLEN, Minn.
1881. What Constitutes a Normal School? J. C. GILCHIST, Ia.
1881. The True Normal Training for Country Teachers. T. C. H. VANCE, Ky.
1882. The Place of a Normal School in the Educational System. HON. D. H. KIEHLE.
1883. The Place and Function of the Model School. CHARLES DE GARMO.
1883. The Normal School Problem and the Problem of the Schools. H. H. STRAIGHT.
1883. The Function of the Normal School. E. C. HEWETT.
1884. Normal Schools—their Necessity and Growth. THOS. HUNTER, New York.
1885. Practice Schools in Connection with Normal Schools. C. C. ROUNDS.
1885. Teaching as a Business for Men. C. W. BARDEEN, N. Y.
1885. Function of the Normal School in our Educational System. EDWARD E. SHEIB, La.
1886. Distinctive Principles of Normal School Work. A. G. BOYDEN, Mass.
1886. Organization, Courses of Study and Methods of Instruction. A. R. TAYLOR, Kan.
1887. Method of Instruction in the Normal Schools of the U. S. THOS. F. GRAY, Minn.
1887. The German System of Normal Schools. CHAS. DE GARMO, Ill.
1887. Psychology in Normal Schools. G. S. ALBEE, Wis.
1887. Teachers' Institutes. REPORT OF COMMITTEE ON NORMAL SCHOOLS.
1888. Normal Training for Teaching of Elementary Schools. KATE N. T. TUPPER, Oregon.
1888. Relation of the High School to the Training School. OLIVE A. EVERS, Minn.
1888. The Normal School Problem. S. S. PARR, Ind.
1888. The Distinctive Work of the Normal School. JOSEPH BALDWIN, Texas.
1888. The Subject Matter for the Normal School. LUCY M. WASHBURNE, Cal.; CYRUS W. HODGIN, Ind.
1888. The Training School as an Adjunct of the Normal School. C. H. ALLEN, Cal.
1888. The Relation of the Normal School to the Academic Schools. THOS. H. KIRKE, Wis.
1889. Report of "Chicago Committee" on Methods of Instruction and Courses of Study in Normal Schools. T. J. GRAY, St. Cloud, Minn.
1889. Normal School Work among the Colored People. B. T. WASHINGTON, Tuskegee, Ala., and ALBERT SALISBURY, Whitewater, Wis.
1889. Academic and Professional Training in Normal Education. D. B. HAGAR, Mass.

XXII.—PEDAGOGICS, PSYCHOLOGY, ETC.

1871. Pedagogical Bibliograph. THOMAS DAVIDSON, Mo.
1874. The Building of a Brain. EDWARD H. CLARKE, M.D.
1880. On the Complexity of Causes. ELI T. TAPPAN, Ohio.
1882. Chairs of Pedagogy in Our Higher Institutions of Learning. G. STANLEY HALL, Md.
1882. How to Improve the Qualifications of Teachers. W. T. HARRIS.
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1884. The Relation of the Art to the Science of Education. W. T. HARRIS.
1884. Some Applications of Psychology to the Art of Teaching. W. H. PAYNE.
1885. Psychological Inquiry. W. T. HARRIS.
1885. Principles and Methods—How to Learn. A. D. MAYO.
1885. Educational Value of each of the Common School Studies. JAMES H. HOOSE, N. Y.
1886. Some Serious Errors in Teaching. L. R. KLEMM, Ohio.
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1886. Educational Value of Common School Studies. J. H. HOOSE, N. Y.; W. H. PAYNE, Mich.; EDWARD BROOKS, Pa.
1887. The Socratic Element in Elementary Culture. J. W. STEARNS, Wis.
1887. The Objective Element in Teaching. JOHN W. DICKINSON, Mass.
1887. Outline of a Philosophy of Education. F. L. SOLDAN, Mo.
1887. The Natural or Developing Element in Modern Methods of Elementary Culture. W. N. HAILMANN, Ind.
1887. Meaning of the Maxim, "We Learn to Do by Doing," in Elementary Education. N. C. SCHAEFFER, Penn.
1888. Practical Education—The Psychological View. JAMES H. BAKER, Col.
1889. Observation and Experiment Essential in Pedagogical Inquiry. E. H. RUSSELL, Worcester, Mass.
1889. Sound Blindness. SARAH E. WILTSE, Mich.
1889. An Educational Experiment. S. H. PEABODY, Ill.
1889. Pedagogical Chairs in Universities and Colleges. B. A. HINSDALE, Ann Arbor, Mich.

