

✓<sub>3</sub>  
46125

OFFICE OF  
Indian Affairs.  
Rec'd NOV 26

1894.

41/30

J. H. Baker, Jr.,  
Carlisle, Pa -  
regarding teachers

inc  
file 90.

Trans. Rept. No. 27/94

E. File

46126

Carlisle, Pa., Oct. 24, 1894.

Dr. W. N. Bailman,

Supt. of Indian Schools,  
Washington, D. C.

Sir:

Your letter of Oct. 2<sup>nd</sup> received.  
In reply to it, I desire to thank  
you very much for your frank  
criticism. We shall make every  
effort to improve along these  
lines.

I think that your judgements  
on Misses Bowersox and Lattie  
are too severe. Those ladies are  
not "self-satisfied. Both are thought-  
ful earnest and conscientious - the worst  
on the surface. They are uniting  
in the interest of their pupils.

Mr. Nolan has received from  
the first and is receiving the most

kindly sympathy and help. He is hampered only by his lack of knowledge, experience and weakness in discipline. He is slowly strengthening but at the expense of loss of time to his pupils. I prefer to have him continue for some time longer to be sure that no injustice be done him.

Mr. Henderson is not now nor can he, I fear, do the work we need in 8th grade.

I enclose a copy of Outline of book followed by Miss Hamilton in her Training Class.

Will you kindly criticize and suggest changes. She and I are serious of having this department as well as every other thoroughly effective.

Respectfully,

O. B. Bakless

Instructor. Modern education for the  
 8. Mann, Page, Barnard, Harris, Parker and others selected by  
 7. Comenius, Rousseau, Pestalozzi, Froebel and the kindergarten.  
 6. Jesuit teachers, and their systems.

select material as suits her purpose.)

10. Charlemagne, Alfred, Mohammedans, etc. (Instructor will
5. History of the Middle Ages, based on a few principle names
4. Roman Education.

page 3.

46125  
Outline of Work for Training Class.

As much as possible let this work be from careful self study. Deal with psychological facts as remembered from childhood.

Propound questions to be answered from pupil-teachers' observations and experiences.

Seldom, if ever, recite other men's thoughts upon mind study, unless in the summing up of a subject, or for some special object of your own.

Psychology.

Topics.

1. Study of Brain and Nervous organisms. (More psychological and hygienic, than physiological.)
2. Senses and Sense Perceptions.
3. Elementary Ideas, Concepts, Associations, etc., (Tatés Outline may give suggestions here, but it is not fully reliable though helpful.)
4. The Will, the Emotions, Study of Temperament, with a careful application to every child in the school, (and, if teacher thinks best, every teacher and pupil-teacher.)
5. Motives. From lower to higher. (Hopkin's Outline Study of Man, suggestive.)
6. Psychology of Attention (Parker's Psychology and Pedagogics is very suggestive.)
7. Psychology of Language and the teaching of language.
  - a, To English speaking children,
  - b, To non-English speaking children.
8. Psychology of Form and Number, and the teaching of them.

page 2.

9. *Psychology of Science, History and Literature, and the teaching of them.*

10. *The Unity of Mind, and the Unity of Knowledge. Ethics, Psychologically considered.*

#### Pedagogics.

1. *Subjects of study. Their relation and unity in the child's life and experience.*

2. *Modes of Study.*

3. *Modes of Expression, 1. Gesture, 2. Speech, 3. Music, 4. Writing, 5. Drawing, 6. Making, 7. Moulding, and their places in Teaching, as, - a, Thought intensifying, b, Mind developing.*

4. *Examination of devices and methods on the various subjects of study, 1. Reading, 2. Number and Form, 3. Oral and Written Language, 4. Penmanship and Drawing, 5. Music.*

5. *Educational Principles, Methods, and Devices.*

6. *School Management, Government, Character Building.*

7. *Course of Study for reservation ungraded, graded schools.*

8. *The right use of Educational and General Magazines and Journals, Institutes. Importance of Summer Schools, Institutes and other helps to teachers.*

#### *History of Education.*

*(In connection with the reading of General History.)*

1. *Early education; before the Christian Era. China and India.*

2. *Christ as a Teacher. Based on the Gospels.*

3. *Greek Education. Centring around Socrates, Plato and Aristotle.*

46125

page 3.

4. Roman Education.
5. History of the Middle Ages, based on a few principle names Charlemagne, Alfred, Mohammedens, etc., (Instructor will select material as suits her purpose.)
- 6 Jesuit teachers, and their systems.
7. Comenius, Rosseau, Pestalozzi, Froebel and the kindergarten.
8. Mann, Page, Barnard, Harris, Parker and others selected by Instructor. Modern education abroad and at home.

48152

INDIAN OFFICE

Incl. No.

1884