



NEW QUESTIONS IN LANGUAGE TEACHING

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and loyal obedience to school laws and constituted authority.

One of the qualifications required of the public school teacher is her fitness for co-operative work. This means the ability to get along pleasantly with fellow teachers, with principal, parent, and school officials, and to labor in close and helpful harmony with them. Good will should be the rule and practice, not only towards the children and the principal, but toward the teachers of other rooms, a certain loyal and friendly readiness to recognize the work which the children have done with other teachers. For instance, to intimate in any form to a child coming from another city that he has been poorly taught is bad professional taste; it may be a fact, but nothing is gained by complaint and by belittling in the child's eye his past educational effort or the efforts of his former teacher. In the same way, the teacher should be careful of the reputation of the whole corps to which she belongs. A proper regard for the professional reputation of others, or of the public schools at large, seems to be a self-evident duty. No personal advantage can be gained by the flippant and sweeping condemnation of the work and qualifications of other teachers or schools.—Report.

"IS THERE A BETTER RECORD?"

I observed the above question in a recent issue of the Journal as the heading to a brief statement in regard to the remarkable growth of the Quincy (Mass.) high school during the last ten years. The record is certainly surprising, not, however, because the school has grown from a membership of ninety-seven pupils to one of 377, for doubtless many schools in the rapidly-growing towns of the West have made even larger gains, but because, while the town has increased only fifty per cent., the school has increased 297 per cent., or nearly six times as much, showing that other efficient causes than increase in population have occasioned the splendid growth of the school; and herein lies all the credit that belongs to the school.

In this, the only significant feature of the record, Quincy has been surpassed by the city of Middletown, Conn. Ten years ago Middletown had in its high school eighty-one pupils; this year it has 248, a gain of 206 per cent. against Quincy's 297 per cent. But Middletown's population has increased only sixteen and four-tenths per cent. against Quincy's fifty per cent. If from the membership of each school a deduction be made for the increase of pupils presumably due to increase in population—one-third for Quincy and nearly one-seventh for Middletown—it will be found that Middletown's gain, due to other causes than increase in population, is 164 per cent., and that of Quincy 159 per cent. Middletown has in its high school nineteen pupils (twenty-four including tuition pupils, who should not, of course, be counted) for every 1,000 inhabitants, against Quincy's sixteen. Quincy has an advantage in showing absolute and relative gain from the fact that its school was at such low ebb in attendance ten years ago. It is certainly at flood tide to-day.

W. B. Ferguson,
Principal High School and Superintendent of Schools,
Middletown, Ct.

In your issue of March 23, under the heading "Is there a better record?" reference is made to the Quincy (Mass.) high school. We are interested to know whether a record like that of Ithaca is to be found. We have 12,000 inhabitants, which is not much more than we had ten years ago. The number registered in our high school ten years ago was 354, of whom the non-residents were 102, resident students, 252. Last year the number registered was 550; non-residents, sixty-one; resident students, 489. This is about forty resident pupils in the high school for every 1,000 inhabitants, or forty-six to the thousand if we include the non-residents. We refer only to the registration, not to the average attendance, as we suppose that the figures given with reference to Quincy are upon the registration. Do you still think that Quincy "leads the country to-day"? Our high school has so largely overrun its quarters that the non-resident attendance has had to be discouraged. The capacity of the high school is now to be doubled, and one year from now non-residents will be encouraged to come. As the school fits a larger number than any other one school for Cornell University, the registration is liable to increase to seven or eight hundred within a short time when the enlargement of the building is completed.

Superintendent H. W. Foster.

Ithaca, N. Y.

In answer to your question, "Is there a better record?"