XXIII.—RACE EDUCATION.

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1886. The Education of the Mongolian or Chinese. REV. S. L. BALDWIN.
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1886. Educational Work Among the Colored Race. W. H. BARTHOLOMEW, Louisville, Ky.
1889. Educational Progress of the Colored People in the South. JOSEPH H. BURRUS, Rodney, Miss.
1889. The Higher Education of the Colored Race—What has been Done—What can be Done. W. S. SCARBOROUGH and W. OWEN.
1889. Normal School Work among the Colored People. B. T. WASHINGTON, Ala.

XXIV.—SCHOOL ATTENDANCE.

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XXV.—SCHOOL DISCIPLINE.

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1873. School Boards and School Superintendents—Their Relation. J. H. BINFORD, Va.
1880. The Development of the Superintendency. CHARLES FRANCIS ADAMS, JR.
1884. City and Town Supervision of Schools. R. W. STEVENSON, Ohio.
1885. Inaugural Address. LEROY D. BROWN, Ohio.
1885. County Superintendency. JOHN W. HOLCOMB, Ind.
1886. County Superintendents. E. B. MCELROY, Oregon.
1886. Teachers' Institutes. D. C. TILLOTSON, Kansas.
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XXIX.—SCHOOL INSTRUCTION, SUBJECTS OF.

1871. How to Teach Geography. MARY HOWE SMITH, N. Y.
1872. English Literature—Its Place in Popular Education. F. H. UNDERWOOD, Mass.
1872. English Grammar in Elementary Schools. M. A. NEWELL, Md.
1875. Comparative Orthoepy. W. C. SAWYER, Wis.
1875. Language Teaching—Its Importance and Methods. HENRY F. HARRINGTON, Mass.
1876. Report on Orthoepy. PROF. W. C. SAWYER, Ohio.
1876. The Study of Anglo-Saxon Language and Literature. DR. J. M. GARNETT.
1877. The English Language in Elementary Schools. ZALMON RICHARDS.
1877. The Study of Social Economy in Public Schools. MAURICE KIRBY.
1880. What Constitutes a Practical Course of Study. EDGAR A. SINGER, Philadelphia.
1880. What We Should Seek to Accomplish in Reading Exercises. E. O. VAILE, Ill.
1881. Revision of the Common School Curriculum. M. A. NEWELL, Md.
1881. Common School Studies. AND. J. RICKOFF, Yonkers, N. Y.
1882. Some Fundamental Inquiries Concerning Common School Studies. JOHN M. GREGORY, Ill.
1888. The Place of Literature in Common School Education. HORACE E. SCUDDER, Mass.
1888. Practical Value in Life of a Taste for Good Literature. MARY L. BEECHER, Tenn.
1888. Practical Methods of using Literature in Teaching Children to Read. LEROY HALSEY, Mich.
1888. Ought Young Girls to Read the Daily Newspapers? W. T. HARRIS, Mass.

XXX.—SCHOOLS EXAMINATIONS.

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1887. Method of Conducting Examinations in Ordinary School Work by the Class Teacher. AARON GOVE, Col.
1887. School Examinations. GEORGE A. LITTLEFIELD, R. I.
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1879. Spelling Reform in England. E. JONES.
1879. The Etymologic Objection to Spelling Reform. S. S. HALDEMAN.
1879. Spelling Reform in Journalism. S. N. D. NORTH, N. Y.
1880. The Relation of Educators to the Spelling Reform. F. A. MARCH.
1880. The Duty of our Colleges toward Spelling Reform. W. G. BALLANTINE, Ohio.
1881. The Necessity for Spelling Reform. T. R. VICKROY, St. Louis, Mo.

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1872. Examination of Teachers. HON. JOHN SWETT, Cal.
1883. Examination of Teachers. ELI T. TAPPAN.
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XXXIII—TEXT-BOOK—USES OF—HOW FURNISHED.

