

Buchanan Record.

Educational Theories.

The writers upon educational philosophy have conferred a lasting benefit. It is with no feeling of disrespect to these writers that a few strictures are made with reference to the wholesale way in which the mass of undisciplined minds are expected to grasp the philosophy that is the growth of centuries and that is based upon the most subtle and difficult of subjects.

The abstract is difficult even when it may be aided by a varying fund of illustrations drawn from the concrete. The science of pedagogy rests upon psychology. The fundamental ideas in psychology are known only through consciousness. They can have no meaning to the learner save as the terms employed reveal to him the powers and processes of his own mind. The meaning of these terms can be reached only by stating the conditions under which the powers of the mind which they represent are brought into activity.

This is a difficult task for the most skillful teacher, even when he uses the terms precisely and with a single meaning throughout the discussion. The task becomes hopeless when speculative differences in the use of terms and discriminations between the various schools of psychology are introduced.

That it is difficult for the average teacher to secure anything like exactness in the use of metaphysical terms is a matter of common experience. The great body of our common school teachers have but slight mental discipline of the kind that makes it possible for them to understand much of the so-called philosophy of education.

In the higher courses of study this subject is not reached until a fair knowledge of algebra, geometry, trigonometry and analytical geometry has knitted their mental fibers into closer, more symmetrical and exact relations. Their language studies have extended their vocabulary beyond the narrow bounds of childhood and the home circle. A new word is no longer an armed man to be overcome by main strength and awkwardness, but it is a beautiful flower to be plucked for adornment, or a sootm pebble to be put into the David's sling of logic and slung at the Goliath of ignorance. In other terms, every new word is but a sidelight thrown upon a soul process and reflected in the mirror of consciousness. The natural sciences, too, have done their part in furnishing new and varying conceptions. The imagination has been trained in the school of inductive philosophy. Mathematics has been applied. A fund of illustration is stored in the memory and now the mind is ready for the abstruse and difficult study of psychology.

With all this preparation the simplest and most fundamental principles of the subject should be most thoroughly drilled into the mind of the learner. Lectures upon

different schools and speculative principles will only confuse.

How vastly different is the common school teacher whose range in mathematics seldom goes beyond an elementary treatise in arithmetic; who in language knows the parts of speech only and can diagram only the simpler sentences in a treatise over which he has been taken many times; who in the natural sciences struggles and flounders with some of the tritest statements in natural philosophy, physiology or astronomy.

And yet the literature of the teacher is overburdened with books addressed to this intellectual child, but couched in the language of speculative philosophy. Sometimes, indeed, an author, in his endeavor to get down, as he would call it, talks baby style and disgusts where he would instruct.

The lines of educational activity will change. Teaching as a science in works must give way to teaching as an art. More stress will be put upon "how" to teach than upon the "why" of the "how". This grows out of the necessities of the case. "Teaching, both as to matter and method, must be adapted to the capability of the taught." The above is a wise maxim. It has been most persistently violated by the majority of writers and lecturers on the science of teaching. The slightest inquiry into the state of knowledge obtaining among the great body of the common school teachers on the subject of psychology would reveal the fact that ninety in a hundred have read the works on psychology and listened to the lectures as bewildered as he who repeats the circle when lost in the woods. L. W. F.

Stanley's recent explorations in central Africa have added very valuable knowledge to the science of geography, botany and kindred subjects. But the most interesting facts are those with reference to the inhabitants of this new region.

The supreme court decision in the original package cases is said to show that its members who were supposed to be centralizers turned states rights men, while the state sovereignty side of the bench went for centralization of power.

All forces tend to perpetuate the conditions which they create. The conditions may be good or bad. If they are to be changed, other and opposing forces must be brought to bear upon them.

Rev. Dr. Lyman Abbott writes, in the Christian Union, in favor of opening libraries, museums and art galleries on Sunday.

The farther we get from any great event, either in time or space, the easier it is to understand it in all of its relations.

Our political campaigns ought to be great educational forces instead of intensifiers of prejudice.

Words do not convey ideas; they only awaken them.

Objective Teaching.

No student, old or young, can get any adequate conception of the size, arrangement or function of the different parts of the heart unless he has seen it dissected. Its auricles and ventricles, valves and blood vessels are only names that do not and can not awaken corresponding ideas in the mind of the learner till he has seen and handled them. By sheer word memory recitations may be gone through, but a side question will reveal the ignorance of the learner.

This is true with regard to all the various bodily organizations. A clear understanding of the elementary principles in physiology necessitates the presence of the objects. Charts and maps cannot fully take their place.

Objective teaching is not confined to the primary, or rather it should not be. In all grades of work in all schools it has its place and is unceasingly being used by the best teachers. It may be overdone, and no doubt is, especially in lower grades of union schools. When teachers keep children monotonously counting sticks or making mud pies after the stage of book study has been reached, it deserves the name of rut-drilling instead of object teaching. It is very difficult to make an object lesson interesting and at the same time valuable. Simply to see an object whole or in parts is not necessarily to see the significance of the object as related to its kind or to see the function of each part as related to another. We should not only observe carefully, but with discriminating judgment. Intense looking does not deserve the name of observation proper. We may strain the eyes to no purpose. They may be wide open and see not. The teacher should have definitely in mind the thought to be enforced by the use of the object. He should know it in all its parts. He should so direct the pupil that the relation of the object to the subject in hand cannot escape him. Much of the so-called object teaching results in vacant staring.

Our Common Schools.

To many of us the common school has seemed like nature's agents; essential, natural and universal. Familiarity with customs, societies and institutions from childhood begets a sort of confidence in them and their necessary existence that can be shaken only by an intellectual, moral or spiritual earthquake. There are forces at work in this country that are directly opposed to the common school system, not only as to the way in which it is conducted, but to the principles that gave it birth.

Each year these forces are becoming more aggressive. In some states the lines are sharply drawn. In others the leaven is at work. Every man who has faith in these schools as being essential to the welfare of our common country ought to

study the question carefully and keep abreast of the movement against them.

Every question of principle in this country is eventually settled at the ballot box. We shall all have to vote yet on the question of maintaining the common schools. This great northwest, in its birth dedicated to freedom and education, ought to be safe on that question. The masses are right; but only a limited number are aware that the fight is already on in parts of the country; that the issue has been forced by the opponents of the schools; and that many of the most prominent opponents openly attack the schools as educators in vice.

To the astronomer, June and July are in many respects the most interesting months in the year. At this time all the planets except Mercury and Neptune, the nearest and farthest of our system, are plainly visible. At 9 o'clock p. m., Saturn shines as a bright star in the west about one-third the distance from the horizon to the zenith, within one and a half degrees of the fixed star Regulus, from which it may be distinguished by the fact that Regulus twinkles while Saturn does not. Venus shines with a pale, white light and may be seen in the southwest, halfway from horizon to zenith and six degrees northeast of the bright star Spica. Mars gleams with a red light in the south, while, most brilliant and beautiful of all, Jupiter takes his place at 10 o'clock in the southeast as lord of the starry hosts.

Ben Franklin was dining with a small party of distinguished gentlemen, when one of them said: "Here are three nationalities represented; I am French, and my friend there is English, and Mr. Franklin is an American. Let each one propose a toast." It was agreed to, and the Englishman's turn came first. He arose, and, in the tone of a Briton bold, said: "Here's to Great Britain, the sun that gave light to all nations of the earth." The Frenchman was rather taken back at this, but he proposed: "Here's to France, the moon whose magic rays move the tides of the world." Ben then rose, with an air of quaint modesty, and said: "Here's to George Washington, the Joshua of America, who commanded the sun and moon to stand still."

Education for all: the people! Let it be our watchword. It is the bulwark of our liberties and our only sure defense against vice, ignorance and bad government. Let it be diffused throughout our people and many of the intricate problems of statecraft will be solved.

Parents ought to study the problem of proper reading matter for their children. It certainly requires as much judgment to clothe the soul as it does the body.

TRI-STATE NORMAL COLLEGE, ANGOLA, IND.

Best Buildings and Apparatus of any Private Normal School in Indiana, Ohio or Michigan. Five years ago the school started with Thirty-five students and last year enrolled Seven Hundred.

LEAST EXPENSIVE AND THE BEST. SEE EXPENSES BELOW.

We claim that no other school in the country gives students a good education as cheap as we do.

Schools.

1. School of Literature.
2. School of Book Keeping and Commercial Law.
3. School of Instrumental and Vocal Music.
4. School of Shorthand and Typewriting.

5. School of Pedagogy.
6. School of Fine Arts.

Courses of Study in School of Literature.

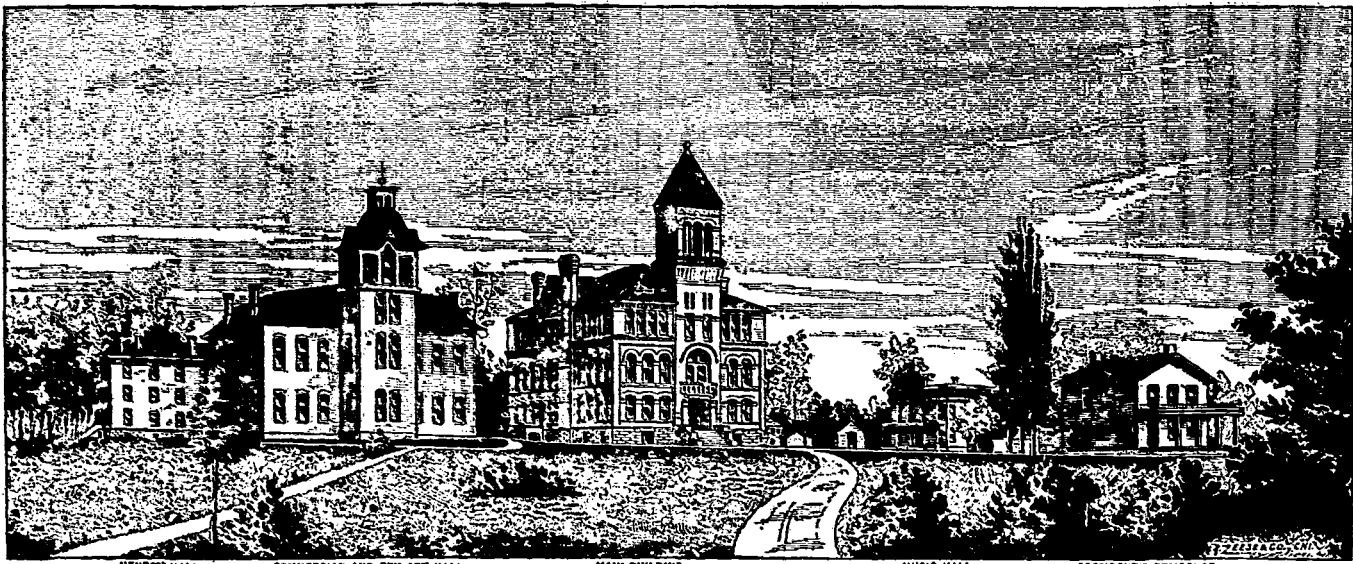
Classical, - - 144 weeks
 Philosophical, 96 weeks
 Teachers, - - 48 weeks
 Diplomas given in all.
 Degrees conferred in two.

Expenses.

Total school expenses for board, furnished room and tuition is but \$2.35 to \$2.80 per week. Out of 700 students this year nearly all paid less than \$1.40 per week for board, and many less than \$1.30. Many can come here to school at less expense than they can stay at home.

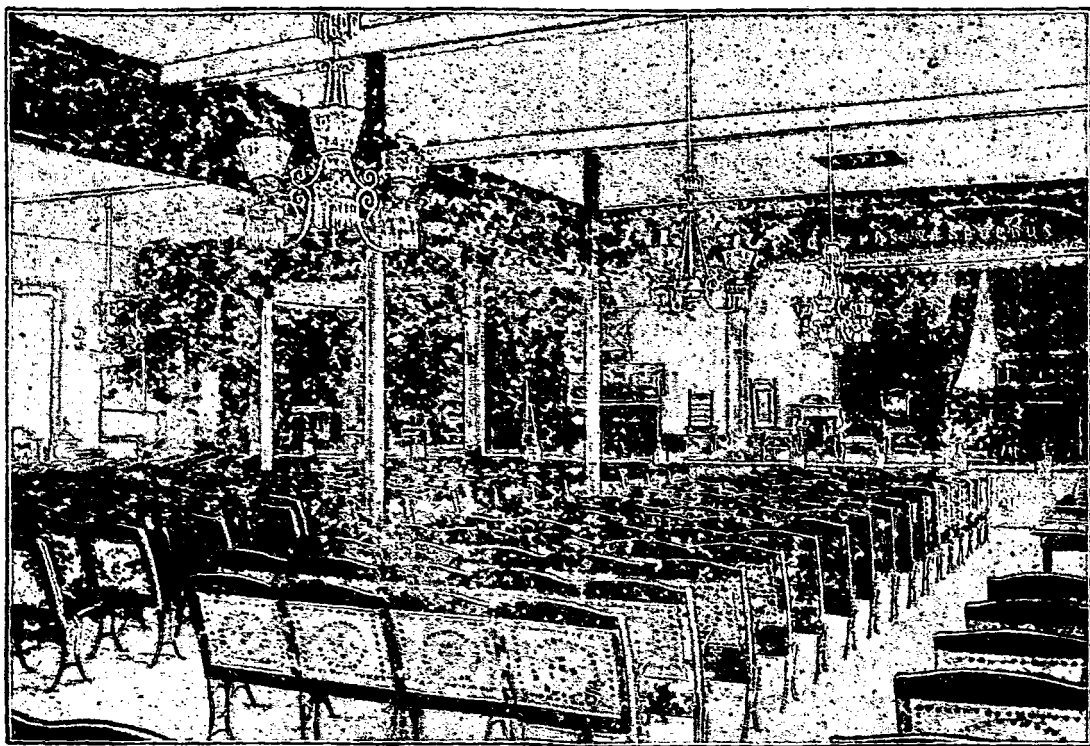
Calendar.

Fall term begins Aug. 12, 1890.
 Second term begins Oct. 21, 1890.
 Winter term begins Dec. 30, 1890.
 Spring term begins March 10, 1891.
 You can enter any day.



Photographic View of College Buildings and Grounds.

Six and one-half acres of wooded campus on a hill. 'Ten minutes' walk to a fine lake, where students row, bathe, fish and skate.



Photographic View of Part of Philo and Crescent Halls.

These halls belong to the students, and are beautifully furnished.

Healthful.

We have not had more than a dozen sick students in five years.

Common Branches taught all the time by the best teachers. You can study what you want most.

We always accommodate.

Lectures.

First-class Lecture course every year.

Business Course.

First-class Commercial course at amazing low figures.

Free Classes.

Penmanship, German, Drawing and Vocal Music are all free to students who enter the Commercial or Literary Departments. Tuition in Commercial and Literary Departments is but \$8.00 per term—for that sum you can have access to from 40 to 70 classes.

Where is Angola?

Angola is 40 miles north of Fort Wayne, 20 miles north of Auburn, Ind., 15 miles north of Waterloo, Ind., 27 miles south of Hillsdale, Mich. We are easy of access. The town and College grounds are lighted by electricity.

Testimonials.

ANGOLA, IND., Nov. 29, 1889.

It affords me great pleasure to give a testimonial as to the high order and merit of the Tri-State Normal College. Though a young institution it is a marvel of growth. It is non-sectarian, but does not educate the head alone to the exclusion of the heart. It has a very accomplished and energetic faculty ever ready to give due attention to all who seek instruction in their halls. A thorough college spirit prevails, kept continually alive by a large concourse of students of a high in-

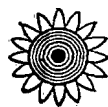
tellectual order, which is the best testimony any educational institution can have.

J. A. BEATTY,
 Pastor M. E. Church.

The quality of work done in the Tri-State Normal College is of an order above the average, making self-reliant young men and women and more than all else stimulating that spirit of personal investigation so necessary in the true student. Another feature of this school is the chapel exercises. They are a fountain of good and wholesome

impulses of incalculable value to all of those present. Farther than this I only say come and test it for yourself.

F. P. ARTHUR,
 Pastor Church of Christ.



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 ANGOLA, INDIANA.**

THE BELLS OF NOTRE DAME.

What though the radiant thoroughfare
Tears with a holy shower...

JUDGES OF COOKING.

A Professional Man Thinks That Men Are
The Best Judges of Cooking...

COST OF PRODUCING MILK.

A Dairyman's Startling Figures for the
Consumer to Ponder On...

Canon Liddon yesterday made some
strong observations from the pulpit
of St. Paul's on the marriage market
of modern Babylon...

London's Marriage Market.
Canon Liddon yesterday made some
strong observations from the pulpit
of St. Paul's on the marriage market
of modern Babylon...

Enamelled Steel Casts.
Glass enamelled steel casts are being
made as well as filters in tanks
and sugar vessels, evaporating tanks...

Imposing on a Queen.
The benevolence of Queen Margherita
of Italy is well known to all, and she
is spontaneous and suffering among
the Roman people frequently appeal to
her for aid...

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THE WORTHY POOR.

A newspaper correspondent has been
investigating the worthy poor of Boston...

THE WHIRLWIND.

The orchard which is properly
termed will have much fewer whirlwinds
than the overplanted and overseeded
trees...

THE MAN IN THE MOON.

The German legend says that ages
ago an old man went on Sunday
morning into the forest to hew sticks...

THE LOSS BY FIRE.

The loss by fire in the United States
during the year 1889 reached the enormous
sum of nearly \$125,000,000...

THE WATERS IN.

Speaking of American girls who marry
foreign lions, Emily Crawford writes in
London Truth: "What I can't understand
is how any niece of Uncle Sam can
renounce on the honeymoon or any other
altar her American birthright..."

THE WATERS IN.

The waters in the case of the
European gentlemen who stand
there is no man more truly chivalrous
in a quiet way."

THE WATERS IN.

In writing of Stanley and his elephant,
gm in The Cosmopolitan, Mr. Halstead
shows that he has settled down and fully
warmed up on his new work on the
eastern coast...

THE WATERS IN.

Halstead on the African Explorer.
In writing of Stanley and his elephant,
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