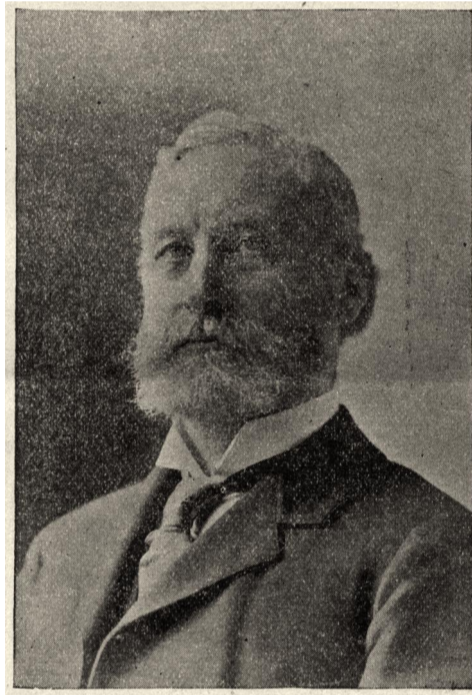
(page 184, Journal of Education, 1899), permit me to say that, in some respects, the Warren, O., high school has a better record. The present population of Warren is about 8,000. Students enrolled in the high school this year, 211. There are above twenty-six students in the high school for every 1,000 inhabitants. The enrollment in seven years has increased over 100 per cent., while the population has increased about thirty-five per cent.

Over ninety per cent. of the pupils finishing A. grammar, June, 1898, applied for admission to high school the following September.

Principal F. E. Ostrander.

Warren, O.

In your issue of March 23, under the head of "Is there a better record?" you call attention to the fact that, in the past ten years, the number of pupils attending the Quincy high school has increased 297 per cent. Because the plan of grading used in Elizabeth makes it easy to suit the work to the pupils, whose advancement is determined by their ability to do the work, there have been a number of beneficial results. One of these is the increased interest of the pupils, which has resulted in greatly increasing the attendance in all the higher grades. The number enrolled in the high school is 265 per cent. greater than five years ago. The number completing the course is also much increased; the number in the present graduating class being 351 per cent. greater than the number in the graduating class five years ago. While the greatest benefits of this plan are found in its effect upon the ninety per cent. who never



J. J. LITTLE,
President School Board, Greater New York.

reach the high school, its effect in greatly increasing the high school attendance is worthy of mention.

Superintendent W. J. Shearer.

Elizabeth, N. J.

Some of us think that the record of the Swampscott high school is better than the one you publish from Quincy. Our school has increased only 100 per cent. in ten years, but was not laboring under an unsavory reputation, which kept pupils from it. Now it has nearly twenty pupils for every thousand of the town's population.

Principal Harold C. Childs.

Swampscott, Mass.

Several times I have seen in the New England Journal of Education items regarding the increase in the number of scholars in the Quincy high school, and I thought it might be of interest to you to know what we have been doing here in Manchester. Of course no one would expect to find so strong an interest in high school education in Manchester as there is in Quincy. In Manchester there is a complete system of parochial schools, having all grades, including the high school, and in the parochial schools are almost as many scholars as there are in the public schools.

Manchester is a lively, business town, but, like all cotton manufacturing cities, a large proportion of its population is foreign-born. We have not made such gains in numbers in our high school as has been made in Quincy in ten years, but we have gained something in number as well as in other respects.

In September, 1888, our high school contained 187 pupils, and in September, 1898, the school contained 448 pupils. This is a gain in number of pupils of 140 per cent. During this time the number of scholars in the

public schools of the city has increased about fifty per cent., and the population of the city about thirty-five per cent. I believe few cities can show a better record.

Principal Albert Somes.

Manchester, N. H.

POLICE VS. TEACHERS.

School teachers are supposed to possess a great deal of the world's knowledge; books thought to cover luminously almost everything under the sun worth knowing have been written; but to the individual whose teacher fails him and who does not possess the books there is one last resource. The policeman "knows it all." In one of Boston's public schools recently the question came up, "Who are the cabinet officers?" Nobody knew; there was no book to tell. "Johnnie," said the teacher, "you just run down to the police station and find out who the cabinet officers are." In fear and trembling "Johnnie" climbed the steps of the law guardians' abode and walked into the sergeant's presence. "Please, sir, teacher wants to know can you tell me the names of the cabinet officers?" The big officer blushed with shame as he thought of neglected duties in not knowing who the nation's chief officials were, but he said: "Oh, yes! You just wait a moment and I'll get them for you." He seized a pencil and some paper, rushed to the telephone office and called for "2528 Boston." "Hello, Transcript? Will you help me preserve the reputation and dignity of the Boston police by giving me the names of the cabinet officers?" He was told the names, the boy went back to school happy, and the policeman was himself again.