1871. Place and Use of Text-Books. S. G. WILLIAMS.
1880. Text-Books and Their Uses. W. T. HARRIS.
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1888. If there should be Uniformity in Text-Books, should it be by State Contract, by State Publication, or by State Decree. ALBERT W. MARBLE, Mass.
1888. Should the State Furnish Books and Appliances Free? R. W. STEVENSON, Ohio.
1888. Free Text-Books for Free Schools. THOMAS TASH, Me.
1888. State Uniformity of Text-Books. L. S. CORNELL, Col.

XXXIV.—WOMAN'S WORK IN EDUCATION.

1881. Woman's Work in Education. MRS. MARY WRIGHT SEWELL.
1884. Woman's Work in Education. LOUISA HOPKINS.
1884. Woman's Work in Education. MISS FRANCES E. WILLARD.

SUPPLEMENTARY.

CLASSIFIED LIST OF SUBJECTS.

Found in Volumes for 1890 and 1891.

I.—AMERICAN PUBLIC EDUCATION.

Its Theory, Systems, etc.

1890. The General Government and Public Education throughout the Country. W. T. HARRIS, D. C.

1890. Supplementary Report on School Systems. B. A. HINSDALE, Mich.

II.—CITY SCHOOLS, AND SUPPLY OF TEACHERS FOR THEM.

1890. City School Systems. W. H. MAXWELL, N. Y.

1891. Qualifications and Supply of Teachers for City Public Schools. WM. E. ANDERSON, Wis. (Discussion.)

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1890. Compulsory Laws and their Enforcement. OSCAR H. COOPER, Texas.

1890. Our Brother in Stripes, in the Schoolroom. MISS JULIA S. TUTWILER, Ala.

1891. Compulsory Education. (Discussion.) Report of Committee of National Council.

1891. Recent Legislation upon Compulsory Education in Illinois and Wisconsin. N. C. DOUGHERTY, Ill.

1891. Compulsory Education in Massachusetts. GEO. H. MARTIN, Agt. Mass. Board of Education. (Discussion.)

V.—CULTURE IN SCHOOLS.

1890. The Mission of Color. MISS JOSEPHINE C. LOCKE, Ill.

VI.—CURRENT CRITICISM OF PUBLIC SCHOOLS.

1890. Popular Criticisms and their Proper Influence upon School Superintendence. MERRILL GATES, N. J.

1891. The Public School and Civil Service Reform. GEORGE WILLIAM CURTIS, N. Y.

VII.—DENOMINATIONAL SCHOOLS.

1890. The State School and the Parish School—Is Union between them Impossible? ARCHBISHOP JOHN IRELAND, Minn.

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1890. The Moral Value of Art Education. ADA M. MCLAUGHLIN, Minn.

1890. Drawing—a New Method. FRANK ABORN, O.

1891. Art Education in the Public Schools. JAMES MACALISTER, Pa. (Discussion.)

1891. The Highest Office of Drawing. FRANK ABORN, O.

1891. Industrial Education. LEWIS MCLOUTH, So. Dak.

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1891. Supervision of Form Study and Drawing in Public Schools. WALTER S. GOODNOUGH, N. Y. (Discussion.)
1891. Color in Nature in Relation to Color in the Schoolroom. W. A. SHERWOOD, Ont.
1891. Should Instruction in Form be based upon Type Solids or upon Miscellaneous Objects? MRS. MARY DANA HICKS, Mass.

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1891. The Educational System of Ontario. HON. GEO. W. ROSS, Minister of Education.
1891. A Year in a German Model School. JULIA S. TUTWILER, Ala.

XI. B.—EDUCATIONAL LITERATURE.

1890. Definition of Educational Literature. W. H. PAYNE, Tenn.
1890. Value of Educational Literature to Teacher and Student. F. LOUIS SOLDAN, Mo.
1890. The Value of Educational Literature to the Student and to the Professional Teacher. W. E. SHELDON, Mass.
1890. The Value of Educational Literature, and its Direct and Indirect Influence upon American Systems of Education. W. R. GARRETT, Tenn.
1890. The Teachers' Reading Circle in Education. MRS. D. LATHROP WILLIAMS, O.
1890. Educational Ideas in Dickens's Novels. F. LOUIS SOLDAN, Mo.

