THE NEW EDUCATION.

Professor Malone Discusses Its Aims and Methods With School Teachers.

The following is an address on the subject of The New Education, delivered by Professor W. H. Malone, principal of the Salt Lake City high school, at the recent general meeting of the city school teachers:

This is a subject that is going the rounds of educational journals a great deal of late. It and University Extension are the attractive terms that indicate those along which modern education is tending. It is true, that they are referred to at times in serious, semiserious and humorous vein. It was not long since that I read a short newspaper article entitled "Office Editors' Pleas," or more that these four were New Education and University Extension. But a sympathetic investigation proves them to be worthy of more than flippant allusions. A word about University Extension will suffice. It is the striking news item the public like and which features of the university life. It is carrying the university to the people instead of the people to the university. This is done in a series of lectures in the different departments at science by men of eminence in these departments, also in history, literature, economics and pedagogics. It fills a need of the present generation. Many while young, unable by lack of means to secure the benefit of a university course, and now, anxious to avail themselves of what they could not earlier acquire, are creating the demand some who at their opportunities slip now see the loss of that way, and would make good their losses. Many men in business, many young and women of means and leisure, would keep in touch with advancing thought. University Extension meets this demand. The plan was started in England before it took hold in our country. For many years past, university men from Oxford and Cambridge have been regularly engaged volume of college work in instructing the people in England's manufacturing centers. They have received most cheering results in listing to high planes of intelligent opinion on live questions those following industrial pursuits. The Chautauqua association and Chautauqua circles in our own country are phases of this movement.

But what is New Education? It is frequently before our eyes in educational magazines, and yet it is found to be imperfectly understood. We inquire what it means, and are answered with no distinct or clear definition. Articles in educational journals contry to single, defined idea. The reason is, it contains more than a single idea. It is a comprehensive subject, embracing the advanced, improved and best methods of school instruction and school government. Some have conceived it to be a novel device invented by astute educators, some method heretofore unknown, some sleight of hand performance by which the youth can be educated for the duties of life, that has a deeper and different meaning. As this as in every comprehensive subject, one must go behind the printed words to discover the full meaning. It is no unusual fact that until recently (and not uncommon today) the methods of instruction and discipline in use in our schools were most unscientific and irrational. Within recent years there has been a genuine and marked awakening among educationists and a distinct educational effort to devise and establish better methods of teaching, aiming thereby at the attainment of the best results in the shortest possible time. This attempt at educational reform has given rise to the New Education. In fact, it is identical with the New Education.

To say exactly where this originated or with whom, would be as difficult as to say exactly where and with whom the revival of letters in the sixteenth century had its origin. It is claimed authoritatively on the one hand to be a Western idea, that the mass of the West, it began in the West, and extended eastward until at length the conservatives of Quincy and Harvard showed signs of life." Another with a degree of sarcasm would make it distinctively Eastern and even European "Some time ago a new original and philosophic souls brought over from Europe a slip of something which they set out and watered with anxious economic care, and when it took root and grew, they called it the New Education. But exact time and place are immaterial. The great fact is, a substantial impulse has been given to the way of educational reform. It is shown to the prevalence of educational gatherings and discussions, in the great diffusion of educational literature. New and advanced methods of teaching are being promulgated, educational ideas and educational spirit are becoming widely diffused. Through the medium of educational press and educationists agitating the whole field of education is being thoroughly gleaned, and as it were pass-ic-ness with seed which, as past experience tells us, produce best. This seemingly to said to be the new education. It has taken last root, and already has attained a good growth. It gives promise of good results in the future.

The New Education proceeds philosophically on the theory that the mind is capable of expansion, and that there is a right way to educate, based upon scientific psychological laws. It argues that man is by nature susceptible of education, that he is endowed with the capacity to know and to do, at first of course, blind and undeveloped. The organs of sense being the media through which the capacities of the mind are addressed, and since we cannot believe that it was intended that they remain in an undeveloped state, there must be suitable forces for exciting them and drawing them out; there must be suitable methods for applying the forces to the capacities, also right methods or agencies which, applied, will do the work. Hitherto the New Education has laid particular stress. Much error has prevailed in the past in the use of wrong instead of right methods, to which most of us can testify, I believe, when we think back over our school days. I recall teachers under whose surveillance I have passed who, I cannot but believe, never dreamt that there was right and wrong in teaching, whose conception of teaching never went further than that their pupils were objects to only to be pelted at or hurled at with route and indigestible facts, never thinking that within there was a delicate nature that needs delicate and judicious handling, a heart that might be reflected by a kind word well put, a mind that might be controlled, trained and developed by the application of wise incentives.

The paramount object of the New Education is to mollify such wrongs and impress upon the profession that education is a science, that the mind in its development obeys laws as certain as are the laws of the body in its growth. A leading proposition it sets forth as fundamental is, that all true growth of education proceeds in exact harmony with the nature, design and growth of man's faculties. Therefore, at no stage of growth should the educational process interfere with the natural order of development.