NEW QUESTIONS IN LANGUAGE TEACHING.

BY MARY HALL LEONARD.

With the acquisition of our new possessions some new problems are to enter into the language teaching of what we must henceforth recognize as American schools.

As was natural, a new interest in Spanish has been awakened, and various little books on "Spanish Self-Taught" are upon the market. The example of Chicago in introducing Spanish into the public school curriculum will doubtless be followed in time by other cities.

A question of a different kind relates to the teaching of English to the Spanish people who are to be educated as American citizens. For four hundred years all the associations and traditions of Porto Rico have been Spanish; but General Eaton in his report on the schools of that island declares that popular education must now be in the English language. All the teachers are to be required to learn English, and expert American teachers are to visit the schools frequently and see that the language teaching is faithfully done.

The next thing called for from the educational firms will probably be books of English grammar written in Spanish for the use of our new possessions.

It is of course true that books already exist for the teaching of English to Spaniards. But they probably will not suit exactly the ideas of American teachers as text-books of English grammar.

I well remember a personal experience with an English grammar written in French. It had been given me as a reading book in French by a Parisian lady who was my instructor in that language. On seeing the kind of French literature that she had selected for my edification, I confess that I felt an immediate doubt whether she were not less desirous to improve my French than to use me as a corrector for her own imperfect English. But accepting the reader in a docile spirit, I began to read.

On the first page I encountered the following rule, given of course in equivalent French. "English nouns that are names of large or strong objects are masculine. Those denoting small or delicate objects are feminine. Ex. Sun is masculine; moon and ship are feminine."

Here the reading paused, while I gave my protest against this as a rule of English gender, and answered my teacher's sceptical questions regarding my assertion.

On the next page I read, "English nouns that end

in y. make their plurals in ies. Ex. Chimney, chimnies." Again I dissented, and again we held a discussion.

But I soon concluded that I could not afford to pay for the privilege of giving instruction in English, and our lessons came to an end.

There will be differences of opinion as to how fast the United States ought to force upon its new citizens policies which require them to break with all their antecedent history. Experiments in school work will be watched with nearly as much interest as those of governmental relations.

But it is safe to say that throughout America modern languages are to receive more attention in the schools than they had during the century of our comparative national isolation, and that with this change comparative and historical grammar will shed fuller light upon the complexities of English language teaching.

THE THREE R'S.

Superintendent Gordon A. Southworth, Somerville, Mass., meets the criticism, that the schools are overburdened with a multiplicity of studies, and that time is spent on the less important at the expense of the more important, with a carefully compiled table showing how much time is given in each grade to the "three R's" and to the subordinate studies.

By the "three R's" are meant reading (spelling and language), arithmetic, and penmanship; by the subordinate studies are meant geography, history, physiology, nature study, drawing, music, and sewing. Recesses, physical culture, and opening exercises are included under recess.

Grade I., Three R's, 71 p. c.; Subordinate, 18 p. c.; Recess, 11 p. c.

Grade II., R's, 71; Sub., 18; Recess, 11.

Grade III., R's, 68; Sub., 21; Recess, 11.

Grade IV., R's, 63; Sub., 29; Recess, 8.

Grade V., R's, 59; Sub., 35; Recess, 6.

Grade VI., R's, 57; Sub., 37; Recess, 6.

Grade VII., R's 56; Sub., 38; Recess, 6.

Grade VIII., R's, 59; Sub., 35; Recess, 6.

Grade IX., R's, 60; Sub., 34; Recess, 6.

In the three primary grades 79 per cent. of the teaching time is given to the three R's; in the next three grades, 66 per cent.; in the upper three grades, 65 per cent.