XI. C.—EDUCATIONAL STATISTICS.

1890. School Statistics as a Basis of Legislative or Official Action—What Should be Collected, and How? H. M. LA FOLLETTE, Ind.
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1890. Essentials in Elementary Education. N. A. CALKINS, N. Y.
1890. The Correlation of Subjects in Elementary Programs. J. W. STEARNS, Wis.
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1891. Kindergarten and the Primary School. W. T. HARRIS, D. C.
1891. Kindergarten Methods in Intellectual Training. MRS. J. L. HUGHES, Toronto, Ont.
1891. The Organic Connection between the Kindergarten and the Primary School. MISS N. CROPSEY, Ind.
1891. Theory Tested by Experience. MISS ANNA E. FREDERICKSON, Ind.
1861. Magicians that make a Child's Life Happy or Miserable. MRS. LOUISE POLLOCK, D. C.
1891. Some Things a Kindergartner Should Know. WM. E. SHELDON, Mass.
1891. The Synthetic Sound System of Teaching Reading. F. B. GAULT, Wash.
1891. The Educational Burdens upon the Lower Grades. MISS ABBIE LOW, Pa.
1891. Voice Culture in Primary and Elementary Schools. Z. RICHARDS, D. C.

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1890. The Gap between Elementary Schools and the Colleges. CHAS. W. ELIOT, Mass.
1890. Effect of the College Preparatory High School upon Attendance and Scholarship in the Lower Grades. C. W. BAADEEN, N. Y.
1890. High School as a Fitting School. A. F. BECHDOLT, Minn.
1890. The Place and Function of the Agricultural College. D. L. KIEHLE, Minn.
1890. The Place and Function of the Agricultural College. LEWIS MCLOUTH, S. Dak.
1890. Co-Education of the Sexes. JOHN HANCOCK, O.
1890. What have the People a Right to Ask from the Colleges? CHARLES A. BLANCHARD, Ill.
1890. The Demands of the High Schools for Severance from the College and the University. J. W. JOHNSON, Miss.
1890. The High School as a Finishing School. JAMES H. BAKER, Col.
1890. Art Instruction in the High School: its Utility and Value. MISS CHRISTINE SULLIVAN, O.
1890. The High School as a Factor in Mass Education. E. A. STEERE, Mon.
1890. The Purpose and Scope of History in the High School W. M. WEST, Minn.
1890. High School Work in Drawing. MISS RHODA E. SELLECK, Ind.

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1890. College Education and Professional Life. J. C. HUTCHINSON, Ill.
1890. Uniform Requirements for Admission. H. A. FISCHER, Ill.
1890. Shorter College Courses to Meet a Popular Demand. H. L. STETSON, Iowa.
1890. Defects in College Discipline. RUFUS C. BURLESON, Texas.
1890. The Relation of the College to the Morals of the Student. M. D. HORNBECK, Ill.
1890. College Fraternities : their Influence and Control. J. T. MCFARLAND, Iowa.
1890. Co-operative Government. M. C. FERNALD, Me.
1890. University and School Extension. W. T. HARRIS, D. C.
1891. Military Education in the United States. ALLEN ALLENSWORTH, N. Mex.
1891. Uniformity in Requirements for Admission to College. (Discussion.) Report of Committee of National Council.
1891. Universities and Schools. OSCAR H. COOPER, Texas. (Discussion.)
1891. The Future High School. FRANK E. PLUMMER, Iowa.
1891. How English is Taught in one High School. RAY GREENE HULING, Mass.
1891. Geometry in Our Schools. MISS MATILDA T. KARNES, N. Y.
1891. The Province of the Western High School. L. H. AUSTIN, Neb.
1891. Should the College Course be Shortened ? JOHN M. COULTER, Ind.

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1890. The Effects of Kindergarten Training on the Primary School. IRWIN SHEPARD, Minn.
1890. The Kindergarten Work and Mission, from the Standpoint of an Outside Observer. HELEN E. STARRETT. Ill.
1890. Schoolishness in the Kindergarten. W. N. HAILMANN, Ind.
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1890. The Letter Killeth. ANNA E. BRYAN, Ky.

XV.—MANUAL TRAINING—TECHNICAL EDUCATION.