Certain traits, then, of the New Education naturally arising from the principles are a clearer and fuller recognition of the child's native powers as the basis of all rightfulness to educate it. A teacher must study the capacities and tendencies of children as a physician must study the human body. The teacher is a conscious effort to develop and train a child's powers, and has to fit its memory with facts or perhaps with not without facts. Quoting out of the same is the loss of business and original work in the treatment of children and more of energy, stimulation, inspiration and training, and an effort on the part of the teacher to make the submission joyful rather than approximate.

The distinctive feature, then, of New Education is method. It does not concern its newness. In this particular it is a misnomer and misleading. More truthfully it is a revival of old methods. In say there has been a discovery of principles of education unknown and unused in the past is untrue. The modern school master knows no attainment which was not known to the philosophers of the past. Plato, Aristotle, Bacon, Locke, Pestalozzi and others. Properly, then, there is no new education, any more than there is a new potato. Progress has been made in education as in other human interests. Now the principles, methods and means are being more scientifically better understood and better applied.

We hear a great deal about object teaching, industrial education, art education, manual training, laboratory methods but alone as ties to exclusively and purposes, but distinctive and binding ties. These are outgrowths of New Education. New methods of teaching reading, language without grammar, and grammar without language, much do of some education, teaching by pictures and solely, modes of oral, written and practical instructions, and such like, are lapsed upon our attention without number. They have all come upon the advancing wave of new education.

It is, no doubt, in the study of child nature that its impetus to good is being felt the most. "This movement," says one, "is a revival of faith in human nature, so that means reveals itself in childhood." Instead of imposing a theory on the child to mold and fashion him into a given shape on the one hand, or concentrate all its powers on the work of making him a practical success in life on the other, New Education proposes to develop the child into the most complete manhood or womanhood possible for its order of ability and natural endowments. It believes in substantiate and enrich it with the hope of finding on the beautiful, divine ways by which the child shall become the woman or man. And it believes that the early time destined for character and such ability as belongs to it, will in the end be a more valuable member of society than if molded into imitation of any other man, or fashioned by a machine for any special work.

This theory drives in the well of course those who, with unsufficient means, come to us to tell us that the school boy is consigned to the teacher's hands plastic clay to be molded into an ideal manhood. The school profession ought to be in about that it does, for the latter theory is not a true one. No boy ever came to my school room to be a state of naughty except from a good home, and such, it is the general testimony, are rarely hard to manage, not to say mold. I believe in regarding a boy, even a very young one, as having individuality, and you can't mold that kind of an article. The teacher can govern, guide and direct it, but he can't eradicate prenatal causes of the influences of the home. Every system of philosophy stands in. A boy is pre-eminently a progressive being. His nature urges him onward. A teacher's province is not to retard or repress that inborn disposition, but to stay it, to stimulate it, to guide and direct it into proper channels and feed it proper food.

The New Education holds fast the following central truths: Exercise is the fundamental law of growth, we therefore learn by doing. Each faculty must be exercised to secure its growth, hence the need of varied, and other also is all primary teaching is mental development. Nothing should be done for a child which he can do for himself. Interest on the part of the pupil is the indispensable condition of all satisfactory progress. There is a proper order for the faculties which in general statement is, first, the perceptive faculties, then the memory, power of language, comparison, and last of all the reasoning powers.

Declaring to be the full exposition of the New Education would be quite a failure. A reduction of its expectations would exact of teachers a thoroughness and fullness of knowledge which, I believe, not now be forthcoming. Though it may never realize its ideal, the right it is seeking shines through the prophetic vision of faith to spur and lead it. And still with all its defects and shortcomings it does not furnish a valid excuse for not trying to do the work of the teacher, while the teacher get good results from the pupils. Where, let the theory, it is as with that other lady, "Good was good and family based a corner stone." If it follow make the place sweet. Thinking makes the subject. Unless the teacher puts energy and thought into his work, the pupils will deteriorate, and their thinking be not of value.

At times I have sought the thought that the New Education has not realized its first impressions; for there are different phases to this subject. Among other classes of reformers, there are extremists and conservatives here. One of Oliver's congressmen has written a book entitled "The Other Side?" It is the woeful side of the theories, designed to cast night upon its general effect. New Education has its other side. I believe I sought out its valued points like one who, after building into a patent medicine, recently invented after the results of the new remedy, "to see the back of being a sure and quick cure. We all have our experiences, no doubt, when we wished for a quieting medicine for a dull headed, or for the undeveloped, some of these commended to be "dull." I had some of discussing some young constitutes for the dull pupil, or some alleviating potions for the wrong-headed, quite dull teacher, but all in vain. The New Education would keep more tables of the school room, noticeably. Almost necessary measures, be allowed at your profession, to the noticeably work. The necessary work subject more than this. Visit the homes of your pupils. Try to instill a healthy support for education. Try to elevate the public sentiment of your town in favor of education. You can not only a school teacher, but a leader of public and a maker of civilization. Be the world's greatest vocation. But all work is useless unless we, it is to use the which a commissioner, which also stand our wife. It is suggested as a closing remark, that more efforts be made to check, and further reduce from an average the range of primary and secondary, that is, public schools. Exclusion from the conditions of the professional teacher should be a provision, not the extreme.

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