If geography and history be included with substantial subjects, the result would be changed materially in the second and third grades. In grades IV., V., and VI. it would be 77 per cent., and in grades VII., VIII., and IX. it would be 80 per cent.

FOR SHARP EYES.

THE MOON.

1. Does the moon rise and set?
2. Where and when does the full moon rise? (In the east at about sunrise.)
3. Where and when is the new moon seen? (In the evening when about to set. Is near the sun and not seen when absolutely new.)
4. When and where is the waning moon seen? (After full moon, waning occurs, the moon rising later and later every night until she rises in the early morning and sets a little before sunset.)
5. Where and when is a day moon seen? (In the early part of her last quarter the moon rises in the morning and sets in the afternoon. In her first quarter she generally rises in the afternoon and sets early in the evening.)
6. Can you tell whether the moon is waxing or waning? (If waxing, the illuminated edge is toward our right hand; if waning, to our left.)
7. Does the moon travel with or against the sun? with or against clock hands?
8. Have you ever seen the new moon in the old moon's arms? (The bright crescent is due to sunshine; the faint circle to reflected sunshine or earth shine.)
9. At new moon what is the relative position of earth, sun, and moon? (The moon is between the earth and the sun.)
10. What is the relative position at full moon?

11. Is the moon's path near or distant from the sun's path?

12. How does the apparent size of the moon agree with that of the sun?

13. Which apparently has the more rapid movement through the heavens?

14. How long is it from new moon to new moon again?

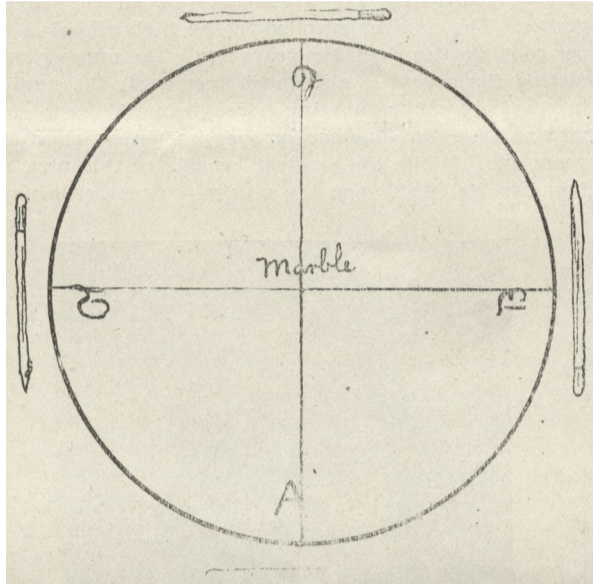
15. How many circuits does the moon make about the earth while the earth makes one about the sun?

16. In winter, when the sun rises late and sets early, how will it be with the new moon? the old moon? (The new moon will do the same, but the old moon will rise early and set late.)

17. How is it in summer, when the sun rises early and sets late?

18. Have you seen the man in the moon? What is it that you saw?

19. In the centre of a circle as Fig. 1 place a



marble. Move a pencil slowly from A to B and on to C and D all of the time keeping the pencil perpendicular to lines from centre to circumference. Has the pencil truly turned once about the marble and also once on its own axis? Can you understand from this why it is that we never see but one side of the moon? (The moon's rotation about the earth keeps exact pace with its revolution.)

20. Does the moon always appear among the same stars?

21. Where is the moon during the day?

22. Are the ends of the crescent moon turned toward or from the sun?

23. What part of the earth is light at any given time? of the moon?

24. Draw as many shapes and positions of the moon as you have seen.

25. Can you name any uses of the moon?

SHORT COURSE IN MANUAL TRAINING.—(VII.)

BY A. A. UPHAM,

Whitewater (Wis.) Normal School; Author of "Fifty Lessons in Wood Working."

LESSON VIII.

To reduce the thickness of a board.

Material: The same piece: Gauge from one of the broad faces on both narrow faces, to plane the piece one-eighth of an inch thinner. Fasten the piece into the vise, or place it against the bench-stop, and plane against the grain until it is nearly the required thickness; then turn it around and finish with the smoothing plane set very fine.

