

in our Declaration of Independence, and in the contest that led to it; will his delight not be intensified when he is led to see that in the war of the Rebellion, the Emancipation Proclamation, and the thirteenth, fourteenth and fifteenth amendments are only further developments of the same principles? This illustration is only one in a thousand that may be used.

But I must close; the field is too vast to more than touch a stray point here and there, in the twenty minutes allotted me. I have endeavored to suggest some plans that may be helpful, at least by way of calling attention to the need of always being on the alert for new ideas. These suggestions will be applied more easily in your more advanced classes, but I feel sure that the principles are right, and that you can in all grades work towards them, and in accordance with them. The application of any principle must always be left to those who understand the circumstances in which they are placed.

One more illustration, and I am done. The old memoriter plan produces no results, or results that are at best unsatisfactory, or in some cases actually bad or ludicrous. A few years ago, in this county, a young lady applicant for a certificate to teach school answered the question, "Give an account of the closing events of the revolutionary war," as follows: "Cornwallis surrendered his sword to Stonewall Jackson, and peace was made at Paris, Spain, a few days before the final battle at New Orleans, in 1763." This lady evidently became the teacher of the boy who applied, a couple of years ago, for admission into the University, and gave as an answer to the question, "Give an account of the early settlements in America, and tell what nations made them," the following: "The first settlement made in North America was made by Sebastian Cabot, it was made in the 14th century, also the Plymouth Rocks made an early settlement off the coast of Mass. The first settlement was made on Long Island. The Dutch were the next to make a permanent settlement where New York now stands."

To the question, "Discuss the political principles of Hamilton and Jefferson," the following answer was returned: "The leading differences in politics between Hamilton and J. Davis were that Hamilton belonged to the Southern party and was siding in with the south. Jefferson was bitterly opposed to this."

Again, "Compare the settlement of Virginia and Massachusetts." Answer: "The settlement of Virginia was made by a band of New Englanders who made their settlement at Jamestown. The Puritans made a settlement in Massachusetts at Plymouth. They were a religious sect and were driven from their country."

Let me give a few more samples of results of mere memory teaching: "Daniel Webster was the editor of the great important book called Webster's dictionary unabridged. He was a great orator and writer." "Stephen A. Douglas was a colored orator who did much for his people." Finally, "The cause of the civil war was the fisheries on the coast of Newfoundland and the territory claimed by two parties. Beginning of the war, 1861." Such are the results of one kind of teaching; what of the other let Dr. Von Holst inform us.

"Everywhere the mechanical, mind-killing text-book instruction of the old style is supplanted by a new method of teaching with the pulse of life in it; and everywhere the training for thorough and methodical original work has come to be considered as one of the principal tasks. But the cant of uncritical self glorification, which is still frequently the bane of the stump, is silenced in the university lecture halls. The trumpet flourishes of short-sighted and often narrow-minded national vanity have had to make place for the deep toned, heart and brain stirring ring of ripe manhood's earnest patriotism. Not by wordy professions, but by honest work well done, do the historical departments of all the leading universities of the Republic proclaim, *urbi et orbi*, that they know and acknowledge but one law, subjecting themselves to its iron rule absolutely,