1890. Manual Training in Primary Classes. N. A. CALKINS, N. Y.
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1890. Influence of Manual Training in Elementary Schools. H. M. JAMES, Neb.
1890. Report upon Classification, Nomenclature, and Practical Details of Manual Training. C. M. WOODWARD, Mo.
1891. Manual Training and its Place in the Educational System of Ontario. N. WOLVERTON, Ont.
1891. The Teacher of Tool Work. C. M. WOODWARD, Mo.
1891. Address of the President of the Art Department. MRS. HANNAH JOHNSON CARTER, N. Y.
1891. The Conditions Underlying Art Education in European and American Schools. WALTER S. PERRY, N. Y.

XVI.—METHODS, PHILOSOPHY OF, ETC.

1890. Common School Branches from a Professional Point of View. MISS ISABEL LAWRENCE, Minn.
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1891. Department of Music. Address of the President. HERBERT GRIGGS, Col.
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XIX.—NATURAL HISTORY, PHYSICAL SCIENCE, ETC.

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XX.—NATIONAL AID TO EDUCATION.

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XX. B.—NATIONAL EDUCATIONAL ASSOCIATION.

1891. Historical Sketch of the National Educational Association. Z. RICHARDS, D. C.
1891. National Educational Association: its Organization and Functions. WM. T. HARRIS. (Discussion.)

XXI.—NORMAL SCHOOLS.

1890. The Normal School Curriculum. WILLIAM W. PARSONS, Ind.
1890. Criticism in Normal Schools: its Value as an Element in Training Teachers. THOMAS J. GRAY, Minn.
1890. Mental Effects of Form in Subject Matter. J. H. HOOSE, N. Y.
1890. Normal School Work in Drawing. MRS. HANNAH J. CARTER, N. Y.
1891. The Professional Training of Teachers. D. J. GOGGIN, Winnipeg, Manitoba.
1891. City Normal Schools. (Discussion.) Report of Committee of National Council.
1891. What Present Means are Available for the Preparation of Teachers for their Work. HENRY SABIN, Iowa. (Discussion)
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1890. A Specific Inquiry on the Relation of Instruction to Will Training. CHARLES DE GARMO, Ill.
1890. Pedagogical and Psychological Observations. Report of Special Committee. GEO. P. BROWN, WM. T. HARRIS.
1890. Pedagogical Training in Colleges where there is no Chair of Pedagogy. LEVI SEELEY, Ill.
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XXII. B.—ROUND TABLE CONFERENCES.

1891. The Organization of Higher Education. Conference conducted by NICHOLAS MURRAY BUTLER, N. Y.
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1891. Educational Psychology. Conference conducted by WALTER L. HERVEY, N. Y.

XXIII.—RACE EDUCATION.

1890. The General Statement of the Race Problem. A. A. GUNBY, La.
1890. Education and the Race Problem. J. C. PRICE, N. C.
1890. The Education of the Negro in the South. J. A. B. LOVETT, Ala.
1890. The Race Problem in Civilization. HENRY W. BLAIR, N. H.
1891. Indian Education. ORONHYATEKHA, Ont.
1891. In Search of an Education. MOMOLU MASSAQUOY, Prince of the Vey Nation, Africa.

XXIII. B.—REPORTS ON EDUCATIONAL EXHIBITS, N. E. A.

1884. Educational Exposition at Madison, Wis. General Report of Committees on the Exhibition of: I. Industrial and Manual Training; II. Art; III. Kindergarten; IV. Special Exhibits; V. State Exhibits. W. T. HARRIS.
Report of Special Committees: On the Kindergarten Exhibit; on State Exhibits; on Art and Industrial Education; on Special Exhibits.
1885. Reports on Educational Exhibits at the World's Cotton Centennial Exposition, in New Orleans: U. S. Bureau of Education; Industrial Education; Schools of Christian Brothers; Colored People; Foreign Educational Exhibit; Kindergarten Exhibit; Educational.
1889. Report of Committee on Exhibits at the Meeting in Nashville, Tenn.
1890. The American Educational Exhibit at the International Exposition of 1893. JOHN EATON and others.
1890. Report of the Committee on Exhibits at the Meeting in St. Paul, Minn.: School Exhibits; Manual Training; Form and Color; Drawing; Kindergarten.
1891. Reports of Committee on Exhibits at Toronto, Can.: Kindergarten; Catalogue of Exhibits; Drawing; Color.

XXIV.—SCHOOL ATTENDANCE AND EDUCATIONAL STATISTICS.

1891. School Statistics. Report of Committee of National Council. (Discussion.)

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1890. Forms of Discipline and Discipline of Forms. R. L. WIGGINS, Tenn.

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1891. Aims in Teaching Civil Government. FRANK A. HILL, Mass.
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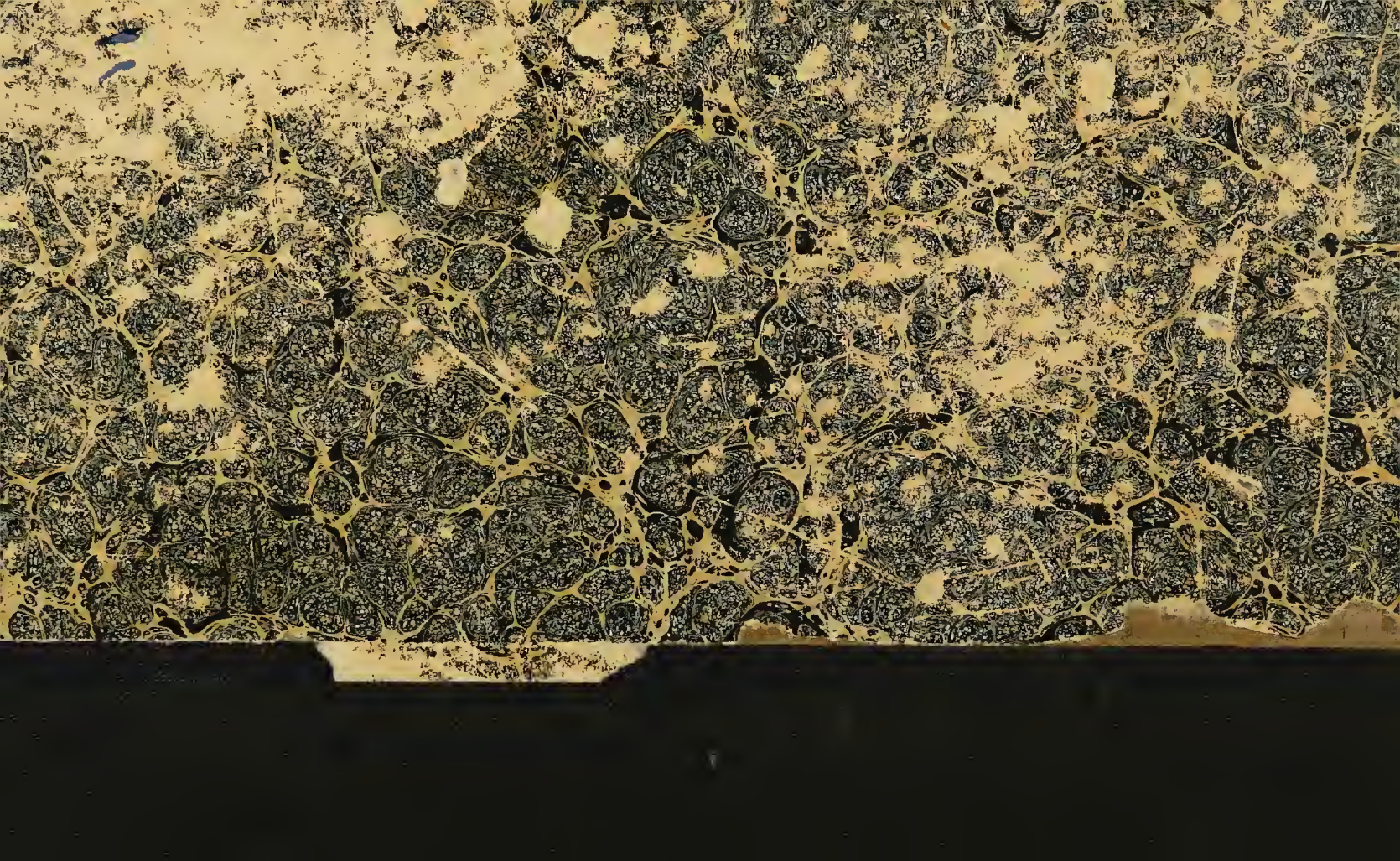
1891. Spelling Reform. H. W. WEBSTER, Minn.
1891. Spelling Reform. T. E. VICKROY, Mo.