In using the smoothing plane, the left hand grasps around the front end of the plane. When the piece is finished down to the marks, it may be gauged again, and so on, till the piece is too thin to use. If an iron bench stop is used, now is the time to be careful and not get the plane iron against it.

Sometimes a board is warped so that it does not lie flat on the bench or other plane surface. In this case, two corners, diagonally opposite, must be planed. Take a board a foot long, and six inches wide, that is warped. To test a board for this, take two pieces

about two feet long, and two inches wide, very accurate and thin on one edge. Such boards used for this purpose are called winders. Lay one on its edge across the warped board at one end, and the other at the other end. Sight across them, and it will then be seen which corners of the board must be worked off to make it plane. Work off a little and test, and repeat till the top surface of the winders are parallel. (Fig. 23.)

Now set the gauge a distance equal to the thinnest

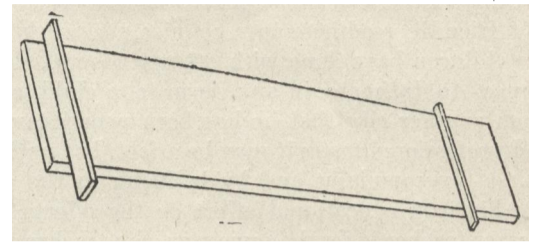


Fig. 23.

part of the board or any required thickness, and gauge from the finished side. Plane to the marks, and the warped board will be reduced to a plain one of uniform thickness. The ends may be smoothed with a block plane set very fine. Mark very accurately with a try square and knife all around one-sixteenth of an inch from the end. Fasten the piece with the vise down as low as possible. Let it extend down by the side of the screw of the vise. Plane from the edge to the middle, and avoid letting the plane cut over the further edge. (See Fig. 17.) The piece must be often turned, and the plane must be held so that the bit cuts at an angle. (See Fig. 13.)

MEMORIAL DAY.

Borrow any war relics which may be in the town. Old swords, canteens, etc., are interesting. Have portraits of Lincoln, Grant, etc., hung in conspicuous places and decorated. Decorate the schoolroom with abundance of flags and flowers. Have large evergreen letters spelling Memorial Day in a semi-circle over the front entrance, with flags draped around them.

SONG.—"Tribute to the Brave." (Tune: "Tramp, Tramp, Tramp.")

To the soldiers dear who fought for the red, and white, and blue

We would now a grateful, loving tribute pay;
We would wreath the lowly mounds where they rest, the brave and true,

As we come with gifts of love and flowers to-day.

Chorus.

Grandly they fought and bled for Freedom,

Died our country dear to save;
And we'll send our love to-day by sweet messengers, the flowers,

As we crown with wreaths each loyal soldier's grave.
To the loyal mothers, too, who, with breaking hearts and tears,

Gave their sons that still our country dear might live,
And the wives who bravely toiled through those sad and dreary years

We would now a tender, loving homage give.—Cho.

And that faithful sister band, who, so brave to do and dare,

Left their homes for scenes of war so far away,
And through weary nights and days gave the wounded soldiers care,

We would hold in grateful memory to-day.—Cho.

—Ada Simpson Sherwood.

ADDRESS.—(On any topic suitable for the day.) It should be given by the teacher, or by some adult friend of the school.

RECITATION (a boy dressed in the costume of an old soldier enters and recites).—"Near the Heavenly Camp-ground."

Fewer the comrades year by year,
Fainter the camp fire's glow;
Farther away sounds the old war cry,
And the groans of the conquered foe.

Ah! we soldiers are old and weary,
Our ranks are growing thin;
Few from that grand old army are left
To fight in life's battle and din.

The heavenly camp-ground we are near!
Thousands who fought are there;
I seem to hear their old war songs,
As aloft the standard they bear.

And the soft May breeze is singing, sighing,
Through God's green tents to-day;
Waving, bowing, swaying, bending,
O'er graves of the blue and